

MOTOR LEARNING

APK 3200 -- 3 -- SPRING 2021

INSTRUCTOR: **Diba Mani, Ph.D.**
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Email: dmani@ufl.edu
Preferred Method of Contact: Canvas
Preferred pronouns: she/her/hers

Undergraduate teaching assistant (UGTA) information posted on Canvas.

OFFICE HOURS: Mondays Period 7 (1:55-2:45 PM EST). Virtual; details posted on Canvas.

MEETING TIME/LOCATION: This course is taught both in-person and virtually. This may change pending circumstances throughout the semester, and will be announced via Canvas, at minimum. In the case that an issue arises, this course has been structured to be flexible in moving any in-person activities online. There are many opportunities to meet with me and other students virtually for all enrolled students.

Students enrolled in the in-person lectures should attend class virtually if there is any chance that they may have been exposed to COVID-19 within a 14-day period. If you have not been “cleared” to return to campus, per UF’s “Screen, Test, & Protect” initiative (<https://coronavirus.uflhealth.org/screen-test-protect-2/>), please do not attend class in-person until you do.

Please refer to the “Course Schedule” below for specifics on meeting content and location. There are four sections for this course with two comprising in-person lectures (majority of scheduled class meetings) and two comprising virtual lectures:

Class #10771 | Section 221A | MWF | Period 2 (8:30-9:20 AM EST) | FLG 220

Class #26095 | Section 221B | MWF | Period 2 (8:30-9:20 AM EST) | Online

Class #10770 | Section 2059 | MWF | Period 8 (3:00-3:50 PM EST) | FLG 220

Class #26094 | Section 259A | MWF | Period 8 (3:00-3:50 PM EST) | Online

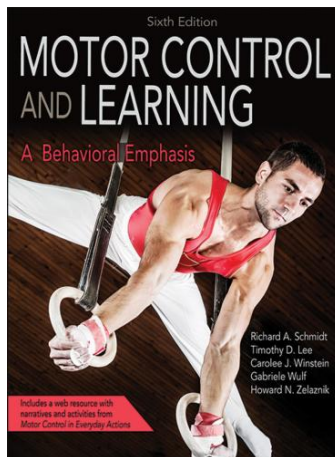
COURSE DESCRIPTION: Provides background for understanding, analyzing, and teaching skills in sports and dance. Attention to specific aspects of psychomotor developments and theoretical models of skill acquisition.

PREREQUISITE KNOWLEDGE AND SKILLS: Junior status or higher. Students enrolling in this course must have at least the following minimum technical skills to succeed:

- Using the learning management system, Canvas
- Using e-mail with attachments
- Microsoft Office: Word, PowerPoint
- Using Zoom video conferencing
- Downloading and installing software such as Google Chrome with extension for HonorLock
- Incorporating applications associated with Canvas, such as Flipgrid

RECOMMENDED MATERIALS: Our recommended textbook, which is available for short-term use through the UF Libraries, is: RA Schmidt and TD Lee. *Motor Control and Learning: A Behavioral Emphasis*. 6th edition. Champaign, IL: Human Kinetics, 2019.

Lecture notes and articles will be provided throughout the term via Canvas.



COURSE FORMAT: This class meets up to three times per week. Students are responsible for checking Canvas for announcements, which will include updates to the course schedule (please set your Canvas notifications to receive e-mails of the announcements and discussion posts, at the very least). The general format of the course is three days of lectures or group work per week for the first 75% of the semester and group presentations for the last 25% of the semester.

COURSE LEARNING OBJECTIVES: Upon completion of this course, students will be able to:

1. Differentiate and explain learning theories applicable to skill acquisition and retention
2. Apply knowledge of instructional strategies for basic skill acquisition
3. Appraise current evidence and trends in motor learning and motor control
4. Recognize general (classic) research paradigms used in motor learning and control research

COURSE AND UNIVERSITY POLICIES:

UF STUDENT COMPUTING REQUIREMENTS: Since this course has some, or all, contents online, and per the UF student computing requirements, UF does not recommend students relying on/regularly using tablet devices, mobile phones, or Chromebook devices as their primary computer, as these may not be compatible with specific platforms used in this course or other UF courses (<https://it.ufl.edu/policies/student-computing-requirements/>). Access to a fast, secure internet network will be necessary for this course. If a student is in an area with limited internet access, UF students can access eduroam for free with their GatorLink log-in credentials. If you have any problems connecting to eduroam, you can contact the UF Computing Help Desk.

There are more than 100 Wi-Fi hotspots in Florida, including several state university campuses and community colleges. You may connect to eduroam in other states as well. You don't have to sit in a car: many locations have open spaces and communal rooms available so you can get online while socially distancing and following CDC guidelines in an air-conditioned space. In Florida, all UF/IFAS Research and Education Centers (REC) are equipped with eduroam, so if you live in a rural area of your county, you can visit an REC to securely watch course videos and take care of your academic needs.

ATTENDANCE POLICY: Students will receive attendance and participation points by completing peer evaluation forms during Group Presentations in the latter segment of the course. Although lectures are not graded for attendance or participation, it is strongly encouraged that you attend and engage.

You do **not** need to let me know if you are missing a presentation, as **one** will be dropped/excused at the end of the semester to accommodate for any reason. Please refer to "Make-Up Policy" below for additional information on this.

If an issue arises where an emergency has come up and I do not arrive for a scheduled class session and you've waited 15 minutes after the scheduled start time, please contact me via UFL e-mail immediately. Please *do* check the latest announcements in Canvas prior to doing so (in case an adjustment was announced but missed).

PERSONAL CONDUCT POLICY: Students are expected to exhibit behaviors that reflect highly upon themselves and our University:

- Read and refer to the syllabus.
- Arrive to class sessions on time.
- Follow the guidelines for appropriate behavior in both in-person and virtual environments (i.e. name visible, non-offensive background (whether virtual or not), appropriate dress during live sessions).
- Submit assignments by the deadlines. If you miss a deadline, please recognize that requesting an exception is unfair to your classmates and instructor.
- Show respect for the course instructor and classmates by not holding personal conversations or “multi-tasking” during class time (especially during peer presentations).
- Use professional, courteous standards for any web exchanges (i.e. proper greetings and titles in emails).
- UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies behaviors that are in violation of this code and the possible sanctions.
- You are obliged to report any condition that facilitates academic misconduct to appropriate personnel.

To avoid representing all or any portion of one’s own work (self-plagiarism) or that of another, the use of software to promote academic integrity through plagiarism-detection is advocated for. Although not required, Turnitin is an excellent resource for this and reference/citation assistance.

MAKE-UP POLICY: Make-up assessments and assignments will be given at the discretion of the instructor. To request and possibly schedule a make-up quiz or exam, please fill out the “Make-Up or Accommodation Request Form” posted in Canvas > Orientation and e-mail it to your course instructor as soon as possible. Documentation is **required**. Unexcused missed assessments and assignments will result in a zero on that item (this includes contacting the instructor after the exam if you are ill). Please make travel arrangements accordingly, as this is not an excusable activity. If you have a serious emergency or life event, please contact the Dean of Students Office (www.dso.ufl.edu) and they will contact your instructor so that you do not have to provide documentation to individual instructors for a make-up. Requirements for class attendance, make-up assessments, assignments, and other work in this course are

consistent with university policies that can be found in the online catalog at:
<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Please do **not** ask for an accommodation for inappropriate excuses, which include:

- Extracurricular activities
- Out of town/vacation
- Sleeping in
- Sports
- Technological issue due to procrastinated assignment upload
- Volunteering
- Work

LATE SUBMISSION OR MISSED ASSESSMENT POLICY: Late submissions are **not** accepted, although some adjustments have been put in place to accommodate for mistakes (such as technological issues like missing a deadline or uploading an unreadable or incorrect file). Please review “Grading” below for late submission or missed assessment policies (outside of documented and excusable scenarios).

HONORLOCK SYSTEM REQUIREMENTS (QUIZ AND EXAM PROCTORING): Assessments will be proctored using HonorLock, whether you are enrolled in the in-person or online section. You will not need to sign-up or schedule a testing time, nor will you need to create an account. To ensure your device is compliant with HonorLock, a series of pre-assessment checks must be performed before gaining access to the assessment. Please do so in advance of the assessment; we are unable to further accommodate for individual technological issues that may detract from your assessment time. Specifications necessary for HonorLock to work are listed below:

- **System compatibility and setup:**
 - HonorLock is only supported through the *Google Chrome web browser* on Mac, PC (no other mobile devices or tables are supported)
 - Students must install the *HonorLock Extension* within Chrome
 - HonorLock will not support Windows 8, Windows 8.1, Mac OSX 10.11 or Mac OSX 10.12. You can find the updated *Minimum System Requirements* and a system compatibility test at www.honorlock.com/support.
- **Additional considerations using HonorLock:**
 - You will need to take the quiz or exam on a desktop computer or laptop with a webcam and microphone set up on your chosen device. This will **not** work on mobile devices or tablets, including iPads and smart phones.
 - You need to make sure that the **camera is facing YOU at all times** – if the camera does not stay facing you or if you are out of frame, the

assessment will pause, preventing you from continuing, even midway through. This will detract from your exam time.

- You need to open Canvas on the **Google Chrome internet browser** and download the *HonorLock Chrome Extension*. Other internet browsers will **not** be compatible with HonorLock.
- Make sure you have a stable Internet connection wherever you are taking the exam (i.e. good Wi-Fi) and that your computer has a fully charged battery or is connected to a charger to prevent it from shutting down during the exam.
- A 360-degree scan of your testing room/environment will be required. If you are using a laptop, you will need to pick up your laptop and rotate it for the room scan, including your examination surface (i.e. desk, table), floor space, your lap, the walls around you, etc. The testing environment should be clear of any clutter, notes, or textbooks. These could constitute a violation of the Honor Code (i.e. academic dishonesty).
- Make sure the room you are taking the assessment in is well-lit and that you are by yourself. Rooms that are not bright enough may get flagged as “blurry” or “unclear”. Avoid posters or photographs on the wall behind you; try to minimize noise (i.e. talking aloud). These will also flag your quiz or exam, which will be reviewed by a member of the instructor team for the course to confirm or refute any academic dishonesty.
- You must have a valid and clear photo identification (ID) card (Gator ID, driver’s license, passport) to show at the start of the exam. Make sure the image is clear.
- Only one screen (i.e. cannot have multiple monitors) and one tab (i.e. the tab that is being used for the exam) in Chrome is allowed. HonorLock has an integrity algorithm that can detect search-engine use, so do not attempt to search for answers, even if it is on a secondary device.
- An HonorLock Practice Quiz will be set up under Quizzes in Canvas. **Please go through this practice test well in advance of taking the exam.** This practice quiz allows you to go through all the pre-assessment checks so you will know what to expect when taking the exam itself. Take the practice quiz on the device you intend to take the exam on and in the same environment (building, room, etc.).
- **Failure to meet the items above may result in a 0 grade.** If you encounter any issues with the testing platform or the exam, you should immediately contact HonorLock for assistance. If this fails, you need to email your course instructor right away with specific details (i.e. screenshots of your chat conversation with HonorLock with time stamps) of what occurred so that they can assist you as quickly as possible.

COVID-RELATED: We will have some in-person instructional sessions to accomplish the student learning objectives of this course (pending your enrolled section). In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions:

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements is everyone's responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing requirements (at least 6 feet between individuals). Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or chairs.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms, you may wish to review the guidance from the Centers for Disease Control and Prevention: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>. Please use the UF Health screening system and follow the instructions on whether you are able to attend class: <https://coronavirus.ufhealth.org/screen-test-protect-2/frequently-asked-questions/covid-19-exposure-and-symptoms-who-do-i-call-if/>.
- Students enrolled in the in-person lectures should attend class virtually if there is **any** chance that they may have been exposed to COVID-19 within a 14-day period. A quick message to let me know what's going on is adequate in this situation.
- Should you fall ill and experience severe symptoms that prevent you from completing your coursework, please reach out to the Dean of Students Office, who will evaluate your documentation (i.e. recent physician's note) and then reach out to me directly.
- At the start of the semester, if you have not been "cleared" to return to campus, per UF's "Screen, Test, & Protect" initiative (<https://coronavirus.ufhealth.org/screen-test-protect-2/>), please do not attend class in-person until you do so.

INCLUSION, DIVERSITY, EQUITY, AND ACCESS (IDEA): All individuals, irrespective of their gender, gender identity, gender expression, sexual identity, sexual orientation, race, ethnicity, religious affiliation, physical or mental ability, political affiliation, or any other perceived generalized differentiator, are welcome in this course. It is expected that we treat each other with respect and as equals. Treat one another as you want to

be treated so that we can have valuable discussions in this course. Intolerant, inflammatory, or insulting behavior or speech is not acceptable and may lead to dismissal from the course. Please do reach out for assistance regarding accommodations – I do not want inaccessibility to keep anyone from the opportunity to learn and grow.

For suggestions or concerns related to IDEA beyond our course, please reach out to any of the following individuals:

- Dr. Leo Ferreira, APK IDEA Liaison, ferreira@hhp.ufl.edu
- Dr. Rachael Seidler, APK Graduate Coordinator, rachaelseidler@ufl.edu
- Dr. Joslyn Ahlgren, APK Undergraduate Coordinator, jahlgren@ufl.edu

ACCOMMODATING STUDENTS WITH DISABILITIES: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC) by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester. You must submit this documentation prior to submitting assignments or taking exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students registered with the DRC: It is strongly recommended that you submit all of your lecture exam requests through the DRC in the *first week of classes* to ensure that they are approved in time. Unless you've made special arrangements with the DRC, exams will be taken in Canvas similar to other students but with your specific accommodations (i.e. extended time, use of screen reader).

TEMPORARY COVID-19 ADJUSTMENTS: As this course is offered both in-person and online, it is unlikely that any temporary accommodations will be necessary due to COVID-19 that will require the involvement of the Disability Resource Center. However, should you need such accommodations, please reach out to: <https://disability.ufl.edu/outreach/updates/covid/> and be ready to provide documentation for evaluation. As noted previously, students enrolled in the in-person lectures should attend class virtually if there is **any** chance that they may have been exposed to COVID-19 within a 14-day period. A quick message to let me know what's going on is adequate in this situation. Should you fall ill and experience severe symptoms that prevent you from completing your coursework, please reach out to the Dean of Students Office, who will evaluate your documentation (i.e. recent physician's note) and then reach out to me directly.

PREFERRED NAME: It is important to the learning environment that you feel welcome and safe in this class, and that you are comfortable participating in class discussions and

communicating with me on any issues related to the class. I would like to acknowledge your preferred name and pronouns that reflect your identity. Please let me know how you would like to be addressed in class if your name and pronouns are not reflected by your name on the class roster.

You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "View & Update Profile Information." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

Please do keep your preferred name (first and last, if possible) visible when engaging in course activities online.

PRIVACY (FERPA): Aspects of course content may be audio and visually recorded for students in the class to refer back to. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. By enrolling in this course, you will be required to have audio and video enabled for your group presentation. If you do not want your image in any recording pertaining to course content (i.e. presentations, demonstrations), please let me know within the first week of class so that we may seek an accommodation. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

COURSE EVALUATIONS: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>.

GETTING HELP:

Health and Wellness

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-294-CARE (2273).
- Counseling and Wellness Center: 352-392-1575, <https://counseling.ufl.edu/>
- If you have experienced sexual violence, know your rights and learn more information here: <https://umatter.ufl.edu/helping-students/sexual-violence-response/> and/or contact the Student Health Care Center: 352-392-1161.
- University Police Department: 352-392-1111 (or 9-1-1 for emergencies). <https://police.ufl.edu/>

Academic Resources

- E-learning technical support: 352-392-4357 (select option 2) or e-mail learning-support@ufl.edu: <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union: 352-392-1601. Career assistance and counseling: <https://career.ufl.edu/>
- Library Support: <https://uflib.ufl.edu/find/ask/> Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center: Broward Hall, 352-392-2010 or 352-392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>
- Student Complaints
 - On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
 - On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

GRADING:

The following table outlines the point-accruing components of the course. All grades will be uploaded to the gradebook prior to the final exam (except the final exam). Expanded directions and examples are provided in Canvas. Please make sure to upload the appropriate file to the correct location (i.e. specific Canvas Assignment or Flipgrid), in an accessible (non-password protected) document format by the deadline. Be careful to avoid uploading your file to another week's Canvas Assignment or a blank presentation evaluation – these will result in a "0" grade if not adjusted by the assignment deadline.

Evaluation Components	Points Per Component	Approximate % of Total Grade*
Introductory Post & Comment	2 pts	2/150 = 1%
Article Selection & Concept Map	5 pts	5/150 = 3%
Learning Post & Comment	3 pts	3/150 = 2%
Narratives (x10)	5 pts each = 50 pts; drop 1	45/150 = 30%
Presentation	25 pts	25/150 = 17%
Self-Evaluation	5 pts	5/150 = 3%
Peer Evaluations (x no. groups)	2 pts each; drop 1	20/150 = 13%
Midterm	15 pts	15/150 = 10%
Final Exam	30 pts	30/150 = 20%

*estimated based on 10 groups; rounded to nearest whole number
(does not = 100% above)

Introductory Post & Comment – Students will be asked to create a short Flipgrid post to introduce themselves to the class. The activity will require the use of audio and visual recording tools. To earn full credit, each student must comment on at least one other student’s post.

Article Selection & Concept Map – Students will be responsible for finding and selecting an appropriate peer-reviewed original research paper to present to the class. Students will work in their groups (randomized near the start of the term after drop/add period), to develop a concept map regarding the selected research paper and class content. Although you will work with a group on this assignment, each student must make and upload their own submission for credit.

Learning Post & Comment – Students will be asked to explore various media formats to share something unique about motor learning and control with the class. For example, students may select to listen to a podcast, demonstrate a movement (i.e. TikTok dance), or watch a clip, and then reflect with the class in a post. Each student must comment on at least one other student’s post.

Narratives – The ten Narratives each comprise four questions from ten chapters on an expanded aspect relevant to the chapter. Although late submissions or incorrect uploads are **not** accepted, Narratives are accessible throughout the entire semester, and may be uploaded any time through the Friday night (11:59 PM EST) of the week it is due. As the Narratives may be uploaded any time until the deadline, late, inaccessible, or incorrect file submissions will not be accepted. However, one of the ten Narratives will be excused/dropped to accommodate issues (no matter the reasoning); please see “Make-Up Policy” above for additional information.

Presentation – The presentation will be based on an original research article or topic assigned to groups of 2-3 students. Soon after drop/add period, students will be randomized into groups and presentation days, as well as select a peer-reviewed paper to dissect and present. You will have a few days to review the randomized dates and bring up any issues to me then. No matter the section in which you are enrolled, you will present live via Zoom on your assigned date and period, so please plan ahead to make sure you are prepared (i.e. presentation content, practice, internet access, functioning webcam and audio access).

Directions on presentation expectations will be given in lecture in the first week of class (i.e. PowerPoint formatting, uploading to Canvas, duration). Presentation evaluation forms (rubrics) will be finalized in the first week of class by the class; group grades will be based on the rubric developed. There will be no individual grades for presentations unless there is a serious discrepancy (i.e. a group member does not show up for the presentation); so, please work together as a *team* to help each other succeed. Any severe lack of team effort or spread of work within a team must be brought up to the instructor as soon as possible, or by the start of the presentation week (at latest). Please see “Self-Evaluation” below for an elaboration on how you will evaluate yourself and your group members, privately.

Presentation grades are rounded to the nearest tenth place (decimal). If you’d like to chat about your presentation, please plan to do so within a week of receiving your score/presenting. Any requests to review the presentations after that may not be accommodated, as we will have many presentations and distinguishing fine details between them will become difficult as more of them take place; memorizing the individual performances of the entire class is impossible.

Self-Evaluation – You will be asked to evaluate yourself and your group members, privately. This document (accessible on Canvas) is due within one class period after your presentation, so please plan ahead. This should serve as enough time to fill in any remaining components of the form and upload to Canvas for grading, without letting too much time pass and possibly forgetting the experience or the assignment. If you have a scheduling conflict, please let me know at the start of the semester so that we may make proactive adjustments.

Peer Evaluations – Please support your classmates by attending each other’s presentations. You will earn 2 points per presentation and be excused for your own. This semester, there will be between 7-12 presentations, depending on the number of groups. Evaluations are due within one class period after the presentation is given, so please plan ahead.

The class will agree to a rubric in the first couple weeks of class to implement for all presentations. Peer evaluations will comprise providing comments (anonymized) but not actual points to the presenting group. One of the presentation evaluations will be excused/dropped to accommodate for those unable to attend the live presentation (no matter the reasoning); please see “Make-Up Policy” above for additional information. You should begin each evaluation with a blank evaluation form; please give effective feedback specific to the presenting group, related to the prompts on the rubric.

Midterm Exam – The midterm exam may cover all material from the start of the semester up to the week of the exam. Content from peer presentations will not be included; please refer to the “Midterm Exam Review Sheet” on Canvas for elaboration. All students will complete this assessment online from a private testing space via Honorlock proctoring, so please plan ahead to make sure you are prepared (i.e. cleared examination surface (i.e. desk, table), stable internet access, functioning webcam, and audio access) and do **not** miss your exam, as they cannot be re-opened or extended for access after the exam period has passed.

Final Exam – The final exam will emphasize material presented in Chapters 3-13, as discussed during lecture. Content from peer presentations will not be included; please refer to the “Final Exam Review Sheet” on Canvas for elaboration. All students will complete this assessment online from a private testing space via Honorlock proctoring, so please plan ahead to make sure you are prepared (i.e. cleared examination surface (i.e. desk, table), stable internet access, functioning webcam, and audio access) and do **not** miss your exam, as they cannot be re-opened or extended for access after the exam period has passed.

GRADING SCALE: Any discrepancies with points displayed in the gradebook must be brought to the attention of the instructor as soon as possible, or before the last day of class. There is no curve for this course and final grades will not be rounded up. More detailed information regarding current UF grading policies can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>. *Any requests for additional extra credit or special exceptions to these grading policies will be interpreted as an honor code violation (i.e. asking for preferential treatment) and will be handled accordingly.*

Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A+*	97.00-100%	4.0
A	93.00-96.99%	4.0
A-	90.00-92.99%	3.7
B+	87.00-89.99%	3.3
B	83.00-86.99%	3.0

B-	80.00-82.99%	2.7
C+	77.00-79.99%	2.3
C	73.00-76.99%	2.0
C-	70.00-72.99%	1.7
D+	67.00-69.99%	1.3
D	60.00-66.99%	1.0
E (F)	0-59.99%	0

*An A+ appears as an "A" in the final UF grade system

COURSE SCHEDULE:

The following is the tentative course overview; it is maintained/updated on Canvas. Please note that we will be flexible with the lecture topics covered on a given day. Some chapters may take longer than others, others shorter – i.e. we may cover the last few slides of Ch. 1 on Friday and move into Ch. 2 right afterward.

Week	Date	Canvas Module	Content	Format	Assignment Deadline
1	Jan 11	Orientation	Orientation: Syllabus & Introductions	Live Lecture	
	Jan 13		1 Presenting Scientific Data	Live Lecture	
	Jan 15		<i>Career Connections (no live class)</i>	Pre-Recorded	Introductory Post: 11:59 PM EST*
2	Jan 18		<i>Martin Luther King, Jr. Day (no class)</i>	-	
	Jan 20		Rubric/Groups; Ch 1: Evolution of a Field of Study	Live Lecture	Introductory Comment: 11:59 PM
	Jan 22		Ch 1: Evolution of a Field of Study	Live Lecture	
3	Jan 25		2 Ch 2: Methodology for Studying Motor Performance	Live Lecture	
	Jan 27		Ch 2: Methodology for Studying Motor Performance	Live Lecture	
	Jan 29		<i>Finding & Selecting Peer-Reviewed Articles (no live class)</i>	Pre-Recorded; Group-Specific	Ch 2 Narrative: 11:59 PM; Article Selection & Concept Map: 11:59 PM
4	Feb 1		3 Ch 3: Human Information Processing	Live Lecture	
	Feb 3		Ch 3: Human Information Processing	Live Lecture	
	Feb 5		Ch 3: Human Information Processing	Live Lecture	Ch 3 Narrative: 11:59 PM
5	Feb 8		4 Ch 4: Attention and Performance	Live Lecture	
	Feb 10		Ch 4: Attention and Performance	Live Lecture	
	Feb 12		5 Ch 5: Sensory and Perceptual Contributions	Live Lecture	Ch 4 Narrative: 11:59 PM
6	Feb 15		Ch 5: Sensory and Perceptual Contributions	Live Lecture	
	Feb 17		Ch 5: Sensory and Perceptual Contributions	Live Lecture	
	Feb 19		Ch 6: Central Contributions to Motor Control	Live Lecture	Ch 5 Narrative: 11:59 PM
7	Feb 22		6 Ch 6: Central Contributions to Motor Control	Live Lecture	
	Feb 24		7 Ch 7: Speed and Accuracy	Live Lecture	
	Feb 26		Midterm Exam	Honorlock	Ch 6 Narrative: 11:59 PM
8	Mar 1		8 Ch 8: Coordination	Live Lecture	
	Mar 3		9 Ch 9: Motor Learning Concepts and Research Methods	Live Lecture	
	Mar 5		Ch 9: Motor Learning Concepts and Research Methods	Live Lecture	Ch 8 Narrative: 11:59 PM
9	Mar 8		10 Ch 10: Conditions of Practice	Live Lecture	
	Mar 10		Ch 10: Conditions of Practice	Live Lecture	
	Mar 12		<i>Learning Post & Comment Development (no live class)</i>	-	Ch 9 Narrative: 11:59 PM
10	Mar 15		Ch 10: Conditions of Practice	Live Lecture	
	Mar 17		11 Ch 11: Augmented Feedback	Live Lecture	
	Mar 19		Ch 11: Augmented Feedback	Live Lecture	Ch 10 Narrative: 11:59 PM
11	Mar 22		12 Ch 12: The Learning Process	Live Lecture	
	Mar 24		Ch 12: The Learning Process	Live Lecture	
	Mar 26		13 Ch 13: Retention and Transfer	Live Lecture	Ch 11 Narrative: 11:59 PM
12	Mar 29		<i>Group Presentation</i>	Live Lecture	
	Mar 31		<i>Group Presentation</i>	Live Lecture	
	Apr 2		<i>Group Presentation</i>	Live Lecture	Ch 13 Narrative: 11:59 PM
13	Apr 5		<i>Group Presentation</i>	Live Lecture	
	Apr 7		<i>Group Presentation</i>	Live Lecture	
	Apr 9		<i>Group Presentation</i>	Live Lecture	Learning Post: 11:59 PM
14	Apr 12		<i>Group Presentation</i>	Live Lecture	
	Apr 14		<i>Group Presentation</i>	Live Lecture	Learning Comment: 11:59 PM
	Apr 16		<i>Group Presentation</i>	Live Lecture	
15	Apr 19		<i>Group Presentation</i>	Live Lecture	
	Apr 21		Closing and Exam Prep	Live Lecture	
	Apr 23		<i>Reading Day (no class)</i>	-	
16	Apr 26		-	-	
	Apr 28		Period 8 Final Exam (3:00-5:00 PM EST)	Honorlock	
	Apr 30		Period 2 Final Exam (12:30-2:30 PM EST)	Honorlock	

*All times are EST

SUCCESS AND STUDY TIPS:

Recognizing that people learn in different ways and with no judgement on how you study (i.e. highlighting the textbook, using YouTube, drawing figures), here are some tips for success and studying in this course that have proven useful for many:

- The textbook is written in an interesting way but is not required for success in the course. The material that is quizzed on will entail material provided in lecture, presentations, articles, and narratives. However, if you are having trouble connecting material in the lecture or want more information or elaboration, please review the textbook.
 - Any content that is required reading and fair game on assessments will be posted to Canvas.
- Engage with your peers in not just preparing and giving your presentation, but in thinking about course content. We are one another's greatest resources for learning material. Can you connect what we learn in class to your own movements or activities?
- Look up material that inspires you. If we're talking about neurological tests and you really become really curious about what those tests comprise – take a moment to look it up and read about it or watch a video clip! Share as a Discussion on Canvas.
- Do prepare and practice for your presentation *with your group* well in advance. We do presentations for a variety of reasons – take the opportunity to present to the class seriously; it'll likely come in handy when you're doing a med school interview or job talk in the future.
- Check Canvas for announcements! Adjustments to the schedule and edits/clarifications to topics discussed in class will be posted here. Additionally, presentation resources will be described online. Set the notifications in Canvas so that you receive e-mails when something is posted.
- Prepare ahead for the exams. I encourage you to stay on top of the material throughout the term even if we don't have weekly or biweekly quizzes. This will minimize the stress that is stereotypical of the end of the semester.
- Things happen. That's life. If there are some majorly overwhelming things happening during your semester, send me an email, come by virtual office hours. We'll work together to figure out what steps you should take in hopes of wrapping up the course well. Swing by and chat academia (grad school, anyone?), sports, and aspirations to travel the world some time. 😊

