

THE UNIVERSITY OF TEXAS AT TYLER
DEPARTMENT OF HEALTH AND KINESIOLOGY
TENTATIVE COURSE SYLLABUS

SPRING 2022

Course Title: Motor Learning

Course Number: KINE 5307.060/001

Credits: 3 Hrs.

Prerequisites: None

Days/Hours of Class: Daily

Room: Online/Tuesday 5:00 - 7:45pm (Synchronous via ZOOM)

INSTRUCTOR INFORMATION

Name and Title: Njororai W. W. Simiyu, Ph.D., Professor

Office Location & Phone Number: HPC 2200-A

(903) 565- 5530

Email Address: [wnjororai @uttyler.edu](mailto:wnjororai@uttyler.edu)

Emergency Number (Office): (903) 566-7031 (Tina McDonald)

Office Hours: Available online and phone. Cell 940 595 9190; [Face to Face on Tuesday and Thursday 9:30 am to 12:30 pm.](#)

Catalog Course Description:

Study of the individual processes of skill acquisition, including the involvement of transfer, timing, feedback, practice, retention and motivation.

TEXT

1. Schmidt, Richard & Lee, D. Timothy (2020). Motor Learning and Performance: From Principles to Application, 6th edition. Champaign, IL: Human Kinetics. ISBN: 978-1-4925-7468-2 (loose-leaf)
2. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html

Prerequisites

None

DEPARTMENTAL AND PROGRAM LEARNING OUTCOMES

By the end of your Master of Science in Kinesiology Program, you are expected to accomplish the following learning outcomes at above average levels including:

- ◇ Mastery of knowledge in Kinesiology
- ◇ Application of analytical and critical thinking skills.
- ◇ Demonstration of communication skills especially writing.
- ◇ Demonstration of collaborative problem-solving skills
- ◇ Exhibit integrity/ethical behavior in different settings.
- ◇ Demonstrate use of technology

- ◇ Demonstrate an appreciation of human diversity and multiculturalism

Student Learning Outcomes and Cognitive Knowledge level according to Bloom's Taxonomy of

Learning: After the full completion of this course the student will:

1. **Foundational Knowledge:** Discuss the major concepts related to human motor learning and performance behavior (Understanding Level).
2. **Human Dimension:** Work in groups to execute a class project (Evaluation Level).
3. **Learning how to learn:** Independently search the literature and read relevant materials to generate discussion boards, blogs and journals (Creating Level).
4. **Care:** Demonstrate due care and proactive intervention to elevate skilled performances in physical activity at personal, familial, and societal levels (Application).
5. **Integration:** Analyze the determinants of skills and the factors that affect their performance (Understanding Level).
6. **Application:** Observe skilled and novice performers and document their differences in terms of skill execution characteristics (Evaluation).
7. **Application:** Apply techniques used to conduct motor learning research (Evaluation).
8. **Application:** Read, analyze and interpret research findings in selected peer reviewed articles on Motor Learning (Evaluation).

Methods of Instruction:

Student learning experiences to include but not limited to a. observation and analysis of motor performance, b) reading designated textbook, engage with the Web study guide and activities, and supplementary material c. online engagement via CANVAS through YouTube, audio lessons, PowerPoint presentations, blogs, journals, and discussion board.

Course Procedures: Offered Online via CANVAS

Please read this syllabus carefully and in its entirety before you do anything else in the course. Note important details, but especially take note of the categories of information in this syllabus. The syllabus provides key information at the outset of the course, as well as throughout the entire semester. I strongly recommend that you refer to the syllabus frequently throughout the course. Note that THIS COURSE IS 100% Online. You will do all your work via canvas. Make sure you finish your tasks in the stipulated times. Please, ensure that after your initial reading of this syllabus, you check the various links in the course (**in Canvas**) to start to familiarize yourself with "what is where."

COMMUNICATION WITH INSTRUCTOR

Please feel free to contact me throughout the semester, by email, phone, and text message or in person. I do not mind your phoning me on my cell phone, but I do ask that you try to be considerate with such calls. All email correspondence associated with this course should be directed to wnjororai@uttyler.edu. VERY IMPORTANT: Every email you send to me related to the course should have "KINE 5307.060" in the subject line. This helps with automatic sorting of my email. Always be sure your email includes your name somewhere, so it is obvious to me who the sender is. (The same applies to text messages.) This applies especially if your email address does not include your name. Note that I encourage you to communicate, inquire, or ask, via email if not sure about anything related to the course (or major!). I try to respond as soon as I see the message/email irrespective of the day of the week or time of the day. It is for your own good that you seek me out electronically. Students who succeed in college are those who know and are known by professors by name! I value that interaction so be proactive about it.

VERY IMPORTANT NOTE: Students are required to use their Patriot email accounts for course work. If all is working properly, your Patriot email address will be automatically loaded into Canvas for this course. I do not mind if you send me emails from another account (if I can tell who has sent the email!), but I will send email via addresses in the course from time to time. **Therefore, it is essential that you check your Patriot account on a daily or regular basis.**

Course Outline

Very important information is provided in the "Announcements", in Canvas (located in the navigation bar on the left side of the screen in the course). The "Announcements, Modules, Grades" tabs on your Canvas page will have most of your learning tasks including information about assigned reading, assignments and other important information. Please familiarize yourself with these tabs, as well as journals, discussion board, quizzes, examination, pretest/posttest and blogs, at the beginning of the course; you will use them a lot throughout the course.

Discussions

Online discussions are an essential component of this course. To do well in the course, you must participate regularly and insightfully in the online discussions. To stay abreast of discussions, I strongly recommend that you check the discussion forums at least daily. Participation in discussions is so important that you will receive points toward your course grade based on the quantity, and especially the quality, of your participation. More information related to online discussions, including details of the themes/topics for your participation, is presented later in this syllabus. Use APA referencing style (<https://apaformat.org/apa-pdf-citation/>) in discussion boards, blogs and journal writings.

Assignments

1. **Pre and posttests:** The pretest gauges your entry baseline knowledge and the score does not count towards your overall grade. You take it without any readings and prior preparation. However, it is useful for me to know where you are as the course starts. The posttest score, on the other hand, counts towards your overall final grade so be very diligent as you prepare for it.
2. **Quizzes:** Every chapter in each module has a quiz at the end. After the completion of a quiz, you will automatically have access to the next chapter of the course and the related assignments online.
3. **Blogs:** This is an opportunity for you to express your thoughts on given issues based on experience, observation and reading in at least 400 words. This captures your informed opinion based on knowledge derived from reading. Demonstrate how that knowledge applies in real life situations. Make sure to cite research sources in your post eg. Schmidt & Lee (2020. P.??). Your perspective is important and articulate it here! **Indicate the citations in the post. It is important that you add at least THREE references and the number of words at the end of your posts. Make the blog as scholarly as possible.**
4. **Discussion Board:** This is where you comment on given themes (300 words) and give your reaction to two other posts made by other students in the course using at least 100 words each. Make sure you cite research sources/textbook/articles in your main post eg. Schmidt & Lee (2020. P.??) or Haywood & Getchell (2014) or Gabbard (2018), etc. This is interactive. Let us be as civil with our language as possible. Stick to issues under discussion without use of derogatory language even when disagreeing. Indicate at least THREE references (eg. Schmidt, Richard & Lee, D. Timothy (2020). Motor Learning and Performance: From Principles to Application, 6th edition.

Champaign, IL: Human Kinetics OR Gabbard, C. P. (2018). *Lifelong Motor Development*. 6th edition. Boston: Benjamin Cummings) and number of words at the end of your main post.

Also observe these course Norms for Discussion Boards as well as group assignments: This course includes discussion boards and group projects where you respond to fellow course participants about different themes. The DBs/group work offer space for participants to extend their conversations with other course-takers.

Maintaining appropriate etiquette for online forms of communication—or netiquette—is crucial to ensuring that these discussion forums offer a rich learning experience for all participants.

Participants in the Course are asked to kindly follow six norms for proper netiquette:

- **Actively participate.** The Course experience is more enriching when it includes a greater number of voices and perspectives. By actively participating, course-takers have an opportunity to engage in discussions that further their understanding of different topics by broadening their perspectives.
- **Read and respond to the discussion threads.** The Course is designed for learners to learn from one another because research shows that learning is enhanced by engaging in meaningful discussions. A discussion does not take place by solely reading and responding to the initial prompts, but rather by reading other course-takers' posts and providing feedback, offering encouragement, and sharing relevant resources.
- **Embrace the diversity among course-takers.** In this course, you will be part of a community of learners that benefits from the exchange of diverse perspectives and experiences. We expect that all course-takers are respectful of these differences.
- **Be timely.** Research shows that discussions are most beneficial when people respond to one another in a timely manner. We ask that you do your best to stay on the same schedule as your classmates to maximize learning for all course-takers.
- **Be specific.** We encourage you to offer specific evidence from the posts or your own classroom experiences when posting to the discussion forums. Citing evidence whenever possible not only allows you to effectively support your ideas but also helps paint a picture for your readers, who may have different perspectives or who have had different experiences.
- **Use an appropriate tone and language.** Without nonverbal cues, humor and sarcasm can be mistaken as cold or insulting. Please pay special attention to your use of tone and language before submitting posts in the discussion areas.

Feel welcome and enjoy interacting with one another as well as the content.

5. **Journals:** The Journals require you to articulate the key concepts and ideas that have stood out during your reading of a particular chapter. Each takeaway should have a minimum of 100 words and supported by a citation (eg. Schmidt & Lee (2020, P.??). These are concepts you deem important for you, career and possibly life lessons. Every takeaway should be explained well and also cite the source and page number where the takeaway is derived from in the course textbook ie. Answer the questions “what did I learn? And why is it important? Indicate the reference (eg. Schmidt, R. & Lee, D. T. (2020). *Motor Learning and Performance: From Principles to Application*, 6th edition. Champaign, IL: Human Kinetics and number of words at the end of your posts.
6. **Group Project:** Group project entails you collaborating with your peers to address a given topic. The essence is to build relationships among students, and harness their collaborative problem-solving skills, creativity, communication, and critical thinking. It is expected that you will generate a scholarly report as a group.

Note very carefully: I encourage each student to complete and submit assignments as per the schedule in the syllabus. Doing exactly what is instructed for a given assignment will greatly improve your chances of getting a good grade on the assignment. My course has due dates. However, I am flexible in accommodating late submissions if explained. However, the onus is on the student to complete the work as per syllabus. This is akin to the work world where it is your choice to report to work and employers love “self-supervised workers”. Supervise yourself, but I will also be watching and alerting you when you fall out of line. The examination, Posttest and end of semester deadlines are set and not soft.

Exams

There will be a Midterm and End of Term examinations, which will be accessible on two days each Online. See the dates in the schedule below.

Time Requirements

In general, you should expect to spend a similar amount of time completing the requirements of this online course as you would spend on the same course taught in the traditional classroom format. The rule of thumb is that a successful college student should spend two extra hours of study per one credit hour of course work. Thus a 3-hour traditional course leads to 9 hours a week and therefore 135 hours a semester. However, you must compress that time into five weeks. As a rough guide, you should spend about 27 hours per week for the 5 weeks of the semester. It is critical that you do not fall behind. The course is set up so the schedule is relatively light and expectations less rigorous early in the course, and they progress to a heavier schedule over time. Therefore, it is advisable to work ahead on readings, quizzes, blogs, discussion boards and journals when that is possible.

You will have access to all course materials systematically including exams, certain assignments and certain discussion board forums, from the start of the course to the end, just as you move through a book from start to finish. This is not a self-paced course, however. Assigned discussions, written assignments, exams, and the like will follow a schedule spread over the semester (like a class in the traditional format). There will be quizzes, journal entries, blogs and discussion boards and the week in which they should be done. There are no specific due dates for completing blogs, journal and discussion boards, but it is better to stick to the weekly expectations.

LIBRARY SERVICES UT Tyler’s Muntz Library may be accessed via <http://library.uttyler.edu/>. A link to the Muntz Library is also available on UT Tyler’s Home Page (www.uttyler.edu). You will access research articles via the Library link. To get full access, you will have to log on via your Patriot username and password if you are away from campus.

TECHNICAL SUPPORT

UT Tyler’s IT Support department provides technical support for this online course. Information about technical support for Canvas and this online course is available on your Canvas login page (<http://ccs.uttyler.edu/?page=Canvas>). You are welcome to inform me if you have technical difficulties, but I will not likely be able to assist with such difficulties.

COURSE CALENDAR

This semester officially begins on Monday, January 10, 2022 and ends on April 30, 2022. This course is both content-oriented and process-oriented, so you will be called upon to reflect and apply more than in other cases. Because the course is wholly online, you must be diligent and disciplined in the way you learn. You have to read extensively and follow up on learning tasks online as well as undertaking observations around the home and in the community. The Course Announcements area in Canvas

presents occasional updates. You should refer to this schedule frequently throughout the course. I strongly recommend that at the start of the semester you note key weekly dates and tasks on your own personal calendar.

Course Expectations:

1. Being a graduate class, there is going to be plenty of reading to master knowledge, a lot of writing to enhance your communication skill, plenty of analytical thinking to enhance your critical thinking skills, and application to relevant problem-solving situations in life and profession. These skills are critical to your success in the profession and life. These are in line with the learning outcomes outlined including content mastery, communication, leadership, teamwork, ethical behavior, technology use and multicultural behavior.
2. As a graduate student, you have plenty of experience and knowledge that you can share even as you strive to improve. You learn best by sharing what you know; interrogating what you read and hear; seeking answers to questions posed and in return asking the relevant questions of your own.

NOTE SEMESTER KEY DATES (<https://www.utt Tyler.edu/schedule/files/academic-calendar-2021-2022-revised-july-2021.pdf>):

- January 10 Classes Begin for 15-Week session
- January 17 Martin Luther King, Jr. Holiday, all offices closed, no classes
- January 24 Census Date
- February 15 Priority Filing Date for Summer 2022 Graduation
- March 1 Final Filing Deadline for Spring 2022 Graduation
- March 7-12 Spring break for faculty and students
- March 28 Last day to withdraw from one or more 15-Week courses
- April 26-30 Final exams

Grading

1. **You will earn your grade as follows: Two examinations administered at the middle and end of semester (30%), group project (10%), discussion board (10%), journal (10%), blog entries (10%), and online quizzes and post-test (30%). So, make sure you fulfill all the tasks as specified and aim to score close to 100% in each of them.**

2. Grading

- A= 90-100%**
- B=80-89**
- C=70-79**
- D=60-69**
- F=59 and below**

COURSE SCHEDULE

Period	Module and	Learning Activities/Assignments	REFERENCE/RESOURCE/Key Dates
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	Lesson topic		
Wk 1, 10-16 Jan	Module 1: Introduction to motor learning and performance	<p>1. Online familiarization with canvas and review of syllabus; pre- test; Listen to Instructor's profile and expectation in canvas</p> <p>2. Discussion Board 1 (300 words): Post your self-introduction capturing who you are in terms of names, place of birth, birthday, leisure time activities and hobbies, favorite sports and sports teams, career interest and favorite motivational quote, your 3 strong attributes and one weakness that you have and desire to change. Respond to what two other people have said in their posts in 100 words each. Include citations, references and indicate number of words.</p> <p>3. GROUP PROJECT (3000 words): As a group, search on the Web and identify a database for a selected sport eg. NBA, NFL, Soccer, etc. and identify a 'problem question' that you would like to address in your research assignment and report. (For example, does the team that scores the highest number of points in the 3rd quarter have a higher chance of winning a match in NBA? Or do home teams have a higher chance of winning matches in NFL?). Additionally, generate FIVE benefits and THREE challenges of working together in the group to accomplish the group assignment. Include citations, references and indicate number of words.</p> <p>4. Discussion Board 2 (300 words): Read chapter 1, peer reviewed literature etc. and identify a motor skill you have learned in the past or are currently learning e.g. Free throw in BB. Describe the skill as open or closed and as discrete, serial or continuous and identify the goals of the skill and factors that contribute to your success when performing it. Respond to what two other people have said in their posts (100 words each). Include citations, references and indicate number of words.</p> <p>5. Module 1 Journal reflection (300 words): Explain THREE takeaway points/concepts from chapter 1 and state why each is important to you and your career. Include citations, references and indicate number of words.</p>	<p>Read Chapter 1 and attempt Quiz 1 Do Lab activity 1 to 4 using your Motor Learning and Performance Web Study Guide.</p> <p>Research report structure: Title, names of authors, abstract, introduction, problem statement or purpose of study, Key questions, Methodology, Results and discussion, conclusions</p> <p>All Module 1 assignments due by January 16 latest</p>
Wk 2, 17-	Module 2: 1: Processing	<p>6. Blog 1 (400 words). Anticipation can play a role in many contexts including in sprinting events in track competitions. Read chapter 2 and other sources, and discuss how anticipation in an Olympic 100M final can be both beneficial</p>	Read Chapter 2 and attempt Quiz 2

23 Jan	information and making decisions	and harmful depending on the situation? What factors can affect the outcome of anticipation? Include citations, references and indicate number of words.	
Wk 3, 24-30 Jan	Module 2:2: Attention and performance	<p>7. Module 2 Journal reflection (400 words): Explain TWO takeaway from each of chapters 2 and 3. Include citations, references and indicate number of words.</p> <p>8. Discussion Board 3 (300 words): The way information is processed during the response selection stage of information processing can be very different between a novice and an expert performing the same task. Read chapter 3, watch videos on skill performers and novices, read articles and describe the differing types of processing, highlighting the key features of each. How is task interference, related to each type of processing? How might a person performing a Jump Shot or (your selected skill) perform differently as a novice and as an expert? Respond to what two other people have said in their posts in 100 words each. Include citations, references and indicate number of words.</p>	<p>Read Chapter 3 and attempt Quiz 3</p> <p>All Module 2 assignments due by January 30 latest</p>
Wk 4, 31 Jan-6 Feb	Module 3:1: Sensory contributions to skilled performance	<p>9. Blog 2 (400 words): Read the course textbook chapter 4 and search the literature under the Library Databases, identify a peer-reviewed article on “Ventral-stream movement control” and comment on how it plays a role in movement planning when opening various doors or picking and carrying different objects throughout your day? Include citations, references and indicate number of words.</p>	<p>Read Chapter 4 and attempt Quiz 4</p> <p>Articles:</p> <ol style="list-style-type: none"> 1. http://manuscript.elsevier.com/S1053811915009131/pdf/S1053811915009131.pdf 2. https://www.cell.com/neuron/pdf/S0896-6273(07)00532-6.pdf 3.
Wk 5, 7-13 Feb	Module 3:2: Motor programs	<p>10. Module 3 Journal reflection (400 words): Explain TWO takeaways from each of chapter 4 and 5. Include citations, references and indicate number of words.</p>	<p>Read Chapter 5 and attempt Quiz 5</p> <p>All Module 3 assignments due by February 13 latest</p>
Wk 6, 14-	Module 4:1: Principles	<p>11. Discussion Board 4 (300 words): Everybody knows that when you do things too quickly, you tend to do them less accurately or effectively (Schmidt & Lee, 2020, p. 132). Using</p>	<p>Read Chapters 6 and attempt Quiz 6</p>

20 Feb	es of speed, accuracy, and coordination	examples from sport/life experiences of your choice, coupled with reading of chapter 6 and other sources, explain how this principle applies. Respond to what two other people have said in their posts in 100 words each. Include citations, references and indicate number of words.	
Wk 7, 21-27 Feb	Module 4:2: Performance of complex movements	12. Module 4 Journal reflection (400 words): Explain TWO takeaways from each of chapter 6 and 7. Include citations, references and indicate number of words.	Read Chapter 7 and attempt Quiz 7 All Module 4 assignments due by February 27 latest
Wk 8, 28 Feb-6 March	Module 5:1: Introduction to motor learning	13. Blog 3 (400 words): Read chapter 8, review literature on "Learning" and "Performance" and distinguish those two concepts. Give examples from sports and daily life to illustrate the meaning of for each of the concepts. Include citations, references and indicate number of words.	Read Chapter 8 and attempt Quiz 8 MID-TERM: 2 -3 March 2021
		SPRING BREAK 7-13 2022	
Wk 9, 14-20 March	Module 5:2: The motor learning process	14. Module 5 Journal reflection (400 words): Explain TWO takeaways from each of chapter 8 and 9. Include citations, references and indicate number of words.	Read Chapter 9 and attempt Quiz 9 All Module 5 assignments due by March 20 latest
Wk 10, 21-27 March	Module 6:1 Organizing and scheduling practice	15. Discussion Board 5 (300 words): You have volunteered to coach a youth soccer team for the summer league. Two skills that you would like to work on with your team this season are penalty kicks and dribbling the ball. Read chapter 10 and other supplementary literature, explain how you might organize work, and rest periods during practice for each of these skills? How might you include an amount of task variability appropriate for each skill? What player characteristics would you consider as you plan? Respond to what two other people have said in their posts in 100 words each. Include citations, references and indicate number of words.	Read Chapter 10 and attempt Quiz 10
Wk 11, 28 March-3 April	Module 6: 2 Augmented feedback	16. Module 6 Journal reflection (400 words): Explain TWO takeaways from each of chapter 10 and 11. Include citations, references and indicate number of words.	Read Chapter 11 and attempt Quiz 11

Wk 12, 4-10 April	Zoom group Meetings and presentations	<p>17. Discussion Board 6 (1000 words)- Read the article – Duchesne C, Gheysen F, Bore A, Albouy G, Nadeau A, Robillard ME, Bobeuf F, Lafontaine AL, Lungu O, Bherer L, Doyon J. Influence of aerobic exercise training on the neural correlates of motor learning in Parkinson's disease individuals. Neuroimage Clin. 2016 Sep 14;12:559-569. eCollection 2016. PubMed PMID: 27689020;PMCID: PMC5031470 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5031470/pdf/main.pdf :</p> <ol style="list-style-type: none"> 1. Briefly summarize the overall scope of this study. 2. Where is the knowledge gap in the literature? What is known vs. unknown regarding AET? 3. How did the authors address the scientific question? 4. What is the authors' "smoking gun" supporting their claim? 5. Is "MSL" an adequate measure of skill acquisition? Explain your rationale. 6. What does the "fMRI" method used in this study really measure? 7. Based on what you learned regarding "skill acquisition" and "retention & transfer," explain what the authors meant by "functional brain changes." Be sure to demonstrate your understanding. 8. Based on what you learned regarding "skill acquisition" and "retention & transfer," explain what the authors meant by "neural correlates." Be sure to demonstrate your understanding and use proper citations. Respond to what two other people have said in their posts in 100 words each. Include citations, references and indicate number of words. 	All Module 6 assignments due by April 10 latest
Wk 13, 11-17, April	Group Work	Project review group Zoom meetings	
Wk 14, 18-24, April	Final takeaways	18. Blog 4 (400 words): Final detailed reflections on your five KEY takeaways from the course and your overall thoughts on its strengths and suggest improvements. Include citations, references and indicate number of words.	All assignments and corrections due by April 20 latest
Wk 15, 25-30, April	Final Examination	FINAL EXAMINATION APRIL 26 AND 27, 2022	

UNIVERSITY POLICIES (Visit

<http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf>)

Handbook of Operating Procedures -- The University of Texas at Tyler

ACADEMIC DISHONESTY POLICY

At The University of Texas at Tyler students and faculty are responsible for maintaining an environment that encourages academic integrity. Students and faculty members are required to report an observed or a suspected case of academic dishonesty immediately to the faculty member in charge of an examination, classroom or laboratory research project, or other academic exercise.

Since the value of an academic degree depends on the absolute integrity of the work done by the student for the degree, it is imperative that a student maintain a high standard of individual honor in scholastic work. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion: "Cheating" includes:

1. Copying from the paper of another student, engaging in written, oral or any other means of communication with another student, or giving aid to or seeking aid from another student when not permitted by the instructor.
2. Using material during an examination or when completing an assignment that is not authorized by the person giving the examination or making the work assignment.
3. Taking or attempting to take an examination for another student, or allowing another student to take an examination for oneself.
4. Using, obtaining, or attempting to obtain by any means, the whole or any part of an examination or work assignment that has not yet been administered.

"Plagiarism" includes the unacknowledged incorporation of the work of another person in work that a student offers for credit. "Collusion" includes the unauthorized collaboration with another person in preparing written work that a student offers for credit. Please abide by The UT Tyler Honor Code: [I embrace honor and integrity. Therefore, I choose not to lie, cheat, or steal, nor to accept the actions of those who do.](#)

GRADE APPEAL PROCEDURE

A student who wishes to contest a grade given by an instructor must initiate the procedure by contacting the instructor who assigned the grade. The instructor and the student should informally review the criteria for assignment of grades and the student's performance. The instructor may affirm the grade or revise the grade.

If the student is not satisfied after the informal discussion with the instructor, then the student may initiate a formal grade appeal by completing a Grade Appeal Form that may be obtained from the Office of Student Records. Normal grade appeals should be filed at the earliest date possible, but no later than six months from the final date of assignment. The instructor and the student should complete the appropriate parts of the form clearly indicating the instructor's rationale for the grade given and the student's basis for the grade appeal.

At each administrative level of the appeal process, an attempt will be made to resolve the issue. If the instructor holds one of the administrative positions used in the appeal process, then that level is

omitted. If no resolution is reached at a particular level, then the appeal is forwarded with the recommendation of the administrator at that level with all documentation. If the appeal is to be considered by the vice president for academic affairs, then a copy of the Grade Appeal Form shall be forwarded by the academic dean of the student. The Office of the President is the final step in the appeal process at The University of Texas at Tyler.

FOOD AND DRINK IN CLASSROOMS

Consumption of food and drink in university classrooms is prohibited.

INDOOR SMOKE-FREE CAMPUS

The University of Texas at Tyler is an indoor tobacco-free campus. No smoking will be permitted in any building, office, hallway, classroom, laboratory, restroom, lounge, or any other indoor location.

CLASS ATTENDANCE

Responsibility for class attendance rests with the student. When a student has a legitimate reason for being absent, the instructor has the option of permitting make-up work.

The university reserves the right to consider individual cases of nonattendance. In general, students are graded based on intellectual effort and performance. In many cases, class participation is a significant measure of performance, and nonattendance can adversely affect a student's grade. When, in the judgment of the instructor, a student has been absent to such a degree as to jeopardize success in the course, the instructor informs the Office of Student Records that the student is to be dropped from the course.

APPROVED STUDENT ABSENCES

On those occasions when it may be necessary for students to miss a regularly scheduled class in order to participate in an official university event or activity, faculty sponsors and program directors are requested to observe the following procedures:

1. Faculty sponsors or program directors should draft a memorandum to the vice president for academic affairs. This memorandum should include information concerning the nature of the event, the date(s) on which students would be absent from class, and the names of the students involved.
2. Copies of the memorandum addressed to the vice president should be given to each of the students listed on the memorandum.
3. Students should be directed to communicate with their instructor(s) prior to the date of the planned absence.

It is expected that students will not abuse the privilege of being absent from class for authorized university activities, and that make-up assignments will be made at the discretion and convenience of the instructor.

GRADE REPLACEMENT

If you are repeating this course for a grade replacement, you must file intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler (2006-2008 Catalog, P. 35).

DISABILITY STATEMENT

Disability/Accessibility Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers

accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

CONCEALED HAND GUNS

“We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.”

BEST WAYS TO LEARN: TIPS FOR SUCCESSFUL SELF- DIRECTED LEARNING

MAKE THE MOST OF YOUR NOTES

Review your notes as soon as possible after class. Fill in any missing information by consulting your text or asking classmates or your instructor for clarification. Spend time organizing your notes and making connections with content you have previously covered. Create flashcards for key vocabulary, facts, and content.

PUT IT IN YOUR OWN WORDS

Shortly after completing assigned readings or after reviewing your notes from class, take a few minutes to put the concepts studied in your own words. It can be very helpful to "teach" or explain the content to someone else. You can even pretend to teach others if your friends are not that interested in learning more about physics!

BE AN ACTIVE READER

Stop every few pages and ask yourself questions about what you just read. Turn section headings into questions and answer them in your own words. Make connections between what you read and what you have already learned. Create quiz questions that may appear on a test and write them on note cards for later use.

SCHEDULE STUDY SESSIONS

Set aside a few times each week to study for each course. Study your notes from the

current class and then restudy notes from prior classes. Use your practice test questions and flash cards. Keep quizzing yourself until you can reliably recall the information, and then take the cards out of weekly rotation. Add them back in prior to any final assessment.

MIX DIFFERENT TYPES OF PROBLEMS

When you practice two or more concepts at the same time, retrieval is harder but produces longer lasting learning and lets you apply what you are learning. For example, practicing different types of math problems makes you more skilled than working on a set of common problems.

Generally Observed Student Characteristics (John H. Williams, *The Teaching Professor*, 7,7, pgs. 1-2, 1993)

The "A" Student:

Attendance - "A" students have nearly perfect attendance.

Preparation - "A" students are prepared for class. They always read the material prior to class and their attention to detail is superb.

Curiosity - "A" students show a high level of interest in the subject matter. They look up or search out answers to topics that they don't understand. They often ask interesting questions or make insightful comments.

Retention - "A" students are able to retain new material and connect past learning to the present.

Attitude - "A" students have an attitude that displays both the determination and self-discipline required for success. They also show initiative and do things without being told.

Talent - "A" students possess a special talent. It may be exceptional intelligence and insight, or it may be unusual creativity, organizational skills, commitment and perseverance - or a combination thereof.

These gifts are evident to the professor and usually to the other students as well.

Results - "A" students make the highest grades on tests and their work is generally a pleasure to grade.

The "C" Student:

Attendance - "C" students miss class frequently and they put other priorities ahead of academic work

Preparation - "C" students prepare their assignments consistently, but in a perfunctory manner. Their work may be sloppy or careless and at times incomplete or late.

Attitude - "C" students are not visibly committed to the class. They participate, if at all, without enthusiasm and their body language often expresses boredom.

Talent - "C" students vary enormously in talent. Some have exceptional ability but show undeniable signs of poor self-management or bad attitude. Others are committed and diligent but are simply average in academic ability.

Results - "C" students obtain mediocre or inconsistent results on tests. They have some concept of the material, but clearly do not show mastery of the subject matter.

Remember:

1. *It's easy to forget when you're an elite athlete that everyone else gets nervous as well. Even the best people in the world, at whatever they do, they're still nervous - Leisel Jones*
2. *Professional football's a tough game. It's a lot of contact. It's a lot of wear and tear on your body. You've got elite athletes running into each other, play after play, at high speeds. And this is something that I love and I enjoy. - John Urschel*
3. *I'm never satisfied, I always want to do better. That's how it is to be an elite athlete, you're never happy. When you start getting happy and you start feeling satisfied, you're done. - Alexander Gustafsson*