



Course Syllabus: Motor Skills Acquisition and Analysis

Gordon T. & Ellen West College of Education

KNES 2023 Section 101

Fall 2021

Contact Information

Instructor: Dr. Stacia (Whitworth) Miller

Office: Bridwell Hall 323

Office hours: (In-person) Mon 4:00-5:00 pm, Tues/Thurs 10:00-11:00 am or
1:00-2:00 pm, and Fri by appointment

Office phone: (940) 397-2804

E-mail: stacia.miller@msutexas.edu

Class Meeting Information

Tuesday/Thursday 11:00-12:20

Wichita Falls Museum of Art- Cannedy Event Hall (Moved due to classroom capacity)

In addition, modules and discussion boards will be done in D2L.

Instructor Response

During the week, I will typically respond to your emails within 24-48 hours. Any emails received over the weekend will receive a response no later than Tuesday, 8 AM. Emails received on holidays typically will receive a response no later than 8 AM on the second business day after the holiday.

Required Course Materials

Haibach, P.S., Reid, G., & Collier, D.H. (2018). Motor Learning and Development (2nd ed.). Champaign, IL: Human Kinetics

Access to a personal computer with Microsoft Software, high speed Internet and the ability to access D2L the MSU Online Learning System.

Course Description

Developmental characteristics and biomechanical analysis of motor skills from initial fundamental motor patterns to application in physical activity and sport.

Course Overview

This semester, we will focus on theories of motor development, the developmental sequences of a variety of fundamental motor skills, and the theories of motor learning. We will focus on the structuring the learning environment, developmentally appropriate activities, individualization of instruction, designing instruction, practice sessions, feedback and the assessment of motor skills.

Course Objectives/Learning Outcomes

Specific learning objectives for the course derive from the SHAPE Standards for Secondary Physical Education, and the Texas SBEC standards. This course provides teacher candidates and SPLS students with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that students have demonstrated the ability to:

- Demonstrate knowledge of the developmental process throughout the lifespan. (SHAPE 1.e; SBEC IV)
- Discuss the interaction of cognitive, social, and psychosocial constraints and motor development and learning. (SHAPE 1.d, 1.e; SBEC IV)
- Discern the components of fundamental movement patterns. (SHAPE 1.a, 1.b, 1.e; SBEC I, VI)
- Demonstrate and apply knowledge of fundamental motor skills in designing appropriate learning experiences for students. (SHAPE 1.a-1.e, 3.b; SBEC VI)
- Demonstrate knowledge and application of a wide variety of appropriate implementation techniques (modeling, providing relevant feedback, appropriate demonstrations) to promote student learning. (SHAPE 4.b; SBEC III, V, VI)
- Demonstrate knowledge of various ways of monitoring student progress. (SHAPE 4.e; SBEC VII)
- Demonstrate knowledge of strategies and techniques for adapting and individualizing instruction to meet the needs of diverse learners. (SHAPE 1.a, 1.b, 3.d; SBEC V, VI)
- Demonstrate knowledge of appropriate motor performance assessments. (SHAPE 5.a; SBEC VII)

Assignment Overview and Grading Criteria

Due dates will be shared in D2L or in class. Any assignment can be submitted before the due date. Late assignments will have a minimum automatic 25% point deduction for each day late. Do not wait until the last minute on any of your work!!

Format – FOR ALL PAPERS: 12 point Times New Roman font, one (1) inch margins, and doubled spaced. The heading should have your names, the class and section number, and the right-justified on the page. Papers that do not follow this format will not be accepted or graded. Grammar will be graded as a part of any course work. All work should be in your own words!

I will give feedback on assignments when appropriate, including, comments in class, comments through “news items”, comments directly in the discussion board, and comments to the feedback box associated with each assignment submitted to dropbox. Please take the time to read these comments as I am taking the time to make them.

Grades for each assignment will be posted in the D2L course grade book.

Table 1: Points allocated to each assignment

Assignments	Points
Exams (3)	300
Entrance/Exit Slips, Reading Assignments, and Homework	75
Lab Write-ups	60
Developmentally Appropriate Activities Project	40
Total Points	475

Table 2: Total points for final grade.

Grade	Points
A	426
B	378 to 425
C	331 to 377
F	Less than 331

Entrance/Exit Slips, Reading Assignments, and Homework - Prior to class, you will often have assignments to complete. These assignments are formative assessments to check students understanding of knowledge on each of the topics covered. Students are provided with different types of questions or tasks they are required to answer based on readings, in-class activities, and lectures.

Three exams will be given over the course of the semester, each worth 100 points. These exams will be scheduled during the regular class time, and reviews will be provided with details about information covered. Students are provided with different types of questions they are required to answer based on readings, in-class activities, and lectures.

Lab write-ups are performance-based assessments that will be submitted following lab activities done in class. Students will be given lab sheets to complete with follow-up questions to answer after the lab is completed. Lab topics covered include: interference in reaction time tasks, stages of skill acquisition, performance curves, reaching and grasping, and constant and variable practice.

Developmentally Appropriate Activities Project: In this performance-based assessment students are partnered and must plan a developmentally appropriate activity for a described group of students. Those activities are then presented/taught to the class. Students must do a write-up of the activity for submission.

Course Delivery Method and Attendance Policy

This course is delivered via face-to-face at the university campus and online through D2L. Access to the MSU D2L online management system will be made available to each student. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance is expected at all class meetings and you are expected to be on time when class begins. Leaving class early without prior permission will result in your being counted absent for the class session.

A tentative course schedule has been posted on D2L. All course content, assignments, and due dates have been outlined.

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

If you would like to receive notifications via a regularly checked email or via text message, you can set it up in D2L. Once you are logged in, go to the drop down by your name in the gold navigation bar. Click "notifications", then you can register an email address or mobile number and customize which notifications you would like to receive.

Scientifically-Based Research and References

We constantly use scientific research and position statements (based on research) from the leading national organizations to keep our students up to date on the latest trends in the field. This course specifically uses the following references:

Altunsoz, I.H., & Goodway, J.D. (2016). SKIPing to motor competence: The influence of project successful kinesthetic instruction for preschoolers on motor competence of disadvantaged preschoolers. *Physical Education & Sport Pedagogy*, 21(4), 366-385.

Douvis, S.J. (2005). Variable practice in learning the forehand drive in tennis. *Perceptual Motor Skills*, 101. 531-545.

NASPE. (2011). P.E. metrics: Assessing national standards 1-6 in elementary school. Reston, VA: Author.

Potdevin, F., Vors, O., Huchez, A., Lamour, M., Davids, K., & Schnitzler, C. (2018). How can video feedback be used in physical education to support novice learning in gymnastics? Effects on motor learning, self-assessment and motivation. *Physical Education & Sport Pedagogy*, 23(6), 559-574.

Renshaw, I., Moy, B., & Cook, M. (2015). A constraint-led approach for P.E. teachers. *Active + Healthy Magazine*. 22(2), 15-17.

SHAPE America. (2013). Grade-level outcomes for K-12 physical education. Reston, VA: Author. <https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf>

ThePhysicalEducator.com. (2017). Breaking down the teaching games for understanding model. <https://thephysicaleducator.com/2012/06/29/teaching-games-understanding-model/>

Student Handbook

Refer to: [Student Handbook 2020-2021](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#).

Campus Carry Rules/Policies

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage for [Campus Carry](#).

Services for Students With Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Instructor Class Policies

CITATION AND REFERENCE STYLE

Students will follow the APA Style Manual, 6th Edition as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation used in the APA Style Manual, 6th Edition.

LATE ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

THREE THEN ME RULE

Before you email me, make sure to follow the "Three then Me" rule. The "Three then Me" rule says that you search for your answer regarding the course in at least three other places before you email me. For example, if you have a question about an assignment, you could consult your syllabus, the assignment description on D2L, or another student in the class. Remember, check three sources before you email me your question. It is very likely you'll find the answer and not need to email me. If you don't find the answer, and need clarification, feel free to email me.

CELL PHONES (READ THIS TWICE, PLEASE). There are NO cell phones permitted to be out and/or in my (or your) sight in this class. This class requires your engagement, and cell phones serve to detract from that engagement. Additionally, your phone should be not only put away, but on "silent" (NOTE: vibrate is NOT silent). If your phone is out and/or in sight, you will be asked to put it away, and you will lose 10 points off of your FINAL grade. Should your phone ring/vibrate during class, you are dismissed for the day. You are to silence it immediately, and quietly leave the class session. You will be counted absent for the session. Failure to adhere to this will result in more stringent disciplinary action.

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course.

The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

Plagiarism Statement

"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." [Student Handbook 2018-19](#)

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Day	Date	Content	SHAPE/SBEC/TEA Standards	Activities/Assignment
Tues	Aug 24	Orientation and Syllabus		Read Ch. 1
Thurs	Aug 26	Ch. 1 Perspectives in Motor Behavior	SHAPE 1.d, 1.e; S IV, VI; C1, 10	
Tues	Aug 31	Ch. 1 Perspectives in Motor Behavior (online lecture)		Nearpod Activities
Thurs	Sep 2	Ch. 1 Perspectives in Motor Behavior		Read Ch. 2
Tues	Sep 7	Ch. 2 Understanding Motor Control	SHAPE 1.d; S IV; C1, 2,10	
Thurs	Sep 9	Ch. 2 Understanding Motor Control		Ch. 2 Lab- Interference Read Ch. 3
Tues	Sep 14	Ch. 3 Theoretical Constructs in Motor Behavior	SHAPE 1.d, 1.e; S I, IV; C1	Renshaw Article
Thurs	Sep 16	Ch. 3 Theoretical Constructs in Motor Behavior		Read Ch. 4
Tues	Sep 21	Ch. 4 Stages of Skill Acquisition	SHAPE 1.d, 1.e, 4.e; S I, IV, VII; C1, 2, 3, 10	
Thurs	Sep 23	Ch. 4 Stages of Skill Acquisition		Ch. 4 Lab- Stages Exam Review
Tues	Sep 28	Review Day for Exam 1		See D2L for review.
Thurs	Sep 30	Part 1 Exam- Ch. 1-4	SHAPE 1.d, 1.e, 4.e; S I, IV, VI, VII; C1, 2, 3, 10	Read Ch. 5
Tues	Oct 5	Ch. 5 Assessing Motor Learning	SHAPE 1.e, 4.e, 5.a; S I, IV, VII; C 1, 10	Altunsoz Article
Thurs	Oct 7	Ch. 5 Assessing Motor Learning		Ch. 5 Lab- Performance Curves Read Ch. 6 & 7
Tues	Oct 12	Ch. 6 & 7 Motor Development & Fundamental Skills	SHAPE 1.a, 1.b, 1.e, 4.b, 4.e, 5.a; SBEC I, IV, VII; C 1, 2, 10	Dissection of Locomotor Skills Assign.
Thurs	Oct 14	Ch. 6 & 7 Motor Development & Fundamental Skills		Ch. 6 Lab- Reaching & Grasping Read Ch. 9
Tues	Oct 19	Ch. 9 Physical Development (online lecture)	SHAPE 1.c, 1.e, 1.d; S I, IV; C 1, 10	Read Ch. 11 & 12 Jigsaw Lesson- Ch. 11 & 12
Thurs	Oct 21	Ch. 11 & 12 Cognitive, Psychosocial, and Social-Affective Development (online lecture)	SHAPE 1.d, 1.e; SBEC III, IV; C 1	
Tues	Oct 26	Ch. 11 & 12 Cognitive, Psychosocial, and Social-Affective Development		Exam Review
Thurs	Oct 28	Part II Exam- Ch 5, 6, 7, 9, 11, and 12	SHAPE 1.a, 1.b, 1.c, 1.d, 1.e, 4.e, 4.e, 5.a; S I, III, IV, VII; C 1,2,10	Reach Ch. 14

Day	Date	Content	SHAPE/SBEC/TEA Standards	Activities/Assignment
Tues	Nov 2	Ch. 14 Physical, Affective, and Instructional Factors	SHAPE 1.d, 1.e, 1.d, 3.b; S I, III, IV, V, VI; C 1, 2, 10	The Physical Educator.com Read Ch. 15
Thurs	Nov 4	Ch. 15 Pre-practice Considerations	SHAPE 4.b; S VI; C10	Read Ch 16
Tues	Nov 9	Catch Up Day (Ch. 14 and 15)		
Thurs	Nov 11	Ch. 16 Practice	SHAPE 1.d; S 1, VI, C2, 10	Douvis Article
Tues	Nov 16	Ch. 16 Practice		
Thurs	Nov 18	Ch. 16 Practice		Ch. 16 Lab- Constant vs. Variable Practice Read Ch. 17
Tues	Nov 23	Developmentally Appropriate Activities- Group Time	SHAPE 1.a, 1.b, 1.e, 3.b, 3.d; SBEC V, VI; C 10, 11	Developmentally Appropriate Activity (DAP) Assignment
Thurs	Nov 25	<i>Thanksgiving Break-No Class</i>		
Tues	Nov 30	Ch. 17 Feedback	SHAPE 4.e; S I,VI; C 1, 2, 10, 11	Potdevin Et al. Article
Thurs	Dec 2	Ch. 17 Feedback DAP Due		Ch. 17 Lab- Knowledge of Results
Finals Week	Tues Dec 7	Final Exam 1:00-3:00 pm Part IV- Ch 14-17	SHAPE 1.a, 1.b, 1.d, 1.e, 3.b, 3.d 4.b, 4.e; S I, III, IV, V, VI; C 1, 2, 10, 11	

Appendix A: Standards/Competencies

SHAPE National Standards for Initial Physical Education Teacher Education (2017)

Standard 1. Content and Foundational Knowledge Physical education candidates¹ demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

- 1.a Describe and apply common content knowledge for teaching preK-12 physical education.
- 1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.
- 1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.
- 1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.
- 1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.

Standard 3. Planning and Implementation Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

- 3.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.
- 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.

Standard 4. Instructional Delivery and Management Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

- 4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- 4.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.

Standard 5. Assessment of Student Learning Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

- 5.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.

Texas Examinations of Educator Standards
Physical Education EC-12

- Physical Education EC-12 Standard I: The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.
- Physical Education EC-12 Standard III: The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation and social skills through participation in physical activities.
- Physical Education EC-12 Standard IV: The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social and emotional development.
- Physical Education EC-12 Standard V: The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.
- Physical Education EC-12 Standard VI: The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.
- Physical Education EC-12 Standard VII: The physical education teacher understands and uses formal and informal assessment to promote students' physical, cognitive, social and emotional development in physical education contexts.

Texas Examinations of Educator Competencies
Physical Education EC-12

- Competency 001: The teacher understands and applies principles of motor development and motor learning.
- Competency 002: The teacher understands principles and practices for developing, combining and integrating motor skills.
- Competency 003: The teacher understands and applies knowledge of movement concepts and biomechanical principles.
- Competency 010: The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.
- Competency 011: The teacher understands factors relevant to learning and performance in physical education and uses this knowledge to create learning environments and opportunities that promote students' development in various domains (e.g., cognitive, social, emotional).

Appendix B: Note about COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.