Acknowledgement of Indigenous Peoples and Traditional Territories:
York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of the Mississaugas of Credit First Nation, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario.

YORK UNIVERSITY

FACULTY OF HEALTH

SCHOOL OF KINESIOLOGY AND HEALTH SCIENCE

HH KINE 3020 3.0

SKILLED PERFORMANCE AND MOTOR LEARNING

Fall 2021

*** Please note that this is a course that depends on remote teaching and learning. There will be no in-class interactions or activities on campus for this course. ***

This course is an introduction to the psychological principles and underlying neural mechanisms of skilled performance and motor control. In addition, experimental methods employed in the study of motor control will be demonstrated in the laboratory. Topics include the role of attention, information processing and feedback in controlling performance, as well as the contribution of the central nervous system in voluntary motor performance and motor learning.

Take Care of Yourself:

We are all dealing with a tremendous amount of stress, anxiety, fear, and uncertainty as a consequence of the COVID-19 pandemic. Please be kind and gentle with yourselves and others during this difficult period. There are several online free resources available to help support you. If you need help, the following list of websites may be a good place for you to start, (this is not an exhaustive list):

https://good2talk.ca/
https://counselling.students.yorku.ca/
https://coronavirus.info.yorku.ca/
https://yorkinternational.yorku.ca/

Prerequisites: HH KINE 2050 3.0 [or equivalent "Statistics" course]; and HH PSYC 1010 6.0

Course Director: Professor **Merv Mosher**
359 Stong College
mmosher@yorku.ca

Student Hours (Online Office Hours):

Regular online student-hours will be held throughout the term. The exact schedule will be posted on the course eClass site. The times that I have listed are times for you. I can answer questions you may have about the course or other or we can discuss other topics if you want. The time is yours. If needed, a virtual office-hour appointment can be arranged.

Email correspondence:

Email communication should be reserved primarily for personal issues that need to be resolved immediately. Questions that arise related to course content or procedures should be posted on the Discussion Boards (eClass) or discussed during the regularly scheduled online student-hours.

Please ensure that email messages are professional, clear, and coherent. Assume that your email will be the factor determining whether you are accepted into a professional program or hired at your dream job. Avoid text messaging terms, inappropriate language, emoticons, and poor spelling, punctuation, and grammar. I can only respond to emails that I understand. I generally review and respond to course-related student emails quite promptly except for emails sent on weekends. These will likely be answered on the first business day of the following week.

Course Website: https://eclass.yorku.ca/eclass/course/view.php?id=56043

Professor's web site: http://mmosher.info.yorku.ca/

Course text:

Course Kit: Skilled Performance and Motor Learning, York University, 2021. Published by Northview Print and Copy. There are several options to purchase the Course Kit including eBook. These options are explained in detail on eClass.

Course Materials Copyright Information

These course materials are designed for use as part of this course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a violation of Copyright law. Intellectual Property Rights Statement.

Technical requirements for taking the course:

Since the entire course will be delivered remotely, two platforms will be used, (i.e., eClass and Zoom), through which students will interact with the course materials, the course director, Teaching Assistants, as well as with one another. Therefore, a computer or smart device with a camera and microphone is required to complete the course.

Please review this syllabus carefully to determine how the course content will be delivered, how office hours will be conducted and how assignments will be submitted. Students must make every effort to arrange adequate internet connection.

Students should note the following:
- Zoom is hosted on servers in the U.S.A. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Technology requirements and FAQs for eClass can be found here

Useful links describing computing information, resources and help for students:

Student Guide to eClass	https://lthelp.yorku.ca/student-guide-to-moodle
Computing for Students Website	https://student.computing.yorku.ca/
Student Guide to eLearning at York University	http://elearning-guide.apps01.yorku.ca/
Learning Skills Services	https://www.yorku.ca/scld/learning-skills/
Zoom@YorkU User Reference Guide	http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf
Zoom@YorkU Best Practices	https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf

Students are responsible for being actively involved in the course, and for checking eClass regularly and frequently to ensure you have the latest information about the course. “I did not know because I was not online” or “because I did not check eClass” are not excuses that will be accepted under any circumstances for the course.

Organization of the course:

KINE 3020 is being delivered remotely via eClass and Zoom; **there will be no in-class interactions or activities on campus for this course**. KINE 3020 involves a blend of asynchronous (participate on your own and at times you choose) and synchronous, (students are expected to attend and participate at a specific time in live virtual/online sessions), modes of teaching.

Lectures: (Asynchronous mode)

Course lectures are scheduled as follows: Section A - M, W, at 1:30 pm; and Section B - M, W, at 2:30 pm. The 12-weeks of lecture material will be available on eClass in the form of pre-recorded videos which will be posted at the beginning of each week. You can watch the recordings at the scheduled lecture time or any other time you choose. This is referred to as asynchronous delivery. It is imperative that you watch the lecture material during the week the lecture is posted if you want to be successful in the course.

Laboratories: (Synchronous mode)

Each week, commencing September 20th, you will meet via Zoom with your Teaching Assistant, during the scheduled lab time in which you enrolled. This is the synchronous portion of the course and **requires that you are available at the same time each week to meet with your Teaching Assistant (TA)**. The Teaching Assistant may record the synchronous Zoom lab-sessions to assist with record keeping. Students are NOT granted permission to record Zoom sessions.

Each week, you are required to read the upcoming week's lab instructions and complete a pre-lab assignment quiz on eClass. It is to be completed by Sunday night, prior to the start of the weekly labs.

It is during your 2-hour lab time that you will conduct a short experiment, collect, and analyse the data and then begin your weekly lab report. Your weekly lab report is to be submitted (as a PDF file) to via eClass to your TA, prior to the beginning of the following week's lab. Students must complete the pre-lab assignment and participate in the data collection portion of the lab to be able to submit the weekly lab report. **Lab reports that are submitted late will not be marked**.

The following statement MUST be included (and signed), in the Title Section of each lab report that is submitted:

> "I confirm that the assignment I have submitted has been done independently and is my own work. I am aware of York University's policies about plagiarism and the penalties for plagiarism."

*Labs commence the week of September 20, 2021.

Weekly Readings: Are posted on eClass.

COURSE EVALUATION:

The assessment method used in this course will likely be completely new to you, so **read this section carefully please**.

Quiz 0 must be completed with a score of 100% before any work can be submitted to earn marks in this course. Quiz 0 is based upon information found in the Course Syllabus.

This course will use a process termed Mastery Grading combined with Flexible Assessment. Mastery Grading/Flexible Assessment is about students actively participating in their own learning. It's about learners making choices on the manner and form of their performance that demonstrates how well they have learned, and how well they can apply that learning in a variety of contexts. All assignments/lab reports/quizzes will be graded as either "Mastery Met" or "Mastery Not Met". A grade of "Mastery Met" on an assignment/lab report/quiz will require work equivalent to "A" level work.

There will not be any exams in the course. Instead, the time that you normally spend preparing for exams will be directed to other activities throughout the course, as described below. Do not underestimate the amount of effort required to be successful in this course. Just like with a course that uses a traditional assessment model (i.e., tests), a great deal of time and effort is required to earn a top mark. However, you have a much greater level of control over your final grade, based upon the time/effort you invest to learn the course material.

Course Evaluation: Summary

There are three (3) Required Components to the course evaluation and one (1) Optional component.

Required Components

1. Lab component (26%)
2. Weekly Quizzes (26%)
3. Weekly Mini Projects (26%)

Optional Component

4. Digital Tutorial Project (22%) Only required by students attempting to earn an A or A+.

The three (3) **Required Components** are:

1. Lab component (26%) All 3 parts of the lab component must be completed at the "Mastery Met" level to receive credit for completion of the week's lab.

Pre-Lab Quiz	10 quizzes - read the lab instructions prior to doing the lab.
Lab Participation	10 Labs - requiring your active participation.
Lab Reports	10 Lab reports - to be submitted prior to your next lab.

2. Weekly Quizzes (26%) 12 Weekly Quizzes – assessing your knowledge of readings and lectures.

3. Weekly Mini Project (26%) See description below.

The one (1) **Optional Component** is:

4. Digital Tutorial Project 22% Only required by students attempting to earn and A or A+ grade. Further details are provided below in the Digital Tutorial Project Section below. **Due date: Dec. 7, 2021.** No extensions granted.

Grading Rubrics are posted on eClass for the Lab Reports, Mini Projects, and the Digital Tutorial project.

While each assignment/report/quiz will be evaluated, the letter grade you receive at the end of the course will the determined by the "bundles" of assignments and requirements you have "mastered" (satisfactorily completed) in the class. **The letter grade you receive will indicate how much you demonstrate you have learned in this course.**

Bundles Overview

The table below indicates the components required to earn letter grades in the course. You must complete all components at a specific letter grade level to earn the corresponding letter grade.

For example, assume you want to earn a "B" in the course. You need to successfully complete 8 Lab Components, 9 Quizzes and 9 Mini Projects.

How do I earn my letter grade?

	Required Components			Optional Component
Letter Grade	**Lab Components Fully Completed**	**Quizzes Completed with a Minimum Of 80% Correct**	**Mini Projects and Reflections Completed**	**Digital Tutorial Project**
E or F	Less than 6	Less than 5	Less than 5	Not required
D	6	5	5	Not required
D+	6	6	6	Not required
C	7	7	7	Not required
C+	7	8	8	Not required
B	8	9	9	Not required
B+	9	10	9	Not required
A	10	11	10	**"Excellent" work Required**
A+	10	12	10	**"Exceptional" work Required**

Because sometimes things happen in life that might prevent you from completing one of the components in a particular week, each student will be granted one (1) token, that can replace one (1) of the Required components on the chart (not an Optional component). For example, assume you want to earn a "B" in the course. According to the table, you should successfully complete 8 Lab Components, 9 Quizzes and 9 Mini Projects, however, the token allows you to earn a B if you only completed 7 Lab Components, 9 Quizzes and 9 Mini Projects, or 8 Lab Components, 8 Quizzes and 9 Mini Projects.

Course Evaluation: Detailed

Quiz 0: (0%)
Based upon the Course Syllabus – **you must complete this** with a **score of 100**% before you can attempt the Weekly Quizzes and submit any projects or Lab Reports!

Lab Component 1: Pre-Lab Quiz**.**

Each week, students are required to read the upcoming week's lab instructions and complete the Pre-Lab Quiz found on eClass, with a minimum mark of 80%. The questions are based upon the lab protocol described in the Lab Manual. The Quiz must be completed by Sunday, midnight before the week's labs begin.

Lab Component 2: Lab Participation**.**

Active participation will be assessed in two ways. i) you respond promptly (via your camera or chat feature), to questions asked by your TA; ii) you collect "good" data, which implies you have performed the lab activities in a diligent manner. The best way to assure you receive a full participation mark each week is to have your camera turned on during the lab.

Lab Component 3: Lab Reports**.**

Each week, prior to the start of your next lab, you are required to submit the past week's Lab Report. Completion of the pre-lab Quiz and "active" participation in the lab are required to be eligible to submit a weekly lab report. Use the sample lab report and Lab Report Grading Rubric found on eClass to guide you as you create your lab report for submission. Note the format and components as you write your lab report.

The lab report is to be typed, except for figures, which may be either done with a computer or by hand on graph/grid paper. The completed lab report is to be submitted as a PDF file via eClass, prior to the start of your next lab.

The following, signed statement MUST be included with each Lab Report that is submitted: "I confirm that the assignment I have submitted has been done independently and is my own work. I am aware of York University's policies about plagiarism and the penalties for plagiarism."

If your lab report does not meet the level of Mastery required, you will have an opportunity to revise up to two lab reports during the term. With each re-submission you must submit a reflection paper, (a short paragraph for each correction), explaining what you did wrong in the original submission and why you did it wrong initially. The revised lab report and reflection must be re-submitted within one week after it has been returned to you.

Weekly eClass Quizzes based on the Readings and Lectures:

Each week, an eClass quiz based upon the weekly readings and lectures, is to be completed. A minimum mark of 80% is required for successful completion of the weekly quiz. You will be given two (2) attempts to achieve this level of Mastery. Questions are selected randomly from a test bank for each attempt and for each student. Quizzes completed on eClass, will utilize the **free navigation** method of questioning.

The online quizzes may be written at any time during the week that is convenient for students. However, please note that if technical difficulties are encountered during the last 2 hours of the weekly quiz, no remedial action will be possible. In other words, don't wait until the last 2 hours to complete the weekly quizzes.

Weekly quizzes are open-book quizzes which means you may refer to notes, summaries, or the readings. However, it is very easy to run out of time on an open-book quiz. Keep in mind that students who place too much emphasis on their reference materials often underestimate how long it will take them to locate the information in their reference materials. It is important

that students do the Weekly Reading and review the lecture material prior to starting the quiz and only rely very minimally on reference materials.

Weekly Mini Project: (Visual component and analytical reflection)

There are two (2) requirements for this component.

1. **Visual component**.

Create and submit on eClass either:

a) A short video in which you pretend you are being interviewed for television about a topic you want to discuss. Record a short video, (maximum of 90 seconds), of yourself answering a question about a topic that you found interesting during the lecture topics for the week.

OR

b) Social Media content. Assume that you are a social media influencer, (Tik Tok, Twitter, Instagram, WhatsApp, Snap Chat, Facebook, etc.), and your followers want information about this course. Create "content" that you could post on a social media platform to explain a concept that you found interesting from the past week's lectures. This "content" can be in the form of a meme, short video, or any other form that might be of interest to your followers. You do NOT need to post the content on the social media platform. Submit the content you have created to eClass.

2. **A short analytical reflection paper/video**.

In this reflection, you are to: a) explain why you found the concept you chose for your visual component, interesting, (Why is it meaningful to you?) and b) explain how this concept affects/influences/affects/relates to human behaviour in everyday-life situations. The reflection should be about 5-7 sentences in length. The reflection is to be saved as a PDF file and submitted on eClass. If you chose to do a social media post, then your reflection must be done as a video. If you chose to do a short video recording, then your reflection can be either typed or a video. A sample of an analytical reflection is posted on eClass.

Weekly Mini Project Summary:

Mini project - Option A	Mini project - Option B
Visual component = Video answering a question	Visual component = Social media post
Analytical reflection = Typed (or video reflection)	Analytical reflection = Video reflection

Digital Tutorial Project:

Completion of the Digital Tutorial Project **does not guarantee** an A or A+ grade. For example, not completing the three primary components of the course or submitting a trivial, relatively unskilled and/or unoriginal Digital Tutorial project will be considered grounds for not assigning an A or A+.

The project must be of outstanding quality. There are no part marks awarded. Either the submission meets the requirements of an "A" or "A+" or it does not. To earn an "A", the Digital Tutorial Project must be Excellent, demonstrating thorough knowledge of concepts together with a high degree of skill and some elements of originality in satisfying the requirements of the assignment. An "A+" project must be Exceptional, demonstrating thorough knowledge of concepts and great originality in the use of those concepts in satisfying the requirements of the assignment. It is expected that students will work on this project throughout the term. It will not be possible to create an acceptable project in a few days prior to the due date!

The major projects will be graded based on the skill and originality demonstrated in the submission. Students submitting major projects will be expected to make themselves available for a video conference interview to describe and discuss their project if requested by the Course Director.

The **digital tutorial project** requires you to create a tutorial in the form of a digital presentation, (maximum length of 10 minutes). The tutorial presentation is to explain, to a classmate, how a skilled performer processes information from the environment to produce a goal-directed movement. In other words, explain to the viewer in 10 minutes or less, the salient points of this course. To create the presentation, you will select a skilled performer who interests you. The performer can be anyone who performs a goal-directed motor movement, (e.g., athlete, surgeon, musician, mechanic, plumber, paramedic, physiotherapist, etc.). Explain how the skilled performer you have selected, processes information to execute a goal-directed movement.

Your presentation must incorporate a) the components found in the information processing model and b) the components of the Nervous System (Central and Peripheral) that are involved in processing information that enable humans to execute a skilled movement.

The presentation can use any type of visual presentation tool, (PowerPoint, Prezi, Vlog, Easelly, Powtoon, video, etc.), you like. The presentation must be submitted as a stand-alone presentation, meaning the viewer simply must click "Start/Play" and the presentation begins.

Further details about the Digital Tutorial Project are available on eClass as well as a Grading Rubric and samples presentations from other courses.

Course Marks

Marks will be posted on eClass under the topic heading of Grades. These will be updated as the course progresses. The eClass gradebook is not the official record of grades. The official record of grades in the course will be kept by the Course Director on a spreadsheet.

** An appeal against any grade assigned to an item of course work must be made in writing to the course director within 7 days of the graded work being made available to the class. The result of an appeal may cause the grade to increase, decrease or remain the same.

Final course letter grades may be adjusted to conform to Program or Faculty grades distribution profiles. Letter grades will be determined by the descriptions in the York University Undergraduate Calendar.

Academic Honesty And Integrity:

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's Academic Integrity module at the beginning of the course. Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches in this course will be reported to the appropriate university authorities, and can be punishable according to the Senate Policy on Academic Honesty.

To promote academic integrity in this course, students may be required to submit their written assignments to Turnitin (via eClass) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. Buying and attempting to sell banks of test questions and/or answers may be considered as "Cheating in an attempt to gain an improper advantage in an academic evaluation" (article 2.1.1 from the Senate Policy) and/or "encouraging, enabling or causing others" (article 2.1.10 from the Senate Policy) to cheat.

Drop Dates:

The last day to drop a Fall term course without receiving a grade is: **Nov. 12, 2021**.

The Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript), is **Nov. 13 - Dec. 7, 2021.**

Recorded Lectures:

Please note the York University policy regarding this technology.

The York University Student Code of Conduct specifically prohibits theft of intellectual property, which includes recording a course director's lecture without his/her permission or taking lecture material provided online, modifying it, and/or using it for your own personal use or gain. The material provided is only to be used for your personal study when you take the course for which it was created. Use in any other way will result, at the minimum, in sanctions in accordance with the York Code and, at the maximum, will be breaking federal, provincial, or municipal laws and will be acted on accordingly.

Important Information For Students:

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy website.

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

Policy on Free Speech:

York University reaffirms its commitment to provide an environment conducive to freedom of enquiry and expression where all members of the community may learn, teach, work and live, free from prejudice, inequality and discrimination based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, religion, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

Disruptive and/or Harassing Behaviour in Academic Situations Policy:

York is committed to policies that support the teaching and learning of controversial subject matter. Students and instructors are, however, expected to maintain a teaching and learning environment that is physically safe and conducive to effective teaching and learning for all concerned, and to be always civil and respectful within the learning environment, including within classrooms, laboratories, libraries, study halls and other places where academic activities are conducted and in areas proximate to those where academic activities are taking place.

Course Learning Expectations:

After completion of KINE 3020 3.0 [Skilled Performance and Motor Learning], students will be able to:

a. define skilled performance.
b. describe the basic components of the human nervous system.
c. compare different neural components of the human nervous system.
d. describe how the nervous system controls muscles and monitors body and limb positions.
e. describe how the brain utilizes visual information to control skilled movement.
f. describe how various structures of the brain control human movement.
g. identify different types of memory involved in learning.
h. describe the connotations associated with skilled behaviour.
i. compare the common motor skill classification systems.
j. describe methods of assessing the production and outcome of motor skills.
k. describe characteristics of learners as they progress through stages of learning.
l. construct a model of information processing used by skilled performers.
m. summarize the differences in processing abilities between expert and novice performers.

School of Kinesiology and Health Science Undergraduate Degree Level Expectations

Depth and Breadth of Knowledge

- Demonstrate knowledge of the terminology and nomenclature in Kinesiology and Health Science.
- Critically reflect on physical activity and health from individual to societal and local to global contexts.
- Integrate and critically analyze the bioscience, behavioural, and sociocultural aspects of physical activity and health.
- Critically evaluate and discuss current issues relating to Kinesiology and Health Science.
- Demonstrate a breadth and depth of knowledge in Kinesiology and Health Science in one or more specialized areas.

Knowledge of Methodologies for Inquiry

- Describe the process of research that is used to develop knowledge in the field of Kinesiology and Health Science.
- Apply research methods to kinesiology and human health topics and solve problems using their knowledge of research methods in the discipline.
- Evaluate information about physical activity and human health that is disseminated via popular media and discipline related research journals.

Application of Knowledge

- Apply multi-disciplinary knowledge of physical activity and health to life situations.
- Use knowledge and skills to advocate for the fundamentals of physical activity and health from general to specific situations.
- Apply subject-based theories, concepts, or principles to solve problems.

Communication Skills

- Access Kinesiology and Health Science information from a variety of sources.
- Use appropriate academic terminology and notation when preparing and presenting information.
- Present ideas and arguments in a well-structured and coherent manner using appropriate communications formats.

Awareness of Limits of Knowledge

- Understand and appreciate the dynamic nature of information in Kinesiology and Health Science.
- Be aware of the limits in knowledge and methodologies when analyzing, evaluating, interpreting and disseminating information.

Autonomy and Professional Capacity

- Be able to identify areas for personal and professional development.
- Be able to think independently, problem solve and set tasks.
- Have developed mutually beneficial peer relationships for the purposes of mentoring and networking.

KINE 3020 3.0 Skilled Performance and Motor Learning – Fall 2021

Lecture Topics and corresponding dates are Approximate

Week Beginning	Monday	Wednesday	Reading	Laboratory
September 6	Labour Day **University closed No Classes**	Introductory class – course syllabus	Week 1 on eClass	Labs in this course start the week of September 20.
September 13	Introduction to Skilled Performance & Motor Learning	Intro' to the Human Brain & Central Nervous System	Week 2 on eClass	Labs in this course start the week of September 20.
September 20	The Cerebrum	Transmission of Information	Week 3 on eClass	Lab 1 Measuring Human Performance
September 27	Skilled Performance & The Information Processing Model	Measuring Performance	Week 4 on eClass	Lab 2 Perception: Just Noticeable Difference
October 4	Information Processing & Selective Attention	Selective Attention - Visual & Auditory	Week 5 on eClass	Lab 3 Speed – Accuracy Trade-off
October 11	**[Fall Reading Week <u>No lecture</u>]**	**[Fall Reading Week <u>No lecture</u>]**	Review previous readings	No labs this week
October 18	Perception – Visual	Perception - Proprioception & Vestibular System	Week 6 on eClass	Lab 4 Measurement of Performance Error
October 25	Sensory Processing	Perception - Behavioural Aspects 1	Week 7 on eClass	Lab 5 Mental Rehearsal & Motor Performance
November 1	Perception - Behavioural Aspects 2	Neurological Aspects of Decision Making	Week 8 on eClass	Lab 6 Perception: Stimulus Intensity and RT
November 8	Behavioural Aspects of Decision Making	Neurological Aspects of the Effector Stage	Week 9 on eClass	Lab 7 Decision: Hick-Hyman Law
November 15	Motor Control & Basal Ganglia	Motor Control & Cerebellum	Week 10 on eClass	Lab 8 Slater-Hamel study
November 22	Information Transmission to Muscles	Effector Control of Movement	Week 11 on eClass	Lab 9 Effector: Fitts Law
November 29	Motor Programs	Neuroplasticity, Learning & Practice	Week 12 on eClass	Lab 10 Stimulus Response Compatibility
December 6	Review	Dec. 7th **Major Project due date**.		No labs
December	**<u>Fall Exam period</u>** Dec. 9 – 23	**<u>Fall Exam period</u>** Dec. 9 – 23	**<u>Exam period</u>** Dec. 9 –23	**<u>Fall Exam period</u>** Dec. 9 – 23