



[dornsife.usc.edu/phed](https://dornsife.usc.edu/phed)

## **PHED 299 | Practice Planning for Motor Skill Acquisition (Special Topics)**

**Units:** 2

**Section:** 50012R

**Term:** Fall 2025 | Monday 4:30-6:20pm

**Location:** TBD

**Instruction:** Shannon Cross, EdD

**Pronouns:** she/her [What are pronouns?](#)

**Office:** PED B9

**Office Hours:** TBD & By Appointment

**Email:** [sjcross@usc.edu](mailto:sjcross@usc.edu)

**Brightspace:** [brightspace.usc.edu](https://brightspace.usc.edu)

**IT Help:** USC Information Technology Services Help

**Phone:** (213) 740-5555

**Contact Info:** <https://itservices.usc.edu/contact/>

### **Physical Education & Mind Body Health (PEMBH)**

#### *PEMBH Mission*

Physical Education & Mind Body Health (PEMBH) provides a variety of opportunities for students to improve their general health and fitness through fitness related and recreational activities classes. Courses are designed to introduce students to various aspects of health and physical education principles. With this exposure, knowledge, and skill, students are better equipped to make choices regarding a healthy and active lifestyle. All classes stress the importance of exercise and leisure time activity to physical, mental, and social well-being.

#### *Acknowledgements*

PEMBH Department: <https://dornsife.usc.edu/phed/about/>

Land Acknowledgment: <https://libraries.usc.edu/land-acknowledgement>

### **COURSE DESCRIPTION:**

This course is designed to provide knowledge and practical skills necessary for effective practice planning for motor skill acquisition. Application of theory into working with learners and how movements are learned and changed over the lifespan as a result of practice, learning and/or experience. Topics include classifying types of skills, considerations for individual learners, how to accommodate learners, role of the environment in learning, how to presenting skills in practice, structuring learning, providing feedback.

**Prerequisite:** None



**Co-Requisite:** None

**Recommended Preparation:** None

### **COURSE OBJECTIVES:**

Upon successful completion of the course, students will be able to:

- Identify factors that influence motor skill learning & performance in different individuals
- Design practice/skill acquisition experiences
- Provide instruction to modify the practice/skill acquisitions experience in accordance to individual characteristics of the learners, setting, and the physical activity being learned.
- Apply the knowledge gained in this course to any motor skill learning experience in their current/future lives.

### **PHYSICAL EDUCATION & MIND BODY HEALTH OBJECTIVES:**

Students will understand the importance of sound health and fitness principles as they relate to better health and will be able to:

- Understand anatomy, basic biomechanical principles and terminology.
- Determine factors involved with development, fitness levels and training strategies.

Students will be exposed to a variety of activities providing them the opportunity to:

- Apply learned fundamental skills.
- Utilize physical activity as a tool to manage stress.

Students will demonstrate proficiency through knowledge and acquired skills enabling them to:

- Develop an appreciation of physical activity as a lifetime pursuit and a means to better health.
- Identify common health and fitness myths along with trends involved with the evolving nature of physical education.

### **PEMBH Policy for the use of AI Generators**

This course aims to develop creative, analytical, and critical thinking skills. Therefore, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated text, code, or other content is prohibited in this course, will be identified as plagiarism and will be reported to the Office of Academic Integrity.

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## **COURSE MATERIALS:**

The following textbooks were used to create the class content. These texts are recommended but are not mandatory. Used volumes of these texts are purchasable online.

1. Motor learning and Performance, Schmidt and Wrisberg
2. Motor Learning and Control Concepts and Applications, Magill
3. Life Span Motor Development, Haywood and Getchell

Course information, assignments, grades & additional resources will be posted on Brightspace Learning Management System (LMS): USC Brightspace - [brightspace.usc.edu](https://brightspace.usc.edu)

## **COURSE REQUIREMENTS:**

1. Attend Every Class
2. Participate in Class Discussions and Activities
3. Complete Individual & Group Assignments
4. Complete Exams
5. Complete Project

## **GENERAL CLASS POLICIES:**

1. Prior reading of assigned material will help prepare you for learning activities.
2. Please refer to Brightspace before class for additional information.
3. It is expected that all students will participate fully in every learning activity (e.g. discussions, assignments, group work, field work). Failure to do so will reduce grade.
4. If you have any injuries, illnesses, or special concerns that I should know about that would limit your involvement in the course in any way, please let me know. I will keep your information STRICTLY confidential!
5. No make-up exams.
6. **No Make-Ups** will be given for any unexcused missed in-class work.
7. Late work will be accepted & penalized by 10% deduction every day it is late unless due to an emergency excused by me. Email me as soon as possible to discuss alternate arrangements due to an emergency.
8. Email ([sjcross@usc.edu](mailto:sjcross@usc.edu)) is the preferred method of communication outside of class. Email will be answered within 48 hours & 72 hours over a weekend, and the workday following a holiday.

## **ADDITIONAL POLICIES**

**As Trojans, we will:** *Act with integrity in the pursuit of excellence. Embrace diversity, equity, and inclusion, and promote well-being. Engage in open communication and be accountable for living our values.* <https://culturejourney.usc.edu/explore/unifying-values/#our-unifying-values-and-behaviors>

## **COVID-19 (Class Guidelines)**

USC (COVID-19) Resource Center <https://coronavirus.usc.edu/>



## DESCRIPTION OF GRADING & ASSIGNMENTS:

<i>In-Class Participation/Activities</i>	20%
<i>Asynchronous Field Work Activities</i>	20%
<i>Exam 1</i>	15%
<i>Exam 2</i>	15%
<i>Project</i>	20%
<i>Reflections</i>	10%

**Standard Grading Scale:** >90%=A, > 80%=B, >70%=C, >65%=D, <65% =F

*\*Plus and minus grades will be issued accordingly for each letter grade based on grade percentage.*

*\*Extra credit work and make-up work are not available, unless noted by instructor. It is your responsibility to attend class consistently, check assignments and grades on Brightspace and fulfill the requirements of this course.*

### **IN-CLASS PARTICIPATION/ACTIVITIES: (20% of final grade)**

Regular participation is required to obtain and integrate course material and is a large component of your final grade. Tardiness and/or leaving early will not be tolerated as it disrupts the class and practice. If you are late or leave early, you will only receive ½ credit for attending the class. You will be expected to actively participate in lecture by speaking, working in groups, etc., so be prepared to engage in your learning. Make-ups are only allowed for emergency situations and then only upon approval from instructor.

*\*It may not be possible for some activities to be made up due to the interactive nature of the content*

*\*Some classes will meet asynchronously (on your own time schedule); these class directions will be posted on Brightspace.*

### **ASYNCHRONOUS FIELD WORK ASSIGNMENTS: (20% of final grade)**

Motor skill acquisition is an active process, going to contextually relevant environments (e.g. outside, gym, etc.) and practicing is an important aspect of the process. Experiential, “See, Do, Teach” activities out in the field will be assigned throughout the semester. Participation in these activities is a vital component to your learning experience and therefore your grade.

### **EXAMS: (15% for each exam - 30% of final grade)**

Exams are used to demonstrate understanding of theory and basic principles of application. Exams will consist of multiple choice and true/false.

*\*Make-ups are only allowed for emergencies and then only upon approval from instructor.*

### **PROJECT: (20% of final grade)**

Students will demonstrate ability to create and evaluate a practice for a motor skill of their choosing in their culminating project.

### **REFLECTION PAPERS: (10% of final grade)**

Brief (1-2 pg.) papers reflecting on experiences and processes will be assigned throughout the semester. More details discussed in class.



## **IMPORTANT DATES:**

- 3<sup>rd</sup> week    Last day to change grading option (Letter Grade, P/NP, Audit)
- 6<sup>th</sup> week    Exam 1
- 7<sup>th</sup> week    Last day to drop without a “W” & to switch a pass/no pass status to a letter grade
- 9<sup>th</sup> week    Last day to drop a W and to switch a pass/no pass status to a letter grade.
- 12<sup>th</sup> week   Exam 2  
                 Last day to drop with a W on permanent record
- 16<sup>th</sup> week   Final Project



## COURSE SCHEDULE

\*\* Tentative (Subject to Change)

Week	Topic
1	Introductions/Course Expectations
2	Newell's Model (Task, Environment, Individual)
3	Considerations (motor development, sensory info, arousal, attention) (individual)
4	Skill Classification (Task)
5	Accommodations (Dial up, Dial Down) (task; environment)
6	Exam 1
7	Understanding the Learner & the Learning Experience
8	Skill Presentation (Supplementing Learning)
9	Skill Presentation (Forms of Rehearsal)
10	Structuring/Timing Learning
11	Modifying Learning (Feedback)
12	Exam 2/Introduction to Project
13	Active Learning Project
14	Active Learning Project
15	Active Learning Project



# Statement on Academic Conduct & Support Systems

## ***Academic Integrity***

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

## ***Student & Disability Accommodations***

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course.

The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](http://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

## ***Student Financial Aid & Satisfactory Academic Progress***

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate](#)- and [graduate-level](#) SAP eligibility requirements and the appeals process.



## **Support Systems**

### *Counseling and Mental Health*

**(213) 740-9355 – 24/7 on call**

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

### *988 Suicide and Crisis Lifeline*

**988 for both calls and text messages – 24/7 on call**

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

### *Relationship and Sexual Violence Prevention Services (RSVP)*

**(213) 740-9355(WELL) – 24/7 on call**

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

### *Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)*

**(213) 740-5086**

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

### *Reporting Incidents of Bias or Harassment*

**(213) 740-5086 or (213) 821-8298**

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

### *The Office of Student Accessibility Services (OSAS)*

**(213) 740-0776**

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

### *USC Campus Support and Intervention*

**(213) 740-0411**



Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

## *Diversity, Equity, and Inclusion*

**(213) 740-2101**

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

## *USC Emergency*

**UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call**

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

## *USC Department of Public Safety*

**UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call**

Non-emergency assistance or information.

## *Office of the Ombuds*

**(213) 821-9556 (UPC) / (323) 442-0382 (HSC)**

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

## *Occupational Therapy Faculty Practice*

**(323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)**

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.