UNIVERSITY OF NORTH TEXAS

Department of Kinesiology, Health Promotion and Recreation

COURSE SYLLABUS

Course Number and Title: KINE 3090 Motor Behavior

Instructor: Dr. Jeff E. Goodwin
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Course Description: Concepts related to motor skill acquisition, motor control and motor performance.

Enrollment Requirements: Students must complete PHED 1000, KINE 2030, and KINE 2050 (or equivalent coursework as determined by the department) with a B or better average in order to enroll in this course. Non-kinesiology majors require department consent.

General Objective: Motor learning and performance provides an examination of the motor and cognitive characteristics of individuals involved in learning or performing motor skills and the conditions that can influence learning. Instruction will focus on learning the processes underlying skilled performance, how skilled performances are learned, and how to apply the principles of skilled performance and learning to instructional settings. An understanding of the basic psychological processes involved in learning and control of movement will help professionals provide better instruction and practice conditions for the skill performer.

Grading:

1. Exam 1 (20%)
2. Exam 2 (20%)
3. Exam 3 (20%)
4. Exam 4 (20%)
5. Quizzes (20%)

Grading Scale:

90.00 - 100.00% -- A
80.00 - 89.99% -- B
70.00 - 79.99% -- C
60.00 - 69.99% -- D
00.00 - 59.99% -- F

Required Textbook:

TENTATIVE COURSE SCHEDULE

Introduction To Course

The Classification Of Motor Skills – Chapter 1
A. What Is Motor Behavior?
B. Motor Behavior Family
C. Motor Learning General Terms
D. Motor Learning Classification Systems – A Task Approach
E. Gentile’s Two-Dimensions Taxonomy

The Measurement In Motor Behavior – Chapter 2

Research In Motor Behavior
A. General Research Terms
B. Contrasting Research Terms

The Measurement In Motor Behavior
A. Two Categories Of Motor Skill Performance Measures

Defining And Assessing Learning – Chapter 11
A. Performance Distinguished From Learning
B. Three Learning Assessment Techniques
C. Practice Performance May Misrepresent Learning

The Stages Of Learning – Chapter 12
A. Fitts And Posner’s Three-Stage Model (1967)
B. Adams’ Two-Stage Model (1971)
C. Gentile’s Two-Stage Model (1972, 1987, 2000)
D. Newell’s Coordination And Control Two-Stage Model (1985)
E. Performer And Performance Changes Across Stages Of Learning
F. A Performance Characteristic That Does Not Change Across Stages Of Learning
G. Expertise

EXAM 1

Motor Abilities – Chapter 3
A. Abilities And Skills
B. General Vs. Specific Motor Abilities
C. How To Explain The Notion Of An 'All-Around' Athlete
D. Fleishman’s Taxonomy Of Motor Abilities

Neuromotor Basis For Motor Control – Chapter 4

Motor Control Theories – Chapter 5

Action Preparation – Chapter 8
A. Information-Processing Model
B. Task And Situation Characteristics Influencing Preparation

Memory Components, Forgetting, And Strategies – Chapter 10
A. Memory Structure
B. Assessing Remembering And Forgetting
C. Causes Of Forgetting
D. Strategies That Enhance Memory Performance

EXAM 2
Practice Organization
A. Composition Of Practice
   1. Specific And Specific + Variable Practice – Chapter 16
   2. Part And Whole Practice – Chapter 18
   3. Mental And Physical Practice
B. Scheduling Of Practice
   1. Blocked, Serial, And Random Practice – Chapter 16
   2. Other Forms Of Variable Practice
   3. Massed And Distributed Practice – Chapter 17

EXAM 3

Information Feedback – Chapter 15
A. Feedback Family
B. How Essential Is Augmented Feedback For Skill Acquisition?
C. Frequency Of KR
D. Timing Of Augmented Feedback
E. Content Of KR
F. Precision Of KR
G. KR Schedules
H. KR-Delay And Post-KR Intervals

EXAM 4