



Course Syllabus: Motor Skills Acquisition and Analysis
Gordon T. & Ellen West College of Education
KNES 2023 Section 101
Fall 2023

Contact Information

Instructor: Dr. Stacia (Whitworth) Miller
Office: Bridwell Hall 323
Office hours: Tues 1:00-3:00, Wed 11:00-1:00, and Thurs 10:00-11:00, and Fri
by appointment
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Class Meeting Information

Tuesday/Thursday 11:00 am -12:20 pm
McCoy Engineering Hall (MY) 136
In addition, modules and discussion boards will be done in D2L.

Instructor Response Policy

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.

Textbook & Instructional Materials

Beach, P.S., Perreault, M.E., Brian, A.S., & Collier, D.H. (2024). Motor Learning and Development (3rd 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/Course Competencies

Specific learning objectives for the course derive from the SHAPE Standards for Physical Education, the Teacher Educator Standards (TAC 149:AA), the TExES Examination Framework/Standards PE EC-12 (158), and the Texas Essential Knowledge and Skills for Physical Education (116). 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; see TEKS list in appendix B)
- Demonstrate and apply knowledge of fundamental motor skills in designing appropriate learning experiences for students. (SHAPE 1.a-1.e, 3.b; SBEC VI; see TEKS list in appendix B)
- 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)

See Appendix A for a complete list of standards/competencies and the course schedule for assignment/standards alignment matrix

Student Handbook

Refer to: [Student Handbook-2023-24](#)

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 individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

As an extension of the MSU Academic Dishonesty Policy and in order to fairly evaluate all students' work, all work submitted in this course must be generated by the students themselves. Therefore, work submitted that has been generated by another person/entity and the use of Automated Writing Tools, including chatGPT and other comparable artificial intelligence (AI) tools, is considered plagiarism and in violation of MSU policy.

Grading/Assessment

Students are expected to submit classroom assignments before or 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 late assignments (not discussed ahead) will have a minimum automatic 25%-point deduction for each day late. Students may be permitted to make-up course work under 2 conditions, 1) notify the instructor prior to the absence to devise a make-up plan, or 2) provide evidence of an excused absence.

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 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: Weight allocated to each assignment

Assignments	Weight
Exams (4)	60%
Entrance/Exit Slips, Reading Assignments, and Homework	10%
Lab Write-ups	10%
Developmentally Appropriate Activities Project	20%
Total Points	100%

Table 2: Total points for final grade.

Grade	Points
A	90 to 100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

Exams

Four 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.

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.

Lab write-ups

These 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.

Extra Credit

Extra Credit may be offered during the semester and posted on D2L.

Important Dates

Last day for term schedule changes: August 31, 2023. Check date on [Academic Calendar](#).

Deadline to file for December graduation: September 25, 2023. Check date on [Academic Calendar](#).

Deadline to file for May graduation: October 2, 2023. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" October 30, 2023 by 4:00 pm Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. 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. There is an extensive [D2L Student help site](#) through MSU Distance Education.

Attendance

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. Students and faculty will not attend/hold class if they are experiencing illness or any signs/symptoms of COVID-19.

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.

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. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

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.

Instructor, Class, and College Policies

Citation and Reference Style

Students will follow the APA Style Manual, 7th 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, 7th Edition.

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.

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 2023-2024](#)

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

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](#).

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice: 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 29	Orientation and Syllabus	N/A	Read Ch. 1, Ch. 1 Questions in D2L- Due 8/31
Thurs	Aug 31	Ch. 1 Perspectives in Motor Behavior	SHAPE 1.d, 1.e; S IV, VI; C1, 10	Read Ch. 1
Tues	Sep 5	Ch. 1 Perspectives in Motor Behavior	N/A	Read Ch. 2 Ch. 2 Questions in D2L- Due 9/7
Thurs	Sep 7	Ch. 2 Theoretical Constructs in Motor Behavior	SHAPE 1.d, 1.e; S I, IV; C1	Read Renshaw Article in D2L & Ch. 2 for 9/12
Tues	Sep 12	Ch. 2 Theoretical Constructs in Motor Behavior	N/A	Read Ch. 3 Ch. 3 Hmwk in D2L- Due 9/14
Thurs	Sep 14	Ch. 3 Understanding Movement Control	SHAPE 1.d; S IV; C1, 2,10	Ch. 3 Lab- Interference (in class-10 pts)
Tues	Sep 19	Ch. 3 Understanding Movement Control	N/A	Read Ch. 3
Thurs	Sep 21	Review Day for Exam 1	N/A	See D2L for review.
Tues	Sep 26	Part 1 Exam 1- Ch. 1-3	SHAPE 1.d, 1.e, 4.e; S I, IV, VI, VII; C1, 2, 3, 10	Read Ch. 4
Thurs	Sep 28	Ch. 4 Skill Classification	SHAPE 1.d, 1.e, 4.e; S I, IV, VII; C1, 2, 3, 5, 10; Knowledge/Skills 1, 2, 3, 4, and 5 for rules 116.12.b to 116.28.b	Nearpod Activities (in class) Read Ch. 5
Tues	Oct 3	Ch. 5 Stages of Skill Acquisition	SHAPE 1.d, 1.e, 4.e; S I, IV, VII; C1, 2, 3, 5, 10; Knowledge/Skills 1, 2, 3, 4, and 5 for rules 116.12.b to 116.28.b	Read Ch. 5
Thurs	Oct 5	Ch. 5 Stages of Skill Acquisition	N/A	Ch. 5 Lab- Stages (in class-10 pts) Read Ch. 6 Ch. 6 Hmwk in D2L- Due 10/10
Tues	Oct 10	Ch. 6 Assessing Motor Learning	SHAPE 1.e, 4.e, 5.a; S I, IV, VII; C 1, 10	Read Ch. 6 Altunsoz Article in D2L
Thurs	Oct 12	Ch. 6 Assessing Motor Learning	N/A	Ch. 6 Lab- Performance Curves (in class-10 pts)
Tues	Oct 17	Part 1 Exam 2- Ch. 4-6	SHAPE 1.d, 1.e, 4.e, 5.a; S I, IV, VI, VII; C1, 2, 3, 5, 10	Read Ch. 7, 8, & 9 Dissection of Locomotor Skills Assign. in D2L- Due 10/19
Thurs	Oct 19	Ch. 7, 8, & 9-Infant Development & Motor Skills in Childhood	SHAPE 1.a, 1.b, 1.e, 4.b, 4.e, 5.a; SBEC I, IV, VII; C 1, 2, 10; Knowledge/Skills 1, 2, 3, 4, and 5 for rules 116.12.b to 116.28.b	Dissection of Locomotor Skills Assign. in D2L- Due 10/19
Tues	Oct 24	Ch. 7, 8, & 9-Infant Development & Motor Skills in Childhood	N/A	Read Ch. 12 & 13
Thurs	Oct 26	Ch. 12 Physical Development & 13 Physical Aging	SHAPE 1.c, 1.e, 1.d; S I, IV; C 1, 6, 10	Read Ch. 14, 15, & 16 Ch. 14/15/16 Hmwk in D2L- Due 10/31
Tues	Oct 31	Ch. 14, 15, & 16- Constraints	SHAPE 1.d, 1.e; S III, IV; C 1	See online assignment

Day	Date	Content	SHAPE/SBEC/TEA Standards	Activities/Assignment
Thurs	Nov 2	Class Online- Ch. 14, 15, & 16- Constraints	N/A	Online Assign. Due 11/5 Exam Review in D2L
Tues	Nov 7	Part II & III Exam- Ch 7, 8, 9, 12, 13, 14, 15, & 16	SHAPE 1.a, 1.b, 1.c, 1.d, 1.e, 4.e, 4.e, 5.a; S I, III, IV, VII; C 1,2,6,10	Read Ch. 17 & 18 The Physical Educator.com
Thurs	Nov 9	Ch. 17 & 18 Developmental Models & Prepractice	SHAPE 1.d, 1.e, 1.d, 3.b, 4.b; S I, III, IV, V, VI; C 1, 2, 4, 5, 10, 12, 13	Read Ch. 17 & 18
Tues	Nov 14	Ch. 17 & 18 Developmental Models & Prepractice Developmentally Appropriate Activities- Group Time	N/A	Developmentally Appropriate Activity (DAP) Assignment in D2L- Due 12/7
Thurs	Nov 16	<i>Undergraduate Research and Creative Activities Forum in CSC- No Class</i>	N/A	Work on DAP
Tues	Nov 21	Catch Up Day (Part IV)	N/A	Work on DAP
Thurs	Nov 23	<i>Thanksgiving Break-No Class</i>	N/A	N/A
Tues	Nov 28	Ch. 19 Practice	SHAPE 1.d; S 1, VI, C2, 4, 10	Read Ch. 19 Douvis Article Ch. 19 Hmwk in D2L- Due 11/30
Thurs	Nov 30	Ch. 19 Practice	N/A	Ch. 19 Lab- Constant vs. Variable Practice (in class 10 pts) Read Ch. 20
Tues	Dec 5	Ch. 20 Feedback	SHAPE 4.e; S I,VI; C 1, 2, 10, 11	Potdevin Et al. Article
Thurs	Dec 7	Ch. 20 Feedback DAP Due	N/A	Ch. 20 Lab- Knowledge of Results (in class- 10 pts) Exam Review in D2L
Finals Week	Tues Dec 12	Final Exam 1:00-3:00 pm Part IV- Ch 17-20	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	N/A

References/Scientifically-Based Research/Additional Readings:

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/>

Texas Education Agency Commissioner's Rules Concerning Educator Standards, [Chapter 149: Subchapter AA Teacher Standards](#) (see D2L for full list)

Texas Essential Knowledge and Skills (TEKS), Texas Education Agency: [Chapter 116: Physical Education](#) (see D2L for full list)

Appendix A: Standards/Competencies

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

Standard 1. Content and Foundational Knowledge Physical education candidates 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)