

EXSC 340
Motor Behavior
Fall 2011

Syllabus

Time: MWF 8:00 – 8:50
Instructor: Joe D. Bell, Ph.D.
Office Hours: Posted
Phone: Extension 2332
e-mail: bellj@acu.edu

Mission

It is the mission of Abilene Christian University to educate students for Christian service and leadership throughout the world.

Purpose

The purpose of this course is to provide an overview of three important areas in exercise science: motor development, motor control and motor learning. These three areas give the student insight into how the body develops across the lifespan, how the neurological system controls skilled movements, and how we learn skilled movements. The student will explore the nervous system, its myelination, and the changes that take place as a result of maturation, practice, and aging.

Audience

The primary audience for this course is the student of exercise science. Students who are pursuing graduate study in Physical Therapy, Occupational Therapy, Kinesiology and Exercise Science, in general, will benefit from the content of this course.

Competencies

Outcome

Measure

Students will be able to identify developmental milestones from a lifespan perspective.

Quizzes, Research Paper

Students will be able to describe the changes that take place in skilled movements across

Research Paper, Writing, Blogs

the lifespan

Students will identify specific regions of the central and peripheral nervous system that are responsible for control of skilled movements.

Quizzes

Students will be able to construct an experiment to measure practice composition and contextual issues in the learning of motor skills.

Class Project

Students will identify important theories in motor behavior.

Quizzes, Research Paper, Blogs

Students will be able to associate changes in motor efficiency with aging.

Writing Assignments/ Research Paper

Course Organization

The course will be divided into three 5-week units that will address each of three areas: Motor Development, Motor Control and Motor Learning.

Week 1 through 9 – Motor Control/Motor Learning
Week 10 through 15 – Motor Development

Class Format

The format of class will be less traditional as we work through its development. We will spend a great deal of time in discussion and doing group work; rather than the traditional scenario that includes me giving you all the facts and you sitting in your seats being totally bored and/or unengaged. We will seek to create all sorts of active learning situations and involve you heavily in the planning, direction and execution of the course.

We will use a course web-site through we can engage in conversations about topics related to the theories of Motor Behavior. You will be expected to submit blog postings related to the specific writing prompts that will be provided and then to engage one another by commenting on the blogs that others have posted. This will be a part of the writing assignment grade.

Course Requirements

Quizzes - (3)	15%
Writing Assignments (6)	20%
Research Paper – (2) 5-page papers on topic to be determined - or -	20%
Laboratory Experimental Project	
Class Participation	20%
Term Project	10%
Final Exam	15%

Grading Scale

90 – 100	A
80 – 89	B
75 – 79	C
70 – 74	D
Below 70	F

Attendance Policy

For a **MWF class** students may not miss for any reason more than **9** times. On the **10th** absence, the student will lose the opportunity to receive credit for the class. There will be no distinction made between excused and unexcused. Tardies will accumulate with **3 tardies equaling 1 absence**.

Integrity Statement

There are three areas in which a student may be culpable for academic dishonesty:

1. Outright cheating on an examination or being a silent witness to said cheating.
2. Using a research paper that has been written by a person other than the person claiming credit for it.
3. Plagiarizing any part of a research paper turned in for this class.

Each assignment will have included on the document an Honor Code Statement. Each student will be asked to sign the statement when he/she turns in an assignment or an exam.

Penalties:

1. Student will receive a grade of zero for the assignment (1st offense).
2. Student will be reported to the department chair (1st offense).
3. Student will receive a grade of F for the course (2nd offense).
4. Student will be reported to the dean of the college (2nd offense).

Texts

McGill, Richard - Motor Control and Learning

Gabbard, Carl – Lifelong Motor Development