

MOTOR LEARNING

APK 3200 -- 3 -- SPRING 2020

INSTRUCTOR: **Diba Mani, Ph.D.**
Office: FLG 131
Email: dmani@ufl.edu
Preferred Method of Contact: Canvas

OFFICE HOURS: Posted on Canvas

MEETING TIME/LOCATION: There are two sections for this course this term, taught by the same instructor. Please attend your enrolled section unless you've an approved exception.

CLASS 10715, SECTION 221A: MWF 8:30 AM-9:20 AM
(Period 2) in FLG 265

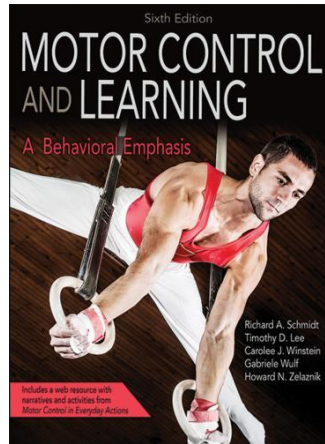
CLASS 10714, SECTION 2059: MWF 3:00 PM-3:50 PM
(Period 8) in FLG 265

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.

RECOMMENDED MATERIALS: Our recommended textbook, which is available for short-term use at 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: Class meets in-person up to three times per week. Students are responsible for checking announcements and course posting on Canvas, which will include updates to the course schedule. The general format of the course is 1-2 days of lecture (often paired with an in-class quiz) and one day of presentations.

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:

ATTENDANCE POLICY: Students will receive participation and attendance points for presentations. Quizzes are held on Fridays, either live in the classroom or virtually, and taken via Lockdown Browser on Canvas via portable electronic device. You do not need to let me know if you are missing class, unless you are requesting an accommodation or make-up (in advance) of a quiz or exam, and have a valid, documented excuse (i.e. illness).

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

- Read and refer to the syllabus.
- Show respect for the course instructor and classmates by not holding personal conversations during class time (especially during peer presentations).

- Submit assignments by the deadlines. If you miss a deadline, recognize the unfairness to your classmates if you were to be permitted a late submission (i.e. for peer evaluations, Narrative Quizzes).
- Use professional, courteous standards for any web exchanges (i.e. 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 a number of behaviors that are in violation of this code and the possible sanctions.
 - *This includes sharing content between class sections, including quizzes, presentations, narratives, or final exam. Honor code violations of any kind will not be tolerated and sanctions will be determined by the course instructor.*
- Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel.

EXAM MAKE-UP POLICY: Make-up quizzes and exams will be given at the discretion of the instructor. To schedule a make-up quiz or exam, please fill out the make-up exam request form posted in Canvas and e-mail it to your course instructor as soon as possible. Documentation will be required. Unexcused missed quizzes and exams 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 to make-up a quiz or exam. Requirements for class attendance and make-up exams, 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/ugrad/current/regulations/info/attendance.aspx>.

To reiterate: please recognize that the 2 lowest individual-performing of the 10 quizzes, whether live in the classroom (closed book) or virtual (open book), will be dropped. The two dropped grades (5 point assignments, each) will include any quizzes not taken (and hence earning a zero), for whatever reason (i.e. extracurricular activity, sports, out of town, sleeping in). Thus, please do not ask for an accommodation for inappropriate excuses (i.e. work, volunteering, vacation, sleeping in).

ACCOMMODATING STUDENTS WITH DISABILITIES: Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation

to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

COURSE EVALUATIONS: Students in this class are participating in GatorEvals. This evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to the University's Canvas learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/> . Thank you for serving as a partner in this important effort.

GETTING HELP:

Health and Wellness

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies)
<http://www.police.ufl.edu/>

Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://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.

Evaluation Components	Points Per Component	Approximate % of Total Grade
Quizzes (x10)	5 pts each & drop two lowest = 40 pts	40/130 = 31%
Presentation	25 pts	25/130 = 19%
Attendance & Participation	20 pts	20/130 = 15%
Introductory Exam	15 pts	15/130 = 12%
Final Exam	30 pts	30/130 = 23%

Quizzes – Ten (10) quizzes will comprise a series of questions to be answered either closed-book in the classroom via Lockdown Browser on Canvas via portable electronic device provided by each student or open book via upload to Canvas in .doc or .pdf format). The latter type of quiz is described as a “Narrative Quiz” in the course schedule. The quizzes will comprise 5-10 questions (multiple choice, short answer, matching) pertaining to all lecture, textbook, and peer presentation material since the previous quiz.

Please recognize that the 2 lowest individual-performing of the 10 quizzes, whether live in the classroom (closed book) or virtual (open book), will be dropped. The two dropped grades (5 point assignments, each) will include any quizzes not taken (and hence earning a zero), for whatever reason (i.e. extracurricular activity, sports, out of town, sleeping in). Thus, please do not ask for an accommodation for inappropriate excuses (i.e. work, volunteering, vacation, sleeping in).

Presentation – The presentation will be based on an original research article or topic assigned to groups of 3 students. In the first week of class, students will sign up for groups and presentation days, as well as select a peer-reviewed paper to dissect and present. Directions on presentation expectations will be given in lecture in the first week of class (i.e. PowerPoint formatting, uploading to Canvas, and duration). Presentation evaluation forms (rubrics) will be finalized in the first week of class by the class; group grades (there will be no individual grades for presentations; so, please work together as a *team* to help each other succeed) will be based on the rubric developed. 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).

Presentation grades are rounded to the nearest tenth place (decimal). If you'd like to chat about your presentation in person, please plan to do so within a week of receiving

your score/presenting. Any requests to review the presentations after that will not be accommodated (we'll have many presentations throughout the semester; memorizing individual performances cumulatively is impossible).

Attendance & Participation – Please support your classmates by attending one another's presentations. You will earn about 2 points per presentation. Evaluations on the presentation are due at the end of the class period. The class will agree to a rubric in the first week of class to implement throughout the semester.

Introductory Exam – Material presented in the first three weeks of class, which serve as background for searching for and presenting peer-reviewed scientific papers, the history of motor control and learning, and the methodology for studying relevant material in motor control and learning (Chapters 1-2), will be included in this exam.

Final Exam – The final exam will not be cumulative. The material on this exam will emphasize material presented in Chapters 3-13, as discussed during lecture. Content from peer presentations will not be included. The final exam will be taken on the last day of class, at the usual class time, and in the usual classroom.

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.

WEEKLY COURSE SCHEDULE:

The following is the tentative course overview; an updated schedule is maintained on Canvas, including information any shortened or lengthened lectures (we WILL run short or long on certain topics) and delayed quizzes. The aim is to organize quizzes so that each cover one topic/chapter. However, due to different lengths of chapters, it is best to recognize that content on a given quiz will include all material lectured up until the quiz date. Again, this schedule is subject to modification; any changes will be posted in Canvas, at the very least.

Week	Dates	Lecture Topic	Reading Chapters
1	Jan 6-10	<i>Class begins Jan 6th</i> Course Introduction Rubric Development Finding & Selecting Peer-Reviewed Articles Presenting Scientific Data	
2	Jan 13-17	Career Connections Evolution of a Field of Study Methodology for Studying Motor Performance	Chapter 1 Chapter 2
3	Jan 20-24	<i>MLK, Jr. Day (no class) Jan 20</i> Methodology for Studying Motor Performance	Chapter 2
4	Jan 27-31	Introductory Exam (Chapters 1-2; scientific articles and presentations): <i>January 27</i> Human Information Processing	Chapter 3
5	Feb 3-7	Attention and Performance <i>Presentation 1</i> <i>Quiz 1 (Feb 7)</i>	Chapter 4
6	Feb 10-14	Sensory and Perceptual Contributions <i>Presentation 2</i> <i>Narrative Quiz 2 (Feb 14)</i>	Chapter 5
7	Feb 17-21	Central Contributions to Motor Control <i>Presentation 3</i> <i>Quiz 3 (Feb 21)</i>	Chapter 6
8	Feb 24-28	Speed and Accuracy <i>Presentation 4</i> <i>Narrative Quiz 4 (Feb 28)</i>	Chapter 7
9	Mar 2-6	<i>Spring Break (no class)</i>	
10	Mar 9-13	Coordination <i>Presentation 5</i> <i>Quiz 5 (Mar 13)</i>	Chapter 8

11	Mar 16-20	Motor Learning Concepts and Research Methods Presentation 6 Narrative Quiz 6 (Mar 20)	Chapter 9
12	Mar 23-27	Conditions of Practice Presentation 7 Quiz 7 (Mar 27)	Chapter 10
13	Mar 30-April 3	Augmented Feedback Presentation 8 Narrative Quiz 8 (Apr 3)	Chapter 11
14	April 6-10	The Learning Process Presentation 9 Quiz 9 (April 10)	Chapter 12
15	April 13-17	Retention and Transfer Presentation 10 Quiz 10 (April 17)	Chapter 13
16	April 20-24	Retention and Transfer Final Exam (Chapters 3-13): <i>April 22 (last day of class)</i>	
17	April 27-May 1	☺	

SUCCESS AND STUDY TIPS:

Please recognize that people learning in different ways and there is no judgement on how you study (i.e. highlighting the textbook, using YouTube, drawing figures). Nevertheless, here are some tips for success and studying in this course that appear to prove useful for the majority:

- The textbook is written in an interesting 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.
- Engage with your peers in not just preparing and giving your presentation, but in answering in-class questions. We are one another's greatest resources for learning material.
- Look up material that inspires you. If we're talking about internal versus external foci of attention and you want to apply it to your sport of choice – take a look up and read about it or watch a video clip! Chances are, this will add to lecture and reading material and apply to your future endeavors and interests!
- 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.
- Prepare for the quizzes as the material rolls in. We have ten quizzes to make up for no midterm and a less-valued final exam. This is in hopes of encouraging you to stay on top of the material and not feel overwhelmed by a ton of classes having exams worth a lot of your final grade at the same time!
- Things happen. That's life. If there are some majorly overwhelming things happening during your semester, send me an email, come by my office; we'll work together to figure out what steps you should take to do in hopes of wrapping up the course well. I'd love to meet each of you; come by and chat academia (grad school, anyone?), sports, and traveling the world some time during the term.

