



UNIVERSITY OF
ZULULAND

COURSE OUTLINE

Lecturer: Mrs. C Gouws; GouwsC@unizulu.ac.za

University of Zululand, Private Bag X1001, KwaDlangezwa, 3886

W: www.unizulu.ac.za

Module	Human Movement Science III C		
Title	Motor Learning		
Code	SHMS321 PII	Department	Biokinetics & Sports Science
Faculty	Science & Agriculture	Creation Date	2013
Field Programmes	Sport & Exercise Science BSc. Dual Major (component of Human Movement Science Major) B.A. Dual Major (component of Human Movement Science Major)		
Credits	15	Notional Hours	150
Year Level	III	Semester	I
Core or elective	Core	NQF Level	7
Prerequisites	SHMS211/SHMS212	Co-requisites	None

PURPOSE OF THE MODULE

This course will focus on the neural control of movement, students will gain a deep understanding of how movements are planned, coordinated, and executed.

COURSE OUTLINE

Lecturer: Mrs. C Gouws; GouwsC@unizulu.ac.za

MODULE OUTCOMES

- Demonstrate a comprehensive knowledge of the core concepts and applications within motor learning and motor control
- Understand the human nervous system and how it participates in motor control
- Comprehend and apply knowledge on human attention as a resource with a limited rather than infinite capacity, and extend the concept
- Understand the various ways in which sensory components involve the performance of motor skills
- Recognize the relationship between motor perception, preparation and production;
- Demonstrate a detailed understanding of the various stages associated with learning motor skills.

ASSESSMENT CRITERIA

- Discuss how the terms actions and movements are related to motor skills
- Describe a motor unit, the recruitment of motor units, and their relationship to the control of movement
- Analyze issues surrounding focusing of attention, automaticity of skills, selective attention, sorting and shifting
- Explain the roles of proprioceptive and visual systems in motor control and skilled movement
- Discuss various performer characteristics that influence action preparation
- Describe characteristics of Students as they progress through the stages of learning motor skills.

CROSS CRITICAL FIELD OUTCOMES

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made;
- Work effectively with others as a member of a team, group, organization, community;
- Organize and manage oneself and one's activities responsibly and effectively;
- Collect, analyze, organize and critically evaluate information;

COURSE OUTLINE

Lecturer: Mrs. C Gouws; GouwsC@unizulu.ac.za

- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation;
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others;
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation.

COURSE EXAMINERS

This course is internally moderated (University of Zululand) and externally moderated by Dr. K. Nolte (University of Pretoria).

COURSE MATERIALS

The course outline, lecture notes and class announcements are posted on yolasite.com. Lecture notes will only be made available on the website after that lecture has been given.

PRESCRIBED TEXT BOOKS

The course will be derived from a number of different sources.

FURTHER READINGS

- Schmidt, R.A. & Wrisburg, C.A. (2008). Motor Learning and Performance: From Principles to Practice. 4th Edition. Human Kinetics.
- Magill, R. (2011). Motor Learning and Control: Concepts and Applications. 9th Edition. McGrawhill.
- Schmidt, R.A., & Lee, T.D. (2011). Motor Control and Learning: A Behavioral Emphasis. 5th Edition. Human Kinetics.

CLASS SCHEDULE

COURSE OUTLINE

Lecturer: Mrs. C Gouws; GouwsC@unizulu.ac.za

CHAPTER OUTLINE
CHAPTER 1: Introduction to Motor Learning: <ul style="list-style-type: none">• Definitions of Terminology• Classifications of Motor Skills
CHAPTER 2: How the Nervous System Functions to Support Motor Behaviour: <ul style="list-style-type: none">• Subdivisions within the Nervous System• Neurons: the Basic Unit for Information Processing• The Peripheral Nervous System• The Central Nervous System: the Spinal Cord• The Central Nervous System: the Brain
CHAPTER 3: The Process of Sensation: <p>Student presentations will be based on the following:</p> <ul style="list-style-type: none">• Vision and visual perception• Hearing and auditory perception• Kinesthetic sense and the system of proprioceptors• Touch, temperature, pain and the cutaneous receptors
CHAPTER 4: The Process of Selective Attention: <ul style="list-style-type: none">• The Nature of Selective Attention• The Attentional Demands of the Movement Situation• How Selective Attention Works• Characteristics of Selective Attention
TEST 1 CHAPTERS 1- 4 20 MARCH 2015
CHAPTER 5: The Process of Forming Perception: <ul style="list-style-type: none">• An Introduction to the Process of Perception• Forming perceptions from observations• How the brain forms a perception• Storing perceptions in knowledge structures• Developmental changes in forming perceptions
CHAPTER 6: The Process of Planning Actions: <ul style="list-style-type: none">• The nature of producing actions• How the brain supports the process of planning actions
CHAPTER 7: Producing Actions: <ul style="list-style-type: none">• The nature of producing actions• How the brain produces an action• Time factors that influence producing actions
TEST 2 CHAPTERS 5-7 8 MAY 2015
CHAPTER 8: Learning Motor Skills: <ul style="list-style-type: none">• A model of motor skill learning• Skill construction• Skill stabilization• Skill diversification
REVISION

COURSE OUTLINE

Lecturer: Mrs. C Gouws; GouwsC@unizulu.ac.za

ASSIGNMENTS

Full details of the requirements for each assignment will be given in class. Please follow these guidelines when completing assignments:

1. All assignments must have an attached declaration.
2. All assignments must be typed.
3. Use 12 Times New Roman font, and 1.5 line spacing.
4. The front page should reflect your personal information.
5. Make provision for a table of contents.
6. Reference all outside sources that you use.

Assignments turned in late are deducted by 15% per day; assignments submitted more than 1 week late are given a zero unless prior arrangements have been made with the lecturer.

POWER POINT PRESENTATION

Students will be required to divide themselves into groups and present an in-class PowerPoint presentation. A topic will be assigned to each group relating to the process of sensation. Presentations should cover the complete topic and include a handout for the lecturer and everyone present. A reference page should be attached to the handout. Presentations will be conducted in usual class periods and will commence during the week of 10 March 2015.

TYPES OF DELIVERY AND ESTIMATED NATIONAL STUDY HOURS

COURSE OUTLINE

Lecturer: Mrs. C Gouws; GouwsC@unizulu.ac.za

Contact Study	Notional Hours	Self-Study	Notional Hours
Lectures	40	Lecture related	40
Practical's	30	Practical related	10
Tutorials	15	Tutorials	8
Total contact:	85	Revision	8
		Assessments	4
		Assignment study	5
		Total Self Study:	75
Total Notional Hours: 150			

METHODS OF ASSESSMENTS (% weighting)

Continuous Assessment Marks (CAM)	Paper I	Paper II	Final Mark
Tests	15%	15%	40%
Assignments:	15%	15%	
Practical's	20%	20%	
Terminal Assessment	30%	30%	60%
Total			100%

OUTCOME-BASED EDUCATION (OBE)

The University of Zululand employs an outcomes-based education. OBE is a student-centered learning philosophy that places emphasis on two key elements:

- The development and implementation of clear expectations regarding learning outcomes; and
- The measuring of learning outcomes, which requires learners to demonstrate that they have attained the necessary skills and content. (Van Der Horst, H. & MacDonald, R. (1997). Outcomes-based education. *A teachers' manual*. Kagiso publishers.).

In short, OBE focuses on the intended learning outcomes that result from instruction.

COURSE OUTLINE

Lecturer: Mrs. C Gouws; GouwsC@unizulu.ac.za

DP REQUIREMENTS

A subminimum of 40% is required for the CAM and a minimum attendance of 80% will be monitored by the lecturer in class.

ATTENDANCE

Unexcused absences will result in the automatic failure of this module. If the student has missed a class, test, or exam, it is the student's responsibility to inform the lecturer of the reason for the absence and will only be counted as excused if accompanied by a medical certificate or appropriate documentation.

CONSULTATION HOURS

Please adhere to the time table displayed on my office door. Any consultations outside of the stated consultation hours may be made upon early appointment arrangement. To have the arrangement, please email me at Gouwsc@unizulu.ac.za or call my office at (035) 902 6869.

MEDICAL CERTIFICATES

Students who miss tests and exams due to illness or for other reasons must submit a copy of medical certificates or other acceptable to the lecturer.

PLAGIARISM

Using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness, is a serious offense known as plagiarism. The penalties for academic dishonesty at University of Zululand are very severe and students may face exclusion from the University because it reflects poorly on the University's good reputation.

IMPORTANT DATES

COURSE OUTLINE

Lecturer: Mrs. C Gouws; GouwsC@unizulu.ac.za

9 FEBRUARY 2015	LECTURES START
10 MARCH 2015	POWER POINT PRESENTATIONS WEEK
20 MARCH 2015	TEST 1 CHAPTERS 1-4
27 MARCH 2015	LECTURERS END
7 APRIL 2015	LECTURES START
27 APRIL 2015	PUBLIC HOLIDAY (FREEDOM DAY)
1 MAY 2015	PUBLIC HOLIDAY (WORKERS' DAY)
8 MAY 2015	TEST 2 CHAPTERS 5-7
18 - 21 MAY 2015	REVISION WEEK
21 MAY 2015	1ST EXAMS START
25 MAY 2015	EXAMINATIONS START
29 JUNE 2015	RECESS START
13 JULY 2015	LECTURERS START (2ND SEMESTER)

COURSE OUTLINE

Lecturer: Mrs. C Gouws; GouwsC@unizulu.ac.za



**UNIVERSITY OF
ZULULAND**

University of Zululand, Private Bag X1001, KwaDlangezwa, 3886

W: www.unizulu.ac.za

DECLARATION

1. I know that “plagiarism” means using another person’s work and ideas without acknowledgement, and pretending that it is one’s own. I know that plagiarism not only includes verbatim copying, but also the extensive (albeit paraphrased) use of another person’s ideas without acknowledgement. I know that plagiarism covers this sort of use of material found in theses, textbooks, journal articles AND on the internet.
2. I acknowledge and understand that plagiarism is wrong, and that it constitutes academic theft.
3. I understand that my work must be accurately referenced.
4. This assignment is my own work, or the unique work of a group, if a group assignment.
5. I have not allowed, nor will I in the future allow, anyone to copy my work with the intention of passing it off as his or her own work. I also accept that submitting identical work to someone else constitutes a form of plagiarism.

Surname _____

Student Number _____

Signature _____