

Mayville State University

HPER 350, Motor Learning, 35066

Spring 2025

2 Credits

Course and Instructor Information

Instructor Name: Austin Monson

Contact Information: FH 124, a.monson@mayvillestate.edu

Hours of Availability: M-F 10-12: may arrange meeting by email.

Instruction Mode: Online

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and/or Location

Zoom Link:

Course Materials and Technologies

Laptop

Textbook

Course Description

A course designed to improve the quality of instruction in physical education through an understanding of the research problems, trends, and teaching methods in motor learning.

Pre-/Co-requisites: Must have sophomore standing.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Physical Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

1. Understand factors affecting development (1,2,6,8)
2. Identify physical changes and movement across the lifespan (1,2,3,4)
3. Understand the history of motor development (4)
4. Assess motor development (6)
5. Define motor skill and relate the stages of learning (1,2,3,7,8)
6. Demonstrate via discussion and written exams the components and classifications of skill.(6)
7. Understand the sensory contributions to skilled performance. (1)
8. Describe major theories associated with movement production and motor programs. (4)
9. Explain principles of motor control and movement accuracy. (4,5)

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10. Account for individual differences in motor ability. (2)
11. Explain the role of feedback in skill acquisition. (6)
12. Demonstrate conceptual understanding by organizing and scheduling motor practice. (1,9)

Standards Alignment (Physical Education Program Approval Standards-ND ESPB):

- 1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.
- 1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.
- 3.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.

Course Expectations

- The due dates are set to help the student keep pace with the course work. If something comes up, it is the responsibility of the student to communicate with the instructor about the circumstances. If the problems were unforeseeable we will attempt to work something out.
- The language in class discussion should be professional at all times.
- Late work will not be accepted! It is the students' responsibility to contact me before the due date if you are having a problem finishing work or making it to class. If you let me know early, there will be a solution.
- The student can expect the scores of papers, quizzes, and tests to be put up within 1 week of the assignment being due.

Instructor/Student Communication

Students are accountable for all academic communications sent to their Mayville State University email address.

- Students are accountable for all academic communications sent to their **Mayville State University email address**. It is expected that you **check it daily** and respond to messages accordingly. **Monitor junk mail**; Blackboard-generated messages may appear there.
- I will occasionally send messages via **Blackboard announcements**; you can either view these in your email or in the designated forum.
- You may ask questions in person, via phone, email (private), or designated Blackboard Q&A forums (visible by everyone in the class), or through Starfish (varied levels of privacy).
- I loosely monitor my email outside of my hours of availability, but you should generally expect a 24 hour/1 business day turnaround time for response. Any exceptions to this will be announced in class or through Blackboard. You may visit with me face to face during hours of availability or make an appointment.

Evaluation and Grading

- Points and/or grades may be awarded for any/all work assigned and submitted.
- Late work will not be accepted. It is your responsibility to contact me before class if you are having a problem

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finishing work or making it to class. If you let me know early, there will be a solution.

- Your participation in class (attendance) will affect your grade either negatively or positively.
- The percentages will be taken from total points given for the class

Attendance/Participation Policies

Participation in class discussion is expected.

Grading Scale

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Breakdown of Grade

Participation- 10 PTS per day

Assignments/Labs 310 PTS Total

Enrollment Verification

On-Campus Course Statement

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)

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- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

The course schedule/timeline is subject to change based on teacher discretion. All work will be turned in on blackboard, so make sure you are keeping up with the weekly timeline from there.

Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- **SLO 1: Through demonstration and application of discipline specific concepts, HPER students will serve as advocates for fitness.**
- **SLO 2: Students will effectively communicate through a variety of methods with a discipline-specific population**
- **SLO 3: Students will utilize a variety of technological resources and equipment to enhance discipline-specific population engagement and learning**
- **SLO 4: Students will assess individual understanding of discipline-specific concepts and utilize that assessment toward overall improvement**

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.