GEORGE MASON UNIVERSITY
School of Recreation, Health and Tourism
PHED 306 – Psychomotor Learning (3cr)
Fall 2011

DAY/TIME:	Mon, Wed 9:00 – 10:15 am	LOCATION:	Bull Run Hall, Rm 148
PROFESSOR:	Mr. Matthew Ferry		
OFFICE LOCATION:	Bull Run Hall, Office 207	OFFICE HOURS:	Mon, Wed 10:30 - 12:30 am
PHONE NUMBER:	703-993-2026	FAX NUMBER:	703-993-2025
EMAIL ADDRESS:	mferry2@gmu.edu		

PREREQUISTES:
None

COURSE DESCRIPTION:
This course is designed to provide students with an understanding of the fundamental process humans use to learn any motor skills (e.g., playing the violin, starting an intravenous line, kicking a ball, walking with an artificial limb, running, performing a Yoga asana, etc.). Students will learn physical, cognitive, behavioral and social principles, facts, and concepts underpining motor learning and performance.

COURSE OVERVIEW
Students will deliberate and examine course subject matter using quantitative and qualitative information, and analyze empirical observations in relation to theories while involved in a series of laboratory exercises and projects.
Students are held to the standards of the George Mason University Honor Code. You are expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments. Assignments must be turned in at the beginning of class on the specified date due or **no credit will be given**.

COURSE OBJECTIVES
At the completion of this course students should be able to:
1. Show the application of motor learning principles by defining "skill" and identifying various skill classifications.
2. Using the concept of “Stages of processing” utilized by psychologists, describe the information processing stages as it relates to motor learning and performance.
3. Demonstrate the rationale and characteristics of motor programs.
4. Describe the concept of individual differences related to the nature of motor abilities.
5. Apply motor learning, behavioral and social laws and principles in the learning and teaching of a novel motor skill.
6. Explain how the structure of the learning experience relates to the development of skillful movement for all learners.
7. Use a variety of feedback to communicate progress in the development of skillful movement.
8. Use different strategies to increase self-motivation and motivation of the learner during the acquisition of novel motor skills; and
9. Manage time, space and equipment combined with an instructional routine for teaching a novel skill to a novice learner.

REQUIRED READINGS

Cocker, C. A. (2009). Motor Learning and Control for Practitioners (2nd ed.). Scottsdale, AZ: Holcomb Hathaway Publishers.

EVALUATION

Requirements

3 Tests at 50 pts each	= 150 pts
7 Laboratory Reports at 10 pts each:	= 70 pts
2 Projects at 50 pts each	= 100 pts
Final exam	= 80 pts
Total	400 pts

Projects

Project 1: Student will document his/her personal development in learning a novel motor skill. A quantitative and qualitative report will be submitted at the end of the experiment reporting on the skill level reached, and the various strategies used to improve and motivate oneself.

Project 2: Video Analysis. Videotaping and performance analysis of a skill unfamiliar to the student performed by a participant of your choice.

Attendance Policy

In accordance with the GMU Attendance Policies (University catalog, 2004-2005 p.33), "Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness or early departure as de facto evidence of non-participation."

The following scale will be used

- One (1) absence is permitted
- Two (2) "tardies"*= 1 absence
- Two (2) "early departures"* = 1 absence
- 2 absences = – 10 points
- 3 absences or more = – 15 points

*Attendance is taken at 9:00 a.m. A student will be considered late once attendance has been taken. Leaving more than 10 minutes before the end of the class will be considered an early departure.

Grading Scale

388 – 400 = A+	372 – 387=A	360 – 371=A-	348 – 359 =B+	332 – 347=B	320 – 331=B-
308 – 319=C+	292 – 307=C	280 – 291=C-	240-279=D	<240 = F	

TENTATIVE COURSE OUTLINE

DAY	DATE	CHAPTER	LECTURE/DISCUSSION TOPIC/LABORATORY
M	08/29	1	Presentation of the syllabus. Introduction to Motor Learning
W	08/31	1	Introduction to Motor Learning & Control. **LAB #1 Abilities**.
M	09/05		**NO CLASS – LABOR DAY RECESS**
W	09/07		Understanding Movement Preparation **PHED SOCIAL (10:00- 11:00)**
M	09/12	1,2	Understanding Movement Preparation **Lab #2:Hicks Law**
W	09/14	2	TBD
M	09/19	2	Understanding Movement Preparation; **Lab #3: Attentional Capacity**
W	09/21	3	Motor Program Theories. **Introduce Project phase 1**

DAY	DATE	CHAPTER	LECTURE/DISCUSSION TOPIC/LABORATORY
M	09/26	4	Neural Mechanisms: Contribution and Control.
W	09/28	4	Neural Mechanisms: Contribution and Control. **Lab #4 Vision and Ball Catching**
M	10/03	4	Neural Mechanisms: Contribution and Control. Review Test #1
W	10/05		**TEST #1 on Chapter 1, 2, 3, & 4**
M	10/10		**NO CLASS – COLUMBUS DAY RECESS**
Tu	10/11	5	Stages of Learning
W	10/12	5,6	Stages of Learning; The Learner
M	10/17	6	The Learner
W	10/19	7	Skill Presentation
M	10/24	7	Skill Presentation; **Lab #5 Modeling and Verbal Instruction**
W	10/26	8	Principle of Practice Design. **Project 1 Due**
M	10/31	8	Principle of Practice Design. **Lab #6 Speed-Accuracy Trade-off**
W	11/02		Review Test #2. **Introduce Project 2**.
M	11/07		**Test #2 on Chapter 5, 6, 7, & 8**
W	11/09	9	Practice Schedule; **Laboratory #7: Variability of Practice**
M	11/14	9	Practice Schedule
W	11/16	10	Diagnosing Errors
M	11/21	10	Diagnosing Errors
W	11/23		**NO CLASS – THANKSGIVING RECESS**
M	11/28	11	Diagnosing Errors
W	11/30	11	Correcting Errors
M	12/05	11	Correcting Errors – **Laboratory #8: Knowledge of Results – Project 2 Due**.
W	12/07		Correcting Errors – Review Final

FINAL EXAM: Per Final Exam Schedule, Monday December 19, 2011, **7:30 am- 10:15 am**

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See http://rht.gmu.edu].