



KINE 3090 (Section 002): Motor Behavior

Fall 2026 | Monday/Wednesday 12:45pm – 2:05pm

PEB 216

Department of Kinesiology, Health Promotion and Recreation
University of North Texas

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and 2:15pm – 3:45pm
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Course Description: Concepts related to motor skill acquisition, motor control and motor performance.

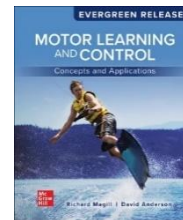
Prerequisites: Kinesiology majors must have passed MATH 1680, PHED 1000, KINE 2030, and KINE 2050 with a minimum grade of a C AND have a 2.5 overall GPA or higher.

Required Materials

Textbook: Magill, R.A., & Anderson, D. (2024). *Motor learning and control: Concepts and applications* (12th edition). New York, NY: McGraw Hill.

Supplementary Reading: These will be available for students on Canvas to download and read for specific chapters.

Technology: This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at [Learn Anywhere](https://online.unt.edu/learn) (<https://online.unt.edu/learn>).



Learning Objectives

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 performer.

KINE 3090 Course Competencies of Strength and Conditioning

The UNT Department of Kinesiology, Health Promotion, and Recreation is recognized by the NSCA Education Recognition Program (ERP) and maintains the standards for the Council on Accreditation of Strength and Conditioning Education (CASCE). This course is designed



to equip students with the knowledge, skills, and abilities in strength and conditioning. In alignment with CASCE Professional Standards and Guidelines, this course curriculum includes competencies in psychology of sport and exercise (III.C.5.d-e, h-i.).

Course Content: Requirements for completion of the course are outlined in the table below. There will be three exams during the semester, one final exam (cumulative), and assignments (to be completed in class or if not finished at home). More specific information regarding grading and assignments are found below.

Task	Points
Exam 1	80
Exam 2	80
Exam 3	80
Assignments (12 assignments x 10 points each)	120
Presentation Project	40
Final Exam	100
TOTAL	500

Minimum Points Needed	Grade
450	A
400	B
350	C
300	D
≤299	F

Grading Procedure: The total points accumulated throughout the semester will represent your letter grade. For instance, the total points offered in this course is 460; if a student were to obtain 400 points, their grade would be a B since they met the threshold of 368 points.

Course Details

1. **Exams:** The three in-class exams will be held during the allotted time and place for class in person. These exams will be multiple choice with some short response questions. Students will have the entire class time to complete their exam. Exams are closed notes and outside materials of any kind (i.e., written notes, use of technology, collaboration) are not permitted and will result in an automatic 0 on the exam with possible further disciplinary action.
2. **Assignments:** There will be a total of 12 assignments during this course that are worth 10 points each. Each assignment will be slightly different depending on the content it will cover, however they will be available through Canvas for download and submission. Assignments will be due one week after it is assigned in class by



11:59pm via Canvas. No late submissions will be accepted unless otherwise excused or specified prior to the course instructor or teaching assistant. If a student missed lecture on the day the assignment was given (for an unexcused reason [see attendance policy below for a list of identified excused absences]), the student will start with a 7/10 score – only students that attended class on that day it was assigned will be able to submit their assignments for full credit potential. The assignments are used to help students connect the lecture with the practicality of motor behavior concepts, so missing the lecture may not allow for full understanding.

3. **Presentation Project:** Students will present an applied comprehensive overview covering key topics learned throughout the semester (detailed, in-depth information and an example about the presentation will be available mid-semester in Canvas and discussed during class). This will be a group presentation to preserve our limited time in class together, however, individual grades will be assigned based on individual performance.
4. **Final Exam:** The (cumulative) final exam will be held during finals week of the semester. The same guidelines for in-class exams will be used. The details for the final exam schedule can be found here: <https://registrar.unt.edu/exams/final-exam-schedule/fall.html>.

Tips for Success

1. **Attend class.** Although students will not be graded directly on attendance, only students who were present in class will be able to submit their assignments for full credit potential. Attendance will be taken through a sign-in sheet posted in the classroom that students must sign before leaving. My lectures are also curated to students that are present – the powerpoint content that is available to students is missing some key information that you can only get during the lecture classes. It is in your best interest to attend each class. If you miss class for an unexcused absence, it is your responsibility to get the missed materials from a peer. Office hours may not be used to receive notes from unexcused absences (up to the instructor's discretion).
2. **Stay connected.** I recommend signing in and checking on our course in Canvas daily to stay up to date with information and course materials. I also urge you to consistently check your emails/Canvas announcements as this is my way of communicating with the class if plans may change or there is important information I need to disseminate.
3. **Visit office hours.** I highly encourage you to attend office hours, either with myself or our TA. Office hours are an opportunity for you to ask for clarification, find support with understanding material, and facilitate and build rapport with your instructors. I find that students who consistently attend office hours are more comfortable in class with the material and improve throughout the semester. My email is always welcoming new messages as well.
4. **Prepare.** By having the dates of the scheduled content at the beginning of the semester, it is in the student's best interest to plan ahead of exams and other



important dates. It's also recommended to read these assigned materials before coming to class. This will facilitate learning and connectedness with the materials. Students are also expected to spend about 6 hours outside of class reading the text provided, reviewing notes, and working through the content of this class. In other words, if you know you may have a busy week ahead of time, plan accordingly to stay on track with this class.

Attendance: Research has shown that students who attend class are more likely to be successful. You should attend every class unless you have a university excused absence (see below as to what constitutes an excused absence as stated in the Student Attendance and Authorized Absences Policy <https://policy.unt.edu/policy/06-039>). If you cannot attend class due to an emergency, please let me or my TA know. Your safety and well-being are important to us. If you find yourself in an excused absence category, it is your responsibility to notify either myself or the TA prior to the class (preferably a week in advance if possible) so we can facilitate an appropriate plan for your missed work/assignment/exam, given the appropriate documentation. If a student misses an exam or assignment due to an unforeseen excused absence, the student should email me ASAP (preferably prior to class/assignment due date) and be prepared to provide appropriate documentation illustrating their absence. It is in the student's best interest to communicate openly and efficiently with me so I can have time to accommodate their needs accordingly. **If a student has failed to notify the instructor prior to class, the student may not be able to submit or make-up work that is missed.** A student that misses a class or an exam without an excused absence will not be allowed to make-up missed work.

Excused absences:

1. Religious holy day, including travel for that purpose
2. Active military service, including travel for that purpose
3. Participation in an official university function
4. Illness or other extenuating circumstances
5. Pregnancy and parenting under Title IX
6. University official closure

Additional Important Policies

1. **Correspondence:** All communication/correspondence (including email, voicemail, Teams message, in-person dialogue, etc.) from student to instructor is expected to be respectful and appropriately business-like in style/format where applicable (i.e., contain pertinent subject line, body of letter in proper sentences and paragraphs, correct grammar, and appropriate salutation and closing). I will not respond to emails if they are not sent through an account verified through the university (xxx@unt.edu). Additionally, I may not see or respond to Canvas messages – **email is the best way to contact me.**
2. **Extra Credit.** There is no extra credit opportunity provided in this course for individuals. Emails inquiring about extra credit may not be answered.
3. **Academic Integrity:** All students are expected to uphold academic integrity standards. Students who do not submit their own work (from other sources or from



generated artificial intelligence) or use unapproved resources during exams will be violating UNT's [Academic Integrity Policy](#). Violation of this policy may result in loss of points, failing grade for the assignment, exam, or course, suspension, or expulsion. If you have questions or don't understand a topic we cover in class, please contact me so we can work together and not resort to academic dishonesty.

4. **Disability Services:** The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your faculty a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course. You can request accommodations at any time, but it's important to provide ODA notice to your faculty as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (<https://studentaffairs.unt.edu/office-disability-access>).
5. **AI Statement:** In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools included but not limited to Claude, ChatGPT, and Gemini is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment, exam, or coursework will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the Student Academic Integrity policy (<https://policy.unt.edu/policy/06-003>).



Tentative Course Schedule: Fall 2026

Week	Date	Topic	Required reading prior to class	Related Assignment
1	Monday 8/17	Syllabus Overview/Introduction	Syllabus and Navigate Canvas	
	Wednesday 8/19	The Classification of Motor Skills	Chapter 1	Assignment 1 due 8/25 @ 11:59pm
2	Monday 8/24	Motor Abilities and Individual Differences	Chapter 3	Assignment 2 due 8/30 @ 11:59pm
	Wednesday 8/26	Measurement of Motor Performance	Chapter 2	
3	Monday 8/31	Action Preparation and Reaction Time	Chapter 8	Assignment 3 due 9/6 @ 11:59pm
	Wednesday 9/2	Attention as a Limited Capacity Resource (Part 1) Attention as a Limited Capacity Resource (Part 2)	Chapter 9 (Attentional theories and focus) Chapter 9 (Visual selective attention and vision systems)	Assignment 4 due 9/8 @ 11:59pm
4	Monday 9/7	NO CLASS – LABOR DAY		
	Wednesday 9/9	Arousal and Anxiety (and leftover Chapter 9)	See specific Readings	
5	Monday 9/14	EXAM 1	Chapters 1-3, 8, 9, and Arousal and Anxiety Materials	
	Wednesday 9/16	Motor Control Theories (Part 1)	Chapter 5 (Open/Closed Loop and GMP)	Assignment 5 due 9/22 @ 11:59pm
6	Monday 9/21	Motor Control Theories (Part 2)	Chapter 5 (DST and Optimal Theory)	Assignment 6 due 9/27 @ 11:59pm
	Wednesday 9/23	Defining and Assessing Learning	Chapter 11	
7	Monday 9/28	The Stages of Learning	Chapter 12	
	Wednesday 9/30	Transfer of Learning	Chapter 13	
8	Monday 10/5	Performance and Motor Control Characteristics of Functional Skills	Chapter 7: Speed Accuracy Trade-off and Bimanual Coordination Skills	Assignment 7 due 10/11 @ 11:59pm
	Wednesday 10/7	EXAM 2	Chapters 5, 7, 11-13	
9	Monday 10/12	The Amount and Distribution of Practice	Chapter 17	Assignment 8 due 10/18 @ 11:59pm



	Wednesday 10/14	Whole and Part Practice: in PEB Gymnasium	Chapter 18	Assignment 9 due 10/20 @ 11:59pm
10	Monday 10/19	Practice Variability and Specificity Introduce Presentation Project	Chapter 16	Presentation due 11/20 @ 11:59pm
	Wednesday 10/21	Demonstration and Verbal Instructions	Chapter 14	
11	Monday 10/26	Augmented Feedback (Part 1: Diagnosing Errors)	Chapter 15	Assignment 10 due 11/1 @ 11:59pm
	Wednesday 10/28	Augmented Feedback (Part 2: Correcting Errors)	Chapter 15	
12	Monday 11/2	Mental Practice	Chapter 19	
	Wednesday 11/4	EXAM 3	Chapters 14-19	
13	Monday 11/9	Neuromotor Basis for Motor Control	Chapter 4	
	Wednesday 11/11	Sensory Components of Motor Control	Chapter 6	
14	Monday 11/16	Memory Components, Forgetting, and Strategies	Chapter 10	Assignment 11 due 11/30 @ 11:59pm
	Wednesday 11/18	Physical Activity, Motor Behavior, and Obesity: Practical Perspectives	See specific readings	Assignment 12 due 12/2 @ 11:59pm
15	Monday 11/23	Thanksgiving Break – No Class		
	Wednesday 11/25	Thanksgiving Break – No Class		
16	Monday 11/30	Presentations	Specific Readings and Chapters 1-19	Study for Final Exam
	Wednesday 12/2	Presentations	Specific Readings and Chapters 1-19	Study for Final Exam
17	Monday 12/7 @ 10:30am – 12:30pm	Final Exam	Cumulative	