

MOTOR LEARNING

APK 3200 -- 3 -- SPRING 2022

INSTRUCTOR:

Diba Mani, Ph.D.

Office: FLG 131

Email: dmani@ufl.edu

Method of Contact: Canvas

Preferred pronouns: she/her

Please use Canvas messaging or the Discussion Board to discuss course-related material with Dr. Mani. This serves as a way to distinguish your messages over the hundreds received in UFL inboxes to make sure they are replied to.

UGTA: Camille Strackbein: c.strackbein@ufl.edu

OFFICE HOURS:

Virtual; details posted on Canvas.

MEETING TIME/LOCATION: This is a fully online course, so there are no in-person meetings. Lectures are pre-recorded so that you may watch them at your convenience (maximum flexibility). Please refer to the “Course Schedule” below for the suggested timeline to follow. Section information:

Class #10643 | Section 2059 | 100% 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.

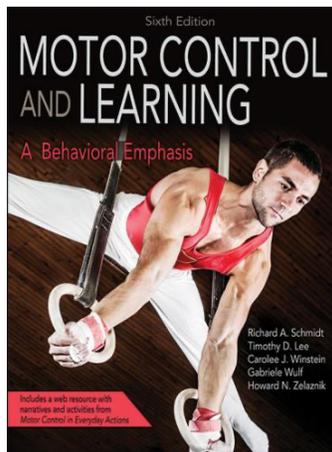
PREREQUISITE KNOWLEDGE AND SKILLS: Junior status or higher. Students enrolling in this course must have at least the following minimum technical skills to succeed:

- Using the learning management system, Canvas
- Using e-mail with attachments
- Microsoft Office (i.e. Word, PowerPoint, Excel)

- 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 is a fully online course, with asynchronous online lectures (you will NOT attend lectures in a classroom). 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 lecture content based on the textbook material with interspersed course activities (“Engagement” and “Narratives”) and presentations toward the end of the term. Some activities throughout the semester will require you to meet with peers or your instructor in class at a set time (synchronously/live). As well, you will be required to enable audio and visual recording capabilities for some activities.

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 material 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: As this is an asynchronously organized course, attendance is not required. However, given the heightened accessibility and format of the course, deadlines for assignments, including assessment completion, are held firm. Any changes will be announced in Canvas, and will be to provide even more flexibility to students.

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 any live, synchronous sessions on time.
- Follow the guidelines for appropriate behavior in all environments, including online (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 live meetings.
- Use professional, courteous standards for any web exchanges (i.e. proper greetings and titles in emails).
- Send any e-mails via your UFL address; others may not be received (“spam”). Use Canvas messaging for non-emergency course communication.
- 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 (EXAM PROCTORING): Exams will be proctored using Honorlock. 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 exam. Please do so in advance of the exam; we are unable to further accommodate for individual technological issues that may detract from your exam time. Specifications necessary for Honorlock to work are listed below:

- **System compatibility and setup:**
 - Honorlock is only supported through *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 and 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 for exams:**
 - You will need to take the 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.
 - Remove external monitors, cell phones, smart watches, tablets, and other technologies from the testing space.
 - 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 exam 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 to 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).
 - 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, etc. The testing environment should be cleared of any clutter, no notes, or textbooks laying out. These could constitute a violation of the Honor Code (i.e. academic dishonesty).
 - Make sure the room you are taking the exam 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

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, 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.

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.

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** your accommodation 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).

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 Canvas, virtual office hours, etc. if your name and pronouns are not reflected by your name on the class roster. Please correct me if I forget or make a mistake. 😊

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. Students who un-mute during class and participate orally are agreeing to have their voices recorded. By enrolling in this course, you will be required to have audio and video enabled for certain activities, such as your presentation and Engagement posts. 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 (i.e. alternate course section enrollment). To reiterate, you can expect to enable video and audio for certain activities in this class, such as attending virtual office hours and presentations. 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.

There are no exceptions to uploading a blank file, the wrong file, no file, or to the wrong location.

Evaluation Components	Approximate % of Total Grade*
Syllabus Quiz	0%
Engagement (4)	15%
Narratives (10)	20%
Presentation	20%
Peer Evaluations	5%
Midterm	15%
Final Exam	25%
Extra Credit (i.e. Pre and Post Surveys)	N/A

Syllabus Quiz – The syllabus quiz is based on content found in this syllabus. Students will be given an unlimited number of attempts on the quiz. It is recommended that students complete the quiz as soon as possible to unlock the course material – a score of 5/5 must be earned to do so. Students will receive a zero for the syllabus quiz if it is not completed within the first couple weeks of the semester. You may need to complete the syllabus quiz before gaining access to other course material.

Engagement – Ten percent (10%) of your final grade is earned through activities designed to augment our online community. These activities comprise video posts and peer comments through Flipgrid, a simple and free discussion experience designed for learners, and developing practice exam questions on Canvas Discussion Boards. For example, 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. Needless to say, you must adequately respond to the prompt. The assignments contributing to your Engagement grade include four unique posts and comments on at least one peer’s post via Canvas > Assignments > Flipgrid. The topics for the four Flipgrid posts are:

1. Introductions
2. TikTok with a Mover
3. International Movements
4. Teaching Motor Skills

Please make sure to post your submissions in the correct Flipgrid Topic – failure to do so (i.e. incorrect uploading in a different place will result in a “0” grade). Creativity and personality are so very welcome on these Engagement submissions! Sometimes, Flipgrid integration into the Canvas gradebook is wonky – if you believe you incorrectly earned a

“0”, respond to the grade comment with a direct link to your post in Flipgrid; you will have one week from earning your credit to do so for adjustment.

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 by each student. You will be required to select a relevant article, create slides to summarize the article and connect it to class content, and then present the slides in an audio/video recording, which you will be asked to upload and share with the class.

More specifically, you will be responsible for finding and selecting an appropriate peer-reviewed original research paper to dissect and present to the rest of the class. The article selection and a related outline/concept map is due near the start of the semester (it will contribute to the 20% allocation to the Presentation grade). Each student must make and upload their own content for credit. The deadlines for the different components of the presentation are available in Canvas.

Presentation recordings and slides are due near the end of the semester, with peer evaluations due shortly after that. 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 are given in a lecture recording during the first couple weeks of class (i.e. PowerPoint formatting, uploading to Canvas, duration); the rubric on the presentation itself will be based on content presented in this lecture recording.

Presentation grades are rounded to the nearest tenth place (decimal). If you’d like to chat about your presentation, please plan to come by the scheduled virtual office hours. Reach out in advance if you have another UF class scheduling conflict.

Peer Evaluations – You will be asked to evaluate the presentations of classmates for a grade. You should begin each evaluation with a blank canvas (do not copy and paste comments); please give effective feedback specific to the presenting individual, related to the prompts on the rubric. The ability to provide feedback is a professional skill (in addition to making and presenting scientific presentations) that we must develop.

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. *The midterm exam for our course during the Spring 2022 semester is scheduled for Wednesday, April 23 at 11:59 PM EST to Thursday, April 24 at 11:59 PM EST via Honorlock; you will have up to two hours to complete the entire proctoring protocol and take the exam (which is designed to take no more than one regular UF class period). The extended access is to provide you with scheduling flexibility.*

Final Exam – The final exam will emphasize material presented in the textbook chapters and Narratives. 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. *The final exam for our course during the Spring 2022 semester is scheduled for April 28, 2022 at 7:30-9:30 AM EST via Honorlock.*

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.* As well, re-grades or re-takes of course content (homework, lab content, lecture exams) is not permitted in this course. Assignments can be discussed when completed proactively (before assignment deadlines) during the weekly virtual office hour – however, assignments will not be reviewed prior to submission for grading (a.k.a. you should not expect the instructor to go over the assignment you message her in advance of uploading for official grading). Always remember: asking for a re-grade will result in more strict review, and may actually cause a deduction in your final score.

Please be sure to prepare for the end of student access to the course shell in Canvas 1-2 weeks after the end of final exams (i.e. download any relevant content). Questions and answers from assessments in this course are *not* shared and may *not* be recorded.

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. Check Canvas for additional deadlines (i.e. for Engagement posts and comments, Narrative assignments, and activities related to the presentation). The general construct is one chapter per week, with presentations due near the end of the semester.

Week	Dates	Canvas Module	Content
1	January 3-7, 2022	Orientation	<i>Wednesday, January 5: First Day of Class</i> Syllabus & Introductions
2	January 10-14	1	Presenting Scientific Data Ch 1: Evolution of a Field of Study
3	January 17-21		<i>Monday, January 17: Martin Luther King, Jr. Day (official holiday)</i> 2 Ch 2: Methodology for Studying Motor Performance; Syllabus Quiz Due Friday, January 21 at 11:59 PM EST
4	January 24-28	3	Ch 3: Human Information Processing
5	January 31-February 4	4	Ch 4: Attention and Performance
6	February 7-11	5	Ch 5: Sensory and Perceptual Contributions
7	February 14-18	6	Ch 6: Central Contributions to Motor Control
		7	Ch 7: Speed and Accuracy
8	February 21-25		Midterm Exam: Wednesday, February 23 at 11:59 PM EST to Thursday, February 24 at 11:59 PM EST via Honorlock 8 Ch 8: Coordination
9	February 28-March 4	9	Ch 9: Motor Learning Concepts and Research Methods
10	March 7-11		<i>Entire Week: Spring Break (official holiday)</i>
11	March 14-18	10	Ch 10: Conditions of Practice
12	March 21-25	11	Ch 11: Augmented Feedback
13	March 28-April 1	12	Ch 12: The Learning Process
14	April 4-8	13	Ch 13: Retention and Transfer Presentation Due Friday, April 8 at 11:59 PM EST
15	April 11-15	1	Entire Week: Presentation Viewing
16	April 18-22		<i>Wednesday, April 20: Last Day of Class</i> <i>Thursday-Friday: Reading Days (no examinations)</i>
17	April 25-29		Final Exam: Thursday, April 28 at 7:30 AM to 9:30 AM EST via Honorlock

*Review Canvas for additional assignment deadlines

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, even online! 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 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 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. 😊

