



**DEPARTMENT OF PHYSICAL EDUCATION AND KINESIOLOGY.**

**COURSE OUTLINE – FALL 2014.**

**PE 2030 Skill Acquisition and Performance. – 3 (3-0-1) UT 60 HOURS.**

**INSTRUCTOR:** Ron Thomson

**PHONE:** 780-539-2901.

**OFFICE:** K218

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**OFFICE HOURS:** Monday 12:00-4:00pm and Wednesday 2:30-4:00pm

**PREREQUISITE(S)/COREQUISITE:** None

**REQUIRED TEXT/RESOURCE MATERIALS:**

1. Schmidt, R.A., & Lee, T.D. (2013). *Motor Learning and Performance: From Principles to Application, Fifth Edition*. Champaign, IL: Human Kinetics.
2. Leonard, George. (1991). *Mastery*. New York: Plume.

**CALENDAR DESCRIPTION:** The course presents a psychological approach to understanding human motor behaviour. The course will examine the processes involved in learning motor skills and controlling movement and the factors that influence acquisition and performance.

**CREDIT/CONTACT HOURS:** PE 2030 consists of two eighty minute instructional sessions and one 50 minute lab session.

Lectures Tuesday and Thursday – 11:30am-12:50pm Room H211

Lab Friday – 10:00am – 10:50am Room H211

**DELIVERY MODE(S):** The course work includes lectures, class discussions, group work, and in-class exercises.

## OBJECTIVES:

1. To gain an understanding of the fundamental processes underlying the learning and performance of all kinds of movements.
2. To understand how to apply motor learning principles to help teaching, coaching, rehabilitation and ergonomics.
3. To understand why and how some characteristics of the learner affect skill acquisition and performance.
4. To understand how the learning environment affects skill acquisition and performance.
5. To provide an opportunity to apply theory to field situations.
6. To gain an understanding of the various measurement methods of motor performance.

## TRANSFERABILITY: UA, UC, UL, AU, AF, CU, CUC, KUC

\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions.

Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability

## GRADING CRITERIA:

**Labs Assignments**                      **10%**

\*Students seeking an excellent rating on class lab assignments must be able to illustrate good learning behavior by being punctual, considerate towards others, have a good work ethic, and help to create a good learning environment for the class.

**Final Project**                              **20%**

**In Class Quizzes**                        **10%**

**Mid Term #1**                                **15%**

**Mid Term #2**                                **15%**

**Final Exam**                                 **30%**

- The best 10 of 11 chapter quizzes will be used to calculate the final grade for quizzes (1% each).
- Material to be examined in midterm exam 1 will include lectures and labs from the beginning of the term plus required readings from the text as assigned. Midterm exam 1 will account for 15% of your final grade.
- Material to be examined in midterm exam 2 will include lectures and labs since the previous midterm plus required readings from the text as assigned. Midterm exam 2 will account for 15% of your final grade.
- Material assessed in the final exam will include all lectures and labs from the beginning of the term plus required readings from the text as assigned. A heavier emphasis will be placed on material covered after midterm exam 2. The final exam will account for 20% of your final grade.

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A <sup>+</sup>	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A <sup>-</sup>	3.7	80 – 84	FIRST CLASS STANDING
B <sup>+</sup>	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B <sup>-</sup>	2.7	70 – 72	
C <sup>+</sup>	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C <sup>-</sup>	1.7	60 – 62	
D <sup>+</sup>	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

Note: There may be slight deviations from this system in the conversion of percentage grades to alpha grades depending on the grouping of marks within the class.

**STUDENT RESPONSIBILITIES:** It is particularly important to save a copy of any written work to be handed in for credit or grading.

**STATEMENT ON CELL PHONE AND OTHER PERSONAL ELECTRONIC DEVICES:**

- Users of cell phones and other personal electronic devices must be attentive to the needs, sensibilities and rights of other members of the College community. **The use of these devices must not disrupt the functions of the College overall and its classrooms and labs.** Instructors have the right to have strict individual policies related to cell phones in order to provide and maintain a classroom environment that is conducive to learning and the respect of others.
- **Cell phones, PDAs and pagers must be turned off and placed out of sight in classrooms and computer labs during instructional time. Devices can be turned on and set to silent mode only with the expressed consent of individual instructors. Sending or receiving text messages or gaming on a cell phone during class is not acceptable.** In addition, cell phones and other

personal electronic devices incorporating cameras must be turned off and out of sight in any area in which individuals have reasonable expectations of privacy. This includes classrooms and computer labs.

- If cell phones, pagers, calculators, recorders, digital cameras, PDAs, MP3 players or other personal electronic devices are used inappropriately for the purposes of cheating or academic dishonesty, then students who do so will be penalized appropriately under the Academic Honesty policy of Grande Prairie Regional College.

## STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at

<http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at [www.gprc.ab.ca/about/administration/policies/\\*\\*](http://www.gprc.ab.ca/about/administration/policies/**)

**COURSE SCHEDULE/TENTATIVE TIMELINE:** This is a tentative document that may change as the course progresses. It is the students responsibility to be aware of any changes. Changes will be announced in class or via Moodle.

Date	Activities	Readings
Week 1 Sept 5	Lecture: Introduction to the course	none
Week 2 Sept 9	Lectures: Introduction to motor learning and performance 1. Motor Skill definition and conceptualization. Understanding and differentiating Motor Performance and Motor Learning. Stages of Performance and Learning. 2. Processing Information and Making Decisions. Understanding Reaction Time and Decision Making. Lab: Lab activity 1 - Juggling – Stages of Learning	Chapter 1  Chapter 2
Week 3 Sept 16	Lectures: Processing information and making decisions Lab: Lab activity 2 (processing information and making decisions)	Chapter 2
Week 4 Sept 23	Lectures: Attention and performance Lab: Lab activity 3 (attention and performance)	Chapter 3
Week 5 Sept 30	<b>Mid Term 1 (chapters 1 to 3) Tuesday Sept 30</b> Lectures: Sensory contributions to skilled performance	Chapter 4
Week 6 Oct 7	Lectures: Motor programs Lab: Lab activity 4 (modes of control)	Chapter 5
Week 7 Oct 14	Lectures: Principles of speed, accuracy, and coordination Lab: Lab activity 5 (Speed-accuracy trade-off)	Chapters 6
Week 8 Oct 21	Lectures: Mastery Lab: Lab activity Mastery	Mastery G. Leonard
Week 9 Oct 28	Lectures: Individual differences Lab: Lab activity 6 (general motor ability test)	Chapter 7
Week 10 Nov 4	Lectures: Introduction to motor learning <b>Mid Term 2 (chapters 4 to 7)</b>	Chapter 8

Week 11 Nov 13&14	Lectures: Skill acquisition, retention, and transfer Lab: Lab activity 7 (measuring retention and transfer)	Chapter 9
Week 12 Nov 18	Lectures: Organizing and scheduling practice Lab: Lab activity 8 (blocked and random practice)	Chapter 10
Week 13 Nov 25	Lectures: Augmented feedback Lab: Lab activity 9 (self-requested feedback)	Chapter 11
Week 14 Dec 2	Lectures: Augmented feedback - Review No Lab Dec 12	
Scheduled exam week	<b>Final Exam (cumulative with heavier emphasis on chapters 8 to 11)</b>	