KINE 5100.001: Research Perspectives in Kinesiology, Health Promotion, & Recreation
SPRING 2023 — Monday, 6:30-9:20 pm

Physical Education Building (PEB) 216

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Drop-in Student Meetings:
Starting on Monday, Jan. 23, I will hold drop-in student meetings at the Starbucks Café in the Union. I’ll be there from approximately 2 pm to 4 pm each Monday. If it’s nice out, I’ll probably be sitting outside. Feel free to come find me to ask any questions, or just to talk.

If you’d like to schedule a one-on-one meeting, you can schedule an in-person or remote meeting; use this link: https://koalendar.com/e/meet-with-dr-c-d

Course Description:
An examination of the major behavioral processes and control mechanics underlying the learning and performance of motor skills. Principles in motor learning, motor behavior and motor control are systematically presented within a conceptual framework focusing on motor behavior and control theories, information processing, feedback, conditions of practice, transfer, individual differences and life-cycle changes.

Learning Objectives:
This course is designed for students to: (1) build confidence in their understanding of the principles of motor behavior; (2) learn the applicability of motor behavior constructs; and (3) aggregate, analyze, and critique the motor behavior research literature.

To accomplish these goals, students completing this course will:

1. Review the foundational principles of motor behavior, as well as distinguish between motor development, motor learning, and motor control;
2. Apply motor behavior principles to sport and physical activity settings, so as to better understand the why and how motor performance may occur;
3. Analyze the means of measuring motor skill performance, as well as the compounding issues related the measurement tool, type of assessment, interaction with the environment, etc.;
4. Aggregate and critique the motor behavior-related literature about an independently identified problem or intervention; and
5. Offer interpretation of historical and contemporary topics related to motor behavior across various populations, age spans, etc.

**Instructional Methods:**

This course is designed around the principle of, “Tell me and I forget. Teach me and I remember. Involve me and I learn.” No one approach can effectively address the range of challenges students will encounter throughout their program of study (and perhaps career), therefore, this course has been designed to introduce the breadth and depth of the skills needed for success.

Throughout this course, students will be exposed to a variety of instructional methods, including direct instruction, interactive learning activities, faculty feedback, self-reflection, and peer-to-peer feedback in small groups.

**Intended Audience:**

This course is targeted towards two types of audiences:

1. “Producers” – students who need to: (a) design research, (b) conduct research, and (c) present research to target audiences. In other words, those wishing to pursue doctoral studies; and
2. “Consumers” – students who need to know how to (a) read research, (b) evaluate research, and (c) identify and use research results. For instance, those that want to apply research evidence when working directly with athletes or organizations.

**Required Text:**

None. All required readings will be available on Canvas and Hypothes.is.

The following is not required for this course, though, it is highly recommended as it will be beneficial for students during their course of study and careers as scientists.


**NOTE:** You can find information about formatting and style in an online guidebook: [https://blog.apastyle.org](https://blog.apastyle.org); it is strongly advised that you visit the website and purchase the guide as it will be beneficial to your graduate studies.
Required Software:
To satisfy the expectations of this course, you will need to register for the following web-based programs; both programs offer generous free tiers that will work for the needs of this course.

Rayyan: https://www.rayyan.ai
This will assist with your systematic or scoping review (i.e., final project).

Hypothes.is: https://web.hypothes.is
We will use this program to analyze research articles as a group.

It is not required that you have a reference manager such as EndNote, Refworks, Zotero, Paperpile, Readcube, etc.; however, it is strongly recommended. Free options exists.

Course Expectations:
Each student is expected to:

1. Review online content, be prepared to ask questions, to actively contribute to relevant class discussions, and turn in all assignments.
2. Complete the required readings for each week and engage in group annotation of course reading materials.
3. Submit written assignments to course Canvas site in PDF format, and complete assigned peer review within a reasonable time frame.
4. Attend in-class or remote lecture during the designated class time or watch the replay of the live lecture.
5. Respond to discussion prompts and in-class exercises in a professional manner.

Grading Procedure:
This course uses criterion-referenced grading. That is, grades are determined by performance as compared to standards for each assignment, not based on performance of other students in the class. Grades are assigned for completed class prompts and the final project. Criteria for each assignment can be found on the course Canvas site.

Grades Scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>89.5 – 100</td>
<td>A</td>
</tr>
<tr>
<td>79.5 – 89.4</td>
<td>B</td>
</tr>
<tr>
<td>69.5 – 79.4</td>
<td>C</td>
</tr>
<tr>
<td>59.5 – 69.4</td>
<td>D</td>
</tr>
<tr>
<td>59.4 or below</td>
<td>F</td>
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Grades will be determined by the following weights:

**Class Engagement**, In-class responses to exercises & readings 50%

**Draft Docs**, Topic & Search Plan
- Introduction to Review
- Search Methodology
- Outcome of Search Results

**Final Project**, Completed Scoping or Systematic Review 40%

### Assignment Specifics:

#### Engagement (30%):

**In-class responses and exercises:**

Throughout the semester, you will be asked to respond discussion prompts on Canvas and complete exercises as an individual or with a group. Ample time will be provided to complete each exercise and will be submitted electronically. A total of 10 points will be awarded each week (14 total); your lowest 2 are dropped.

**Assignment Due:** On-going

#### Course Project Drafts & Peer Review (30%):  

**Topic & Search Plan:**

The first step to completing your course project will be to determine the specific topic of your systematic or scoping review. You will then outline a search protocol to gather the literature about that specific topic. (90 points).

*Peer review groups will be assigned immediately after the associated assignments are submitted; you will be assigned no more than three peer reviews to complete before the following class period. (10 points).

**Assignment Due:** Feb. 15 at 11:59 pm  
**Peer Review Due:** Feb. 20 at 6:30 pm

**Introduction to Review:**

Once you have your frame, you will provide a justification for why the review is necessary. This will require situating your argument for the review in the literature before you conduct your full review. (90 points).

* Peer review groups will be assigned immediately after the associated assignments are submitted; you will be assigned no more than three peer reviews to complete before the following class period. (10 points).

**Assignment Due:** Mar. 8 at 11:59 pm  
**Peer Review Due:** Mar. 20 at 6:30 pm

**Search Methodology**

Now that you have set up the reason for why you should conduct the review, in this assignment you will describe HOW you will conduct the review. This will be written like the methods of a research article; what are the step start to finish. (90 points).
* Peer review groups will be assigned immediately after the associated assignments are submitted; you will be assigned no more than three peer reviews to complete before the following class period. (10 points).

**Assignment Due:** April 5 at 11:59 pm  **Peer Review Due:** April 10 at 6:30 pm

_Outcome of Literature Search_

The second to last part of your review will be to conduct your literature search, winnow the articles, extract the important variables, and analyze what patterns you recognize and highlight important or contradictory evidence (90 points).

* Peer review groups will be assigned immediately after the associated assignments are submitted; you will be assigned no more than three peer reviews to complete before the following class period. (10 points).

**Assignment Due:** April 19 at 11:59 pm  **Peer Review Due:** April 24 at 6:30 pm

**Completed Course Project (40%):**

_Systematic or Scoping Review_

To complete this your review, you will: (1) aggregate the above assignments into a research manuscript formatted according to APA 7th ed. (if you haven’t already); (2) make appropriate corrections based on peer and instructor review; and (3) write the “discussion” section of your manuscript. Your final product should have, in addition to the content pages, a title page, abstract, complete references, and any tables or figures (these should be included within text). (100 points).

**Assignment Due:** May 3 at 11:59 pm
Course & University Policies

Late Policy:
All the deadlines in this course are suggested to keep you from falling behind. It is highly recommended that you turn work in on or before the designated date; however, all work will be accepted until the last day of the course or as otherwise noted. Be aware, however, due dates are like best-by dates. The longer you wait to submit an assignment past the due date, the less thorough I may be able to provide feedback.

Learning Accommodations:
I do not require formal accommodation letters from the Office of Disability Access (ODA). Meaning, if you feel you need any type of assistance, please speak with me. I will work with you to provide the best learning environment possible to meet your individual needs. You do not need a formal diagnosis or paperwork to request accommodations in my course.

A Note for This Class During the Pandemic:
The COVID-19 pandemic has made regular life difficult for most people. Balancing daily expectation with work commitments and graduate studies is difficult. I know many of you are likely balancing more than graduate school. If there ever becomes a time when you are overwhelmed, please notify me and we will discuss a plan to ensure that you are as successful as possible. Additionally, there will be no formal attendance taken and recordings of each in-class lecture will be made available shortly after they are recorded. If you at all feel ill, do not come to class; you will have every opportunity to stay current on all the information provided and participate in discussions.

If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Face Coverings:
UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

Academic Integrity Standards and Consequences:
According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major
violations. You will find the policy and procedures at: http://vpaa.unt.edu/academic-integrity.htm.

Acceptable Student Behavior:

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

ADA Accommodation Statement:

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

American with Disabilities Act Compliance:

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. The designated liaison for the department is Dr. Andrew Colombo-Dougovito, Physical Education Building, Room 210-A, 940-565-3403. Copies of the Department of Kinesiology, Health Promotion and Recreation ADA Compliance Document are available in the Chair’s Office, Physical Education Building, Room 209. Copies of the College of Education ADA Compliance Document are available in the Dean’s Office, Matthews Hall 214. The student has the responsibility of informing the course instructor of any disabling conditions that will require modifications to avoid discrimination.

Family Educational Rights and Privacy Act (FERPA) Information:

Students have the right to expect their grades will be kept confidential. There are a few things, because of the size and/or nature of this class, the instructor must advise you of regarding collection and distribution of test results, quiz scores, homework assignments, roll sheets, projects, etc. During this class it may be necessary for you to pass your assignments forward to the instructor or it may be necessary for the instructor to call your name and then return your completed assignment to you by passing it across the room. The instructor, under the reasonable assumption guidelines, assumes students are collecting only their own materials. Every attempt will be made to keep your information
confidential. Neither your course grades nor grades for any assignment will be posted in a way that could result in your being identified by other students or faculty members.

**Student Evaluation Administration Dates:**
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

**Note:** Extra credit will be offered for the completion of the evaluations; this will be discussed in class. I do read through these evaluations each semester and incorporate feedback from students into the upcoming semester. I greatly appreciate you taking the time to offer insightful feedback.

**Sexual Assault Prevention:**
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. If you feel you are in immediate danger, please call 911 or the police immediately. If you are experiencing any form of harassment, violence or assault, please know that you can report it to me. You should be aware that I am a mandatory reporter, which means that I am required to report these instances to the university’s Title IX coordinator or Deputy Title IX Coordinator to investigate.

**Emergency Notification & Procedures:**
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

***Important Notice for F-1 Students taking Distance Education Courses***

**Federal Regulation**
To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).
The paragraph reads:
(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (https://policy.unt.edu/policy/07-002).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

• The work is used only once.
The work is not used in its entirety.
Use of the work does not affect any potential profits from the work.
The student is not identified.
The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students’ images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.
No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Class Recordings & Student Likenesses

Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Academic Support & Student Services

Student Support Services

Mental Health
UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need,
regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- **Student Health and Wellness Center** (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- **Counseling and Testing Services** (https://studentaffairs.unt.edu/counseling-and-testing-services)
- **UNT Care Team** (https://studentaffairs.unt.edu/care)
- **UNT Psychiatric Services** (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- **Individual Counseling** (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

### Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- **UNT Records**
- **UNT ID Card**
- **UNT Email Address**
- **Legal Name**

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

### Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns.

You can **add your pronouns to your Canvas account** so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- **What are pronouns and why are they important?**
- **How do I use pronouns?**
- **How do I share my pronouns?**
- **How do I ask for another person’s pronouns?**
- **How do I correct myself or others when the wrong pronoun is used?**
- **Additional Student Support Services**
  - **Registrar** (https://registrar.unt.edu/registration)
  - **Financial Aid** (https://financialaid.unt.edu/)
  - **Student Legal Services** (https://studentaffairs.unt.edu/student-legal-services)
  - **Career Center** (https://studentaffairs.unt.edu/career-center)
  - **Multicultural Center** (https://edo.unt.edu/multicultural-center)
• **Counseling and Testing Services** (https://studentaffairs.unt.edu/counseling-and-testing-services)
• **Pride Alliance** (https://edo.unt.edu/pridealliance)
• **UNT Food Pantry** (https://deanofstudents.unt.edu/resources/food-pantry)

**Academic Support Services**

• **Academic Resource Center** (https://clear.unt.edu/canvas/student-resources)
• **Academic Success Center** (https://success.unt.edu/asc)
• **UNT Libraries** (https://library.unt.edu/)
• **Writing Lab** (http://writingcenter.unt.edu/)
Tentative Course Schedule, Readings, and Assignment Due Dates:

Week 1 (Jan. 23, 2023): Course Overview & Assignment Review

Ahead of Class:
- Nothing. You’ve done it.

After Class:
- **Sign-up** for Rayyan.ai.
- **Explore** Hypothes.is.
- **Check** assigned reading for next week.

Week 2 (Jan. 30, 2023): Foundations of Motor Behavior

Ahead of Class:
- **Read** and **review** articles available on Canvas.

After Class:
- **Add** article to group folder on Hypothes.is.
- **Check** assigned reading for next week.

Week 3 (Feb. 6, 2023): Foci of Motor Behavior

Ahead of Class:
- **Read** and **review** articles available on Canvas.
- **Annotate** and **comment** on the group articles on Hypothes.is.

After Class:
- **Add** article to group folder on Hypothes.is.
- **Check** assigned reading for next week.

Week 4 (Feb. 13, 2023): Theories of Motor Behavior

Ahead of Class:
- **Read** and **review** articles available on Canvas.
- **Annotate** and **comment** on the group articles on Hypothes.is.

After Class:
- **Submit** “Topic & Search Plan” by 11:59 pm Wednesday, Feb 15.
- **Access** Peer Review of “Topic & Search Plan” after 10 am on Thursday, Feb 16.
- **Check** assigned reading for next week.
Week 5 (Feb. 20, 20): Motor Behavior across the Lifespan

Ahead of Class:
- Read and review articles available on Canvas.
- Complete peer review before 6:30 pm, ahead of class.

After Class:
- Add article to group folder on Hypothes.is.
- Check assigned reading for next week.

Week 6 (Feb. 27, 2023): Motor Skills & Motor Measurement

Ahead of Class:
- Read and review articles available on Canvas.
- Annotate and comment on the group articles on Hypothes.is.

After Class:
- Add article to group folder on Hypothes.is.
- Check assigned reading for next week.

Week 7 (March 6, 2023): Catch-up Week ... Let's also discuss conducting a systematic or scoping review.

Ahead of Class:
- Read and review articles available on Canvas.
- Annotate and comment on the group articles on Hypothes.is.

After Class:
- Submit “Introduction to Review” by 11:59 pm Wednesday, March 9.
- Access Peer Review of “Introduction to Review” after 10 am on Thursday, March 10.
- Check assigned reading for next week.

Week 8 (March 13, 2023): SPRING BREAK
- Please rest & travel safely.

Week 9 (March 20, 2023): Role of “Practice” in Motor Behavior

Ahead of Class:
- Read and review articles available on Canvas.
- Complete peer review before 6:30 pm, ahead of class.

After Class:
- Add article to group folder on Hypothes.is.
- Check assigned reading for next week.
Week 10 (March 27, 2023): Motor Competence & Skill Ability

Ahead of Class:
- **Read** and **review** articles available on Canvas.
- **Annotate** and **comment** on the group articles on Hypothes.is.

After Class:
- **Add** article to group folder on Hypothes.is.
- **Check** assigned reading for next week.

Week 11 (April 3, 2023): Feedback & Skill Performance

Ahead of Class:
- **Read** and **review** articles available on Canvas.
- **Annotate** and **comment** on the group articles on Hypothes.is.

After Class:
- **Check** assigned reading for next week.
- **Submit** “Search Methodology” by 11:59 pm Wednesday, April 5.
- **Access** Peer Review of “Search Methodology” after 10 am on Thursday, April 6.

Week 12 (April 10, 2023): Gender Difference in Motor Behavior

Ahead of Class:
- **Read** and **review** articles available on Canvas.
- **Complete** peer review before 6:30 pm, ahead of class.

After Class:
- **Add** article to group folder on Hypothes.is.
- **Check** assigned reading for next week.

Week 13 (April 17, 2023): Disability-related Impact to Motor Behavior

Ahead of Class:
- **Read** and **review** articles available on Canvas.
- **Annotate** and **comment** on the group articles on Hypothes.is.

After Class:
- **Submit** “Outcome of Literature Search” by 11:59 pm Wednesday, April 19.
- **Access** Peer Review of “Outcome of Literature Search” after 10 am on Thursday, April 20.
- **Check** assigned reading for next week.
Week 14 (April 24, 2023): Memory & Motor Skills

Ahead of Class:
- **Read** and **review** articles available on Canvas.
- **Complete** peer review before 6:30 pm, ahead of class.

After Class:
- *Continue working* on your final project by putting each part together and adding a discussion.
- *Check* assigned reading for next week.

Week 15 (May 1, 2023): Transferring Motor Learning

Ahead of Class:
- **Read** and **review** articles available on Canvas.
- **Prepare** short overview—an abstract—for your completed project.

After Class:
- *Finalize* your review and **submit** the completed “Systematic or Scoping Review” on Canvas before 11:59 pm on Wednesday, May 3.
- **Submit** screenshot of SPOT eval before 11:59 pm on Thursday, May 4.