

Eastern Illinois University  
**NEW/REVISED COURSE PROPOSAL FORMAT**  
(Approved by CAA on 4/13/06 and CGS on 4/18/06, Effective Fall 2006)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies. (See <http://www.eiu.edu/~eiucaa/Directions.pdf> for directions on completing this form.)

**Please check one:** ☐ New course ☒ Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** KSS 4880 (online)
2. **Title (may not exceed 30 characters, including spaces):** Theory of Motor Behavior
3. **Long title, if any (may not exceed 100 characters, including spaces):**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☒ Summer ☒ On demand
6. **Initial term of offering:** ☐ Fall ☐ Spring ☒ Summer **Year:** 2010
7. **Course description (not to exceed four lines):** A study of the factors influencing human movement and skill learning. Emphasis will be placed upon theories and concepts relating to motor skill performance.
8. **Registration restrictions:**
  - a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).  
None
  - b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.  
None
  - c. **Who can waive the prerequisite(s)?**  
☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
  - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): None
  - e. **Repeat status:** ☒ Course may not be repeated.  
☐ Course may be repeated to a maximum of \_\_\_\_\_ hours or \_\_\_\_\_ times.
  - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:  
Majors in the Kinesiology and Sports Studies Department
  - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: None
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]
10. **Grading methods** (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC ("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)
11. **Instructional delivery method:** ☐ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research  
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☒ other

## PART II: ASSURANCE OF STUDENT LEARNING

### 1. List the student learning objectives of this course:

1. Understand the processes underlying learning and performance of movements
2. Understand the factors that influence movement change during childhood and adolescence
3. Apply motor behavior concepts to teaching situations
4. Understand how research in motor behavior is conducted
5. Develop effective written communication
6. Develop the ability to synthesize content from research papers\*

\* Asterisk denotes objectives to be attained by graduate students.

- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessments:

This is not a general education course

- b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- Depth of content knowledge (Objective 6)
- Effective critical thinking and problem solving (Objective 6)
- Effective oral and written communication (Objectives 5 and 6)
- Advanced scholarship through research or creative activity (Objective 6)

### 2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives: Written exam, research paper, article search, article summaries

Learning objectives	Assignments			
	Written exam (33.3%)	Research paper** Article Critique* (33.3%)	Article search (10.0%)	Article summaries (23.33%)
1	X	X		X
2	X			
3	X	X		
4		X	X	X
5	X	X		
6	X	X**		

\* Asterisk denotes assignment required for undergraduate students only.

\*\* For graduate students only.

### 3. Explain how the instructor will determine students' grades for the course:

Determination of student grades:

Written exam	100	points
Research paper**/Article Critique*	100	points
Article search	30	points
Article summaries	<u>70</u>	<u>points</u>
Total	300	points

- \* Asterisk denotes assignment required for undergraduate students only.  
\*\* For graduate students only.

Grading Scale:

270-300	A
240-269	B
210-239	C
180-209	D
179 and below	F

**4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**

- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:** The instructor will develop video-lectures for each of the topics covered in the course. Students can then watch/listen to the lectures on their computers or download to their iPods. Also, discussion boards will be created so that students can ask questions about the topics covered in each lecture and/or assignment.
- b. Describe how the integrity of student work will be assured:** All written assignments will be graded using WriteCycle, which helps detect plagiarism. In addition, all the assignments will be based on content taken from current research papers, making it impossible for students to copy and/or find the answers elsewhere. This will increase the likelihood that students are developing their own work.
- c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):** Web-based discussion will be created for each topic covered in the course. In addition, the instructor will be available via email throughout the entire period the course is being taught.

**5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**

- a. course objectives**  
The objective 6 is to be attained by graduate students only.
- b. projects that require application and analysis of the course content**  
Graduate students will be required to write a research paper. Instead of a research paper, undergraduate students will be required to look for an additional article (not one of the 5 to be selected during the literature search) and write a critique on that article.
- c. separate methods of evaluation for undergraduate and graduate students**  
Graduate students will be required to complete the "G-version of the written exam.  
Undergraduate students will complete the "U-version" of the written exam. The "G-version", unlike the "U-version", is intended to address the course content in more depth, thus requiring graduate students to apply/develop judgment and synthesis skills to the content of knowledge.

- 6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix \*.)** - This course is not writing-intensive or writing-centered

### **PART III: OUTLINE OF THE COURSE**

**Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.**

Week 1	Introduction to Motor Development and Learning
Motor Development	
Week 2	Fundamental Concepts
Week 3	Physical Growth and Aging
Week 4	Fundamental Movement Skill Development
Week 5	Assessing Fundamental Movement Skills
Week 6	Relative Age Effect
Week 7	Development of Strength and Flexibility
Week 8	Body Composition
Motor Learning	
Week 9	Deficit Coordination Disorder
Week 10	Expertise in Sports
Week 11	Sport Specialization
Week 12	Sensory-Perceptual Development- The Quiet Eye
Week 13	Conditions of Practice
Week 14	Augmented Feedback
Week 15	Retention and Transfer

### **PART IV: PURPOSE AND NEED**

- 1. Explain the department's rationale for developing and proposing the course.**

The course will be technology-delivered during the summer to accommodate students that cannot fit the class into their fall or spring schedules and will not be on campus for the summer. In addition, students who have graduated and are currently working might benefit and decide to take the course online since it will accommodate their schedules.

- 2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

Course content applies and expands upon knowledge from various undergraduate courses.

- 3. If the course is similar to an existing course or courses, justify its development and offering.**

This course is not similar to any existing course.

**4. Impact on Program(s):**

This course will be an elective available for all candidates in the Teaching/Coaching track of the graduate program, and an elective for the undergraduate KSS majors.

**PART V: IMPLEMENTATION**

**1. Faculty member(s) to whom the course may be assigned:**

Ovande Furtado, Jr.; Hasan Mavi; or other qualified KSS faculty.

**2. Additional costs to students:**

None.

**3. Text and supplementary materials to be used (Include publication dates):**

Haywood, K., & Getchell, N. (2009). *Life span motor development*. Champaign, Ill.; Human Kinetics.

Schmidt, R. A., & Wrisberg, C. A. (2008). *Motor learning and performance*. Champaign, Ill.: Human Kinetics.

**PART VI: COMMUNITY COLLEGE TRANSFER**

**If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.**

**PART VII: APPROVALS**

**Date approved by the department or school: January 15, 2010**

**Date approved by the college curriculum committee: January 25, 2010**

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA:**

**CGS:**