

**KINS 3750**  
**Motor Skill Behavior**  
**MWF 10:10 – 11:00**  
**Ramsey Room 205**

**Course Instructor Info:**

Name: James Zagrodnik

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Office: 346

Office Hours: MW 11:00 – 12:00 or by appointment

**Course Description and Purpose:**

The study of motor learning and motor behavior is rooted in answering one fundamental question: How do we do that? From taking our first steps, to running, to throwing a baseball, to driving a car, to performing a floor gymnastics routine, to reaching out and picking up a coffee cup, this course describes, investigates, and questions how we are able to (or unable to) move to accomplish a desired goal. The purpose of this class is to bring the motor learning and behavior principles to light for desiring Physical Education teachers, coaches, physical and occupational therapists, and doctors, and health promoters. We will discuss such topics as (but not limited to) how and why the “fake” in sports works, how and why practice influences our learning, and whether or not the term “natural athlete” is correct. In addition, we will uncover optimal teaching procedures and strategies you will be able to use to get the best performance out of your students, athletes, and patients.

**Course Objectives:**

1. To describe skilled behavior in terms of the dynamic interaction among physiological processes, psychological processes, and motivational processes.
2. To describe and discuss how theory-based research is applied to the development of skilled behavior.
3. To demonstrate basic knowledge of key content areas of skill acquisition and motor behavior.
4. To design practical instructional programs that promotes both acquisition and maintenance of skilled motor behavior.
5. To identify individual differences factors that mediate skill learning and performance.

**Required Text:**

Schmidt, R. A., & Wrisberg, C. A. (2008). Motor learning and performance (4th Edition). Champaign, IL: Human Kinetics. (Off Campus Book store - 696 Baxter -548-9376)

Brain Packet. Bel-Jean Copy and Print Center. (163 E Broad St, 706-548-3648)

Note: The Brain Packet will be under Dr. Tomporowski’s name.

WebCT readings as assigned.

**Course Evaluation/Assessment:**

Class Participation.....	20 points
Tests (4).....	120 points (30 points each)
Application Project.....	60 points
Total Possible Points.....	200 points

A+ = 195 – 200 points	A = 186 – 194 points	A - = 180 – 185 points
B+ = 175 – 179 points	B = 166 – 174 points	B - = 160 – 165 points
C+ = 155 – 159 points	C = 140 – 154 points	
D+ = 135 – 139 points	D = 126 – 134 points	D - = 120 – 125 points
F = below 120 points		

**Class Participation (20 points)**

Two (2) random reading checks (5 points each) will be administered throughout the semester or each student. These reading checks will occur by randomly selecting students to assist in class discussions. These reading checks could include defining terms, providing a synopsis of chapter sections, etc.

Ten (10) in-class assignments (1 point each) will be available throughout the semester. These assignments are designed to get the student involved in the learning process while exploring topics covered in class.

In addition it is expected that every student will make an effort to be involved in all class discussions, group discussions, etc.

**Tests (120 total points, 30 points each)**

Four (4) exams will be administered during the semester. The second, third, and fourth exam **WILL have some cumulative aspects** on the more important topics of the class. Exams will not be administered early and will be administered late only for personal emergencies. Zero credit will be given on exams missed for other reasons (e.g., working at a part time job, travel, or other university associated responsibilities, such as athletics) unless approved at least three weeks in advance of the test by the instructor. The instructor may change the format of a make-up examination (e.g., essay type exam).

Exam format will include multiple choice, fill in the blank / short answer, and essays.

Potential Exam Question Formats:

M/C

Which of the following accurately describes an M2 Response?

- A. It is a monosynaptic stretch reflex with a latency of 30 – 50 ms.
- B. It has a latency of 80 – 120 ms and is a voluntary reaction-time response.
- C. It is best demonstrated as having someone holding their arm at 90° and having a weight dropped into their hand.
- D. It is a polysynaptic stretch reflex with a latency of 50 – 80 ms.

Fill in the blank

A motor skill, such as hitting a softball off a tee or lifting weights can be CLASSIFIED as a \_\_\_\_\_ skill.

Short Answer

When is it best to use mental imagery during motor skill performance?

Mini-Essay

Is it correct to say a baseball batter swinging at a pitch thrown 101 mph is “reacting” to the pitch or not? Explain your answer using the information you know about reaction time latencies, M1, M2, and M3 responses, and what we discussed in class.

**Application Project (60 points)**

Each student will randomly select a topic for their application project. This written project will be a culmination of what the student(s) will learn in this course. The topics are as follows:

Angelman Syndrome  
Developmental Coordination Disease  
Dystonia  
Huntington’s Disease  
Myoclonus  
Parkinson’s Disease  
Seizure/Epilepsy  
Spinocerebellar ataxia  
Stereotypic Movement Disorder  
Stroke  
Sydenham Chorea  
Tardive Dyskinesia  
Tic Disorders (Tourette’s Syndrome)  
Wilson’s Disease  
Wittmaack-Ekbom's Syndrome (Restless Leg)

See WebCT for additional details about the paper.

All academic work must meet the standards contained in “A Culture of Honesty.” **Each student is responsible to inform themselves about those standards before performing any academic work.**

## Additional Instructor's Policies

1. Students are expected to attend classes regularly.
2. "Incomplete" grades will not be given unless there are circumstances beyond the student's control which prevent the completion of course requirements (e.g., documented illness, serious family emergencies).
3. "Incomplete" grades will not be given without the student's having made prior arrangements for completing course work.
4. Grades will not be changed as a result of additional work done by a student unless all students registered for the course are given the opportunity to do similar, additional work.
5. A grade will be changed upon a written statement by the instructor that the grade was a factual error. All grade changes are subject to approval by the instructor's department head and the Dean's Office.

### Tentative Course Outline\*:

Date	Topic
Aug 18 (M)	Class Introduction, Syllabus Review
Aug 20 (W)	Introduction, Chapter 1
Aug 22 (F)	Chapter 1
Aug 25 (M)	Chapter 2
Aug 27 (W)	Chapter 2
Aug 29 (F)	Chapter 2
Sept 1 (M)	Labor Day (no class)
Sept 3 (W)	Chapter 2
Sept 5 (F)	Brain (Bel-Jean Packet) pgs 1 – 24
Sept 8 (M)	Brain (Bel-Jean Packet) pgs 25 – 44
Sept 10 (W)	Brain (Bel-Jean Packet) pgs 46 - 65
Sept 12 (F)	Brain (Bel-Jean Packet) Brain Review
Sept 15 (M)	Brain (Bel-Jean Packet) Brain Review
Sept 17 (W)	Brain (Bel-Jean Packet) Brain Activity
Sept 19 (F)	Exam 1
Sept 22 (M)	Chapter 3
Sept 24 (W)	Chapter 3
Sept 26 (F)	Chapter 3
Sept 29 (M)	Chapter 4
Oct 1 (W)	Chapter 4
Oct 3 (F)	Chapter 4
Oct 6 (M)	Chapter 5
Oct 8 (W)	Chapter 5
Oct 10 (F)	Chapter 5
Oct 13 (M)	Chapter 6
Oct 15 (W)	Exam 2

Oct 17 (F)	Chapter 6
Oct 20 (M)	Chapter 6
Oct 22 (W)	Chapter 7
Oct 24 (F)	Chapter 7
Oct 27 (M)	Chapter 7
Oct 29 (W)	Chapter 8
Oct 31 (F)	Chapter 8
Nov 3 (M)	Chapter 8
Nov 5 (W)	Exam 3
Nov 7 (F)	Fall Break (no class)
Nov 10 (M)	Chapter 9
Nov 12 (W)	Chapter 9
Nov 14 (F)	Chapter 9
Nov 17 (M)	Chapter 10
Nov 19 (W)	Chapter 10
Nov 21 (F)	Chapter 10
Nov 24 (M)	Thanksgiving Holiday (no class)
Nov 26 (W)	Thanksgiving Holiday (no class)
Nov 28 (F)	Thanksgiving Holiday (no class)
Dec 1 (M)	Chapter 11
Dec 3 (W)	Chapter 11
Dec 5 (F)	Exam 4
Dec 8 (M)	Class Review
Dec 9 (Tu)	Class Review
<b>Dec 17</b>	<b>FINAL EXAM 8 -11 A.M.</b>

\* Note: This course outline is only a guide and changes may occur.

Student-Faculty Communication Sheet  
KINS 3750  
FALL 2008

Please read the five statements below. After each statement write your initials on the line to indicate that you have read the statement. At the bottom sign and date the form. **You will not be permitted to take the first exam until you have turned this page into your instructor.**

1. Daily attendance is not required and does not factor directly into my grade, however, I recognize that failing to attend may negatively impact on my course grade because much of the exam material is only covered during lectures. \_\_\_\_\_

2. I am required to take four exams on the scheduled dates at the scheduled times. I understand that exams will not be administered early and will be administered late only for personal emergencies. I will receive zero credit on exams missed for other reasons (e.g., working at a part time job, travel, or other university associated responsibilities, such as athletics) unless approved at least three weeks in advance of the test by the instructor. I understand that the instructor may change the format of a make-up examination (e.g., essay type exam). \_\_\_\_\_

3. I have reviewed my schedule for the semester and found no current or pending conflicts that would prevent me from taking the exams on the scheduled dates at the scheduled times.  
\_\_\_\_\_

4. I recognize that all work completed for this course must be performed by me without unauthorized assistance from others. Examples of unauthorized assistance include copying from another student or allowing another person to copy from me. Another example is completing work for another or allowing another to complete work for me. As a member of the academic community I recognize that I have a responsibility for knowing the policy and procedures on academic honesty. These procedures can be obtained from the Vice President for Academic Affairs or viewed at the following web site:  
[http://www.uga.edu/ovpi/academic\\_honesty/culture\\_honesty.htm](http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm) \_\_\_\_\_

5. I am aware that Mr. Zagrodnik has office hours Monday and Wednesday 11:00-12:00 and that I can get assistance from him regarding the course during these hours or at other times by making an appointment with him. \_\_\_\_\_

I have read and agree to the above policies: \_\_\_\_\_

Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date