

Course Syllabus

UNIVERSITY OF BRITISH COLUMBIA

(previously KIN 284)



ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

Course Information

Course: KIN 140 Lifespan Motor Development | 3 credits

Location: Online, Remote Learning

Synchronous Classes: Will only occur during Day and Time that is scheduled in the Course Calendar (Tues/Thurs, 11:00 am to 12:20 am) via Zoom. See course schedule for dates of synchronous classes.

Course Duration: 12Jan2021 (Tues)* to 13Apr2021 (Tues)

Final Exam Period: from 18Apr2021 (Sun) to 29Apr2021 (Thurs)
(*11Jan2021 - Canvas Site Opens, First Synchronous Class is 14Jan2021)

Course Instructor and Contact Information

Course Instructor: Dr. Shannon Bredin

E-mail: shannon.bredin@ubc.ca

Remote Teaching Location: Dr. Bredin respectfully acknowledges that as she instructs this course, she will be doing so while situated on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people, where she is grateful to live and work.

Office Hours: Open or 'Drop-In' Office Hours will be scheduled at flexible times for students throughout the course and in accordance with approaching deadlines. Dates and Times are made available on Canvas (see Course Information: Office Hours). All Open Office Hours are conducted through Collaborate Ultra. Students can also schedule a virtual meeting by contacting Dr. Bredin via e-mail (shannon.bredin@ubc.ca).

Teaching Assistant(s) and Contact Information

Teaching Assistant: Michael Dhaliwal

Contact information: michael.dhaliwal@alumni.ubc.ca

Office Hours: Open or 'Drop-In' Office Hours are held on Wednesdays, 10:00 am to 11:00 am via Collaborate Ultra. Please contact Michael directly if you would like to schedule a zoom appointment outside his weekly office hours. You can locate all dates and times of office hours on Canvas (see Course Information: Office Hours).

Course Description

Lifespan Motor Development (KIN 140) is an introduction to the fundamental concepts of motor development. This course introduces students to a lifespan approach of motor development, and relates course content to physical activity, human motor skill acquisition, and human motor performance. An emphasis will be placed on discussing the underlying factors affecting human motor development, while highlighting contemporary issues and secular trends in society. Students of this course will gain knowledge of the conceptual and empirical foundations of this area of study with an increased capability of translating this information to applied settings. Therefore, course content will be presented and discussed from an interdisciplinary perspective from such areas as teaching, coaching, rehabilitation, preventative medicine, exercise science, and Indigenous Studies in Kinesiology.

Rationale

Human motor development is a dynamic and complex area of study. To study motor development is to examine the changes in human motor behaviour as we proceed through the life span (from conception to death), the processes that underlie these changes, and the factors that affect them. Examining and expanding our knowledge base in the area of motor development is critical for effective movement and quality of life across all time points of the life course. Moreover, acquiring knowledge in the area of motor development is important for identifying typical and atypical behavioural trajectories; creating challenging learning environments to reach higher levels of achievement, or conversely, establishing preventative measures, as well as implementing early intervention, remediation, or rehabilitative approaches when appropriate. Knowledge of human motor development permits the design and implementation of developmentally appropriate activities that enable optimal learning environments for the acquisition of motor skills for people of all ages, abilities, and capabilities. Knowledge of human motor development is valuable in that it enhances our understanding of ourselves and the impact of the world we live in. A foundational course in human development lays the groundwork for upper level courses in Kinesiology, is knowledge used across a wide spectrum of professional occupations (e.g., teaching, coaching, rehabilitation sciences, exercise sciences, medicine), and can impact students on a personal level as it relates to health and well-being of their community, themselves, and the individual(s) they may care for currently or in the future.

Aims and Outcomes

The aim of this course is to examine foundational concepts and terminology, important theories, as well as to highlight current issues and contemporary approaches to the field, as well as research in lifespan motor development at the introductory level. Content will be discussed from an interdisciplinary perspective. Where applicable, the instructor will relate course content to other Kinesiology courses, as well as discuss content in relation to (and in preparation for) more advanced classes that the individual will take in one's degree program.

Course Learning Outcomes

At the conclusion of this course, successful students will be able to synthesize and apply course content and the evidence-base to:

1. Discuss fundamental concepts and theories in the area of lifespan motor development.
2. Identify and discuss the interaction of individual, environmental, and task constraints on the emergence of human movement, and the importance of applying this knowledge for the development of developmentally appropriate movement learning environments across the lifespan.
3. Identify and discuss critical motor-related characteristics of the human system, the changes that occur across the life course, and the impact of change on motor performance capabilities.
4. Identify and discuss contemporary issues in lifespan motor development in our society.
5. Identify and discuss seminal research in lifespan motor development, as well as the designs and methods employed commonly in research approaches to date.
6. Identify and discuss the principles of Indigenous understandings of health and wellbeing and its application to motor development and establishing culturally appropriate movement environments.
7. Apply foundational knowledge in motor development to generate a response to practical-based problem sets and/or case studies.

Course Structure

1. Overview

This course is a one semester (Jan-Apr), 3 credit-course. This course is designed to be interactive in nature and personally relevant to students; therefore, course activities are purposely designed to connect course content to student's own personal experiences, as well as to engage students in strength-based discussion on important contemporary issues in lifespan motor development. All components of the course will be delivered remotely using a mixed online approach that combines both synchronous and asynchronous methods of teaching. Synchronous Teaching refers to the learning experience where the instructor and students are engaging with course material and each other at the same time. Asynchronous teaching is a student-centred experience where students engage with course material on their own time. In the course, students will complete asynchronous activities in a self-directed manner to prepare for synchronous class experiences. Synchronous classes emphasize practical application and problem-based activities that are participatory and require interaction (via remote methods). All activities have been designed to connect students to the course and enhance the learning of course materials.

The course is organized and presented primarily in a series of 8 modules each encompassing one week of the course. In each module, there is one synchronous class scheduled, which is supported by asynchronous learning activities. Each module on Canvas consists of:

- module learning objectives,
- a glossary of key words,
- synchronous and asynchronous learning activities,
- module learning materials (e.g., readings, pre-recorded videos), and
- checking for understanding activities.

At the beginning of the semester there is also a Getting Started Course Information Module (Week One). The 8 Learning Modules will then follow, occurring over Weeks 2-5 and Weeks 7-10. Practical applications of course material will be the focus of Week Twelve, followed by an instructor-led wrap-up course synthesis at the end of the course (Week 13) and preparation for the final examination.

Importantly, our remote classroom is meant to be an environment that is conducive to learning, challenges the learner, and encourages intellectual curiosity. As such, all students should feel welcome, comfortable, supported, and respected in our course. Any behaviours compromising the learning environment and/or well-being of others will not be tolerated.

2. Asynchronous Activities

All asynchronous activities are outlined on Canvas and organized by module. All asynchronous activities are self-paced; however, it is expected that students use the asynchronous activities to prepare for the associated synchronous online meeting for each module. Asynchronous materials include course content delivered in a variety of ways including (but not limited to): required readings, videos, self-assessment questions, and reflection exercises.

3. Synchronous Activities

Synchronous online meetings are held once a week via zoom. The link for zoom meetings can be found on the Canvas course page on the homepage, as well as in the synchronous activities tab of each module. The synchronous online meeting will be held during the officially scheduled class time on Thursday's from 11:00 am to 12:20 pm PST, with the exception of Weeks 11 and 13, where there is a synchronous class scheduled on a Tuesday. Synchronous online meetings will focus primarily on course content delivery, discussion of assessments, and interactive, problem-solving activities.

Students are strongly encouraged to attend synchronous online meetings to benefit from interacting with the instructor (e.g., ask questions) and other students. While attending your scheduled synchronous classes is highly recommended, it is also acknowledged that this may be difficult for some students (e.g., for those living in a substantially different time zone). For students who are unable to attend in real-time, all course content is made available to students on Canvas in a variety of forms (including recordings of critical course content when appropriate). It is important for students to prepare for synchronous meetings by completing the respective asynchronous activities associated with each module. Actively participating in synchronous class activities will enhance understanding of the course content. Students who are concerned about the participatory nature of synchronous meetings should contact the course instructor to discuss these concerns prior to the withdrawal date of the course.

4. Methods of Communication

Your instructor will use Canvas course announcements as a primary means to communicate the 'plan for the week' (including synchronous and asynchronous learning activities), any updates or changes to the course schedule, points of clarification, and friendly reminders. Students are responsible for all information contained within course announcements. Please make sure your email address that is listed for notifications in Canvas is an email that you frequently check.

5. Technology Failure during Synchronous Meetings

If the instructor's technology or internet connection fails during a synchronous meeting please carry on with the activity you are working on or if course content is being delivered please wait up to fifteen minutes or to the end of the scheduled class time (whichever comes first) to allow your instructor time to resolve the issue. If the issue is not resolved within the outlined time period, students are free to 'leave' the synchronous session and your instructor will follow up in a Canvas course announcement with next steps.

Learning Materials

1. Learning Resources

A variety of course materials have been created and/or compiled to enhance student learning of course content, which includes (but is not limited to) videos, required readings, study guides, and problem-solving question sets. Materials have been created or selected with the purpose of enhancing student understanding of the foundational concepts, terminology, theories, research approaches, and contemporary issues in motor development. All course learning materials are identified clearly on Canvas (<http://canvas.ubc.ca>) and organized by module/week. Learning materials are directly available through Canvas or a link is provided that directs students to the required information.

Not all assigned asynchronous materials will be discussed in synchronous activities, and vice-versa; however, students are responsible for all course materials assigned irrespective of the mode of delivery. While various materials have been provided to students, these materials do not capture information from discussions that occur during synchronous classes; therefore, please take additional notes as needed.

2. Required Textbook

The required textbook for the course is:

Payne, G., & Isaacs, L. (2020). *Human Motor Development: A Lifespan Approach* (10th Edition). Routledge. ISBN 9780429327568. Please see:

<https://www.routledge.com/Human-Motor-Development-A-Lifespan-Approach/Payne-Isaacs/p/book/9780367347376>.

Students have a variety of options as it relates to eBook versions of the textbook, which includes:

- Purchase of the VitalSource eBook, approximate cost: \$75 US
- 6 month rental of the VitalSource eBook, approximate cost: \$48 US
- 12 month rental of the VitalSource eBook, approximate cost: \$57 US

This textbook also has a companion website for supporting materials, which can be accessed at:

<https://routledgetextbooks.com/textbooks/9780367347376/student.php>

3. Technology Used in the Course

A variety of technology will be used in the course to deliver asynchronous and asynchronous learning materials. Examples of the technologies that will be used are Canvas, Collaborate Ultra, Zoom, H5P, Mentimeter, and TurnItIn. Technologies are either integrated into the course webpage or links are provided to an external site.

Assessment of Learning

Assessment of the course learning objectives will be conducted using a number of methods, including: end-of-module quizzes, a course assignment, a terminology and concept assessment, and a final examination. All course assessments will be completed by students using online methods (e.g., Canvas). Course assessments will emphasize the evaluation of disciplinary knowledge and the practical application of this knowledge to real world settings.

On all course assessments (module quizzes, terminology and concept assessment, and final examination), students are expected to work independently and not give or receive any unauthorized help. At the beginning of the term, students will be asked to sign a honesty pledge, which states:

- "Honesty Pledge.
 - I hereby pledge that I have read and will abide by the rules, regulations, and expectations set out in the UBC Academic Calendar, with particular attention paid to:
 - The [Student Declaration](#),
 - The [Academic Honesty and Standards](#), and
 - The [Student Conduct During Examinations](#); and
 - any special rules for conduct as set out by the course instructor.

I affirm that I will not give or receive any unauthorized help on course quizzes/examinations, that all work will be my own, and that I will abide by any special rules for conduct set out by the course instructor.

Students will receive 60% of their final grade prior to the last official day of class. These marks will be communicated through the Student's Grades on Canvas. The final examination will be written during the University's official final examination period (as determined by the University between the dates of April 18 and 29, 2021) and is valued at 40% of the student's final grade. As per policy, a student's mark on the final examination will **not** be posted in the Student's Grades on Canvas. A final mark in the course will be tabulated and posted to the Student Service Centre, which is released to students at the end of the University examination period (after April 29, 2021).

1. Module Quizzes (Value: 10%).

There are eight content modules in the course. At the end of each module, students will be required to complete an end-of-module quiz. Once starting a quiz, students will have a total of 45 minutes to complete the quiz. Students will only have one attempt to submit the quiz once it has been opened. Each quiz must be completed on or before 11:59 pm on the assigned date (see course schedule). The raw scores obtained on all eight quizzes will be added together to obtain a cumulative score out of a total possible score of 100 marks. The score out of 100 will then be converted to a grade based on a weight of 10% of the final course grade.

Important Notes, Module Quizzes:

Students are expected to work independently and not give or receive any unauthorized help on module quizzes. End-of-module quizzes must be completed and submitted during the designated window of time. The quiz may be submitted at any time from the opening of the module up to (and including) the identified due date. Extensions on module quizzes are not granted except in extenuating circumstances and/or under circumstances beyond the student's control. An extension request needs to be discussed with your course instructor at the earliest possible date. Module quizzes not submitted by the deadline will receive a score of zero on the respective quiz unless concession has been granted. Students should make note of any time zone differences between UBC Vancouver and where they currently reside to ensure that they are adhering to Pacific Standard Time (PST). Please contact your instructor directly if you have any concerns as it relates to time zones and deadlines for module quizzes.

2. Course Assignment (Value: 25%).

Students will complete a participatory action based assignment, which will employ the use of visual images (e.g., photography) combined with the student's written interpretation of contemporary issues related to motor development. Students will be required to submit three separate images according to specific criteria. An assignment instruction package and marking rubric will be available to students on Canvas, as well as discussed during the synchronous class on Week 1 of the course. Each of the three assignment components is due by 11:59 pm on the following dates:

- Photo 1, February 7, 2021 (5%)
- Photo 2, February 28, 2021 (10%)
- Photo 3, March 21, 2021 (10%)

Important Notes, Course Assignment:

Each component of the assignment must be submitted during the designated window of time. The component may be submitted at any time during this window up to (and including) the identified due date. Extensions are not granted except in extenuating circumstances and/or under circumstances beyond the student's control. Any extension request needs to be discussed with your course instructor at the earliest possible date. Your course instructor may request electronic documentation to support your request.

Late assignment components will be deducted an equivalent of 1% from the final raw score of the respective component every 3 hours past the deadline. For example, if a deadline is at 11:59 pm PST, the late submission clock starts at 12:00 am PST. If a student submits the assignment 9 hours post-deadline at 9:15 am PST, the student receives a deduction equivalent to 3% of the final raw score on that component. If a student submits the assignment

24 hours post-deadline at 12:15 am PST, the student receives a deduction equivalent to 8% of the final raw score on that component. This deduction format will be implemented up to one week (7 days) post-deadline, after which the student will receive a grade of zero on the respective assignment component. Students should make note of any time zone differences between UBC Vancouver and where they currently reside to ensure that they are adhering to Pacific Standard Time (PST). Please contact your instructor directly if you have any concerns as it relates to time zones and course assignment deadlines.

Any and all work submitted by students may be reviewed for authenticity and originality, which includes the potential use of software tools and third party services (e.g., internet-based services such as TurnItIn.com). By submitting the work, a student consents to such a review and/or retention of the work in a database for comparison with any other work submitted by a student. The results of such a review can be used in a University investigation or disciplinary proceedings.

For any questions regarding the grading of an assignment component, students are first asked to discuss the graded marking rubric and feedback with the respective marker during a scheduled zoom appointment no sooner than 48 hours after receiving the mark, and no later than one week after receiving the assignment mark. This discussion is for learning purposes only and assignments will not be re-graded during this appointment. If questions or concerns persist, the student is welcome to request a review of an assignment grade to the course instructor (Dr. Bredin) within a week of meeting with the teaching assistant. A fresh copy of the assignment will be downloaded and the entire assignment will be re-graded. Please note that when a grade is reviewed, the final re-graded assignment may receive a higher, lower, or the same mark from the originally assigned grade.

3. Terminology and Concept Examinations (Value: 25%).

A Terminology Examination and a Concept Examination will be conducted in 'real time' through Canvas during scheduled class time in Week 11 of the course from 11:00 am to 12:20 pm PST. The assessment will be based on all terminology and foundational concepts presented in Modules 1 to 8 of the course. The terminology examination will take place on Tuesday, March 23, 2021 (with a weighting of 10%) and the concept examination will take place on Thursday, March 25, 2021 (with a weighting of 15%). Both components of the assessment will consist of multiple choice questions.

Important Notes, Terminology and Concept Assessment:

Students are expected to work independently and not give or receive any unauthorized help on the Terminology Examination and the Concept Examination. Both assessments must be completed and submitted in real-time between 11:00 am and 12:20 pm PST on the designated dates. The weight of the assessment(s) will be automatically transferred to the final exam for any student who does not sit the terminology assessment and/or the concept assessment on the scheduled date. If a student does not write the terminology assessment, a weight of 10% will be transferred to the final examination ($40\% + 10\% = 50\%$). If a student does not write the concept assessment, a weight of 15% will be transferred to the final examination ($40\% + 15\% = 55\%$). If a student does not write the terminology assessment and the concept assessment, a weight of 25% will be transferred to the final examination ($40\% + 10\% + 15\% = 65\%$).

Students should make note of any time zone differences between UBC Vancouver and where they currently reside to ensure that they are adhering to Pacific Standard Time (PST). Please contact your instructor directly if you have any concerns as it relates to time zones and writing the assessment(s) in real-time.

4. Final Examination (Value: 40%).

A final examination will be administered during the official university examination period in April. This date is not currently available. The University will announce the date and time of the final exam during the semester. The final examination is a 5-question case study, cumulative exam, which draws on content from the entire course (January 11 to April 13, 2021). Responses to Questions 1 to 4 will be prepared at home, prior to the examination date and a

response for Question 5 will be prepared online during the scheduled 3 hour examination time (as scheduled by UBC).

Important Notes, Final Examination:

Students who cannot or do not write the final examination when scheduled by the University must contact via email the KIN Undergraduate Advising Office as early as possible to request consideration for Academic Concession. Students will be asked to complete an Academic Concession Form and to provide acceptable supportive documentation electronically. Academic Concession is not a right and if granted by the KIN Undergraduate Advising Office, the student will be required to write the examination remotely at a deferred time. On all components of the final exam, students are expected to work independently, produce their own original work, and not give or receive any unauthorized help on the examination.

Faculty and School Resources

The Faculty of Education and the School of Kinesiology have a number of resources available to students to support learning. More details about these resources are available at:

- [School of Kinesiology](#)
- [Faculty of Education](#)

University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on [the UBC Senate website](#).

Statement of Respect and Inclusion

The Faculty of Education and the School of Kinesiology is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity, and social justice in order to create an educational and employment environment that supports the full participation of community members. This includes the commitment to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors with disabilities, members of racialized communities, Indigenous people, trans, two-spirit and gender-diverse people, regardless of age, sexual orientation, social status, religion, ethno-linguistic, nationality, and citizenship status.

Faculty of Education/School of Kinesiology courses occur in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, and age. Students, instructors, visitors, and readings/media in our courses may raise controversial issues. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in the School of Kinesiology classes, course content, discussions, and course assignments.

Please feel welcome to e-mail your instructor your name and pronouns and how you would like these to be used.

Accessibility

If you have any challenges accessing materials that will impact your success in this course, UBC's Centre for Accessibility can support your needs by providing appropriate accommodations to support you.

- Web: [UBC's Centre for Accessibility website](#)
- Email: accessibility@ubc.ca

Student Learning Outside of Canada

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to: human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <https://academic.ubc.ca/supportresources/freedom-expression>.

Other Course Policies

1. Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technology: Canvas, UBC Qualtrics. These tools will capture data about your activity and provide information that can be used to improve quality of course teaching and learning with greater individualized feedback and fostering of a course community, as well as information for curriculum development. Examples of the way analytics will be used in the course, is as follows:

- View overall class progress;
- Review statistics on how course content and resources are being accessed to support design improvements in the course;
- Track participation and level of engagement in discussion forums;
- Assess overall participation in the course; and
- Check for content understanding.

To learn more about learning analytics at the Faculty of Education and at UBC, see '[What is Learning Analytics](#)'.

2. Copyright

This course includes materials that are:

- created by and are the intellectual property of the Course Instructor; or
- permitted/licensed to be used in this course by the copyright owner for non-commercial, educational purposes; or
- copyrighted, but fall under the "fair dealing copyright exception permission" for educational use.

This includes such materials as audio or video clips, images, infographics, lecture slides, and text materials. Copying (including recording), duplicating, and distributing any course materials outside of the class by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. The use of these materials is strictly reserved for this course and for the duration of the course only.

3. Online Communications

In this course, as well as throughout your program of study at UBC, you are expected to communicate in a respectful and professional manner. For a review of communication etiquette, please go to UBC's Distance Learning page, "[Communication Online: Netiquette](#)".

4. E-mail Correspondence

When corresponding with the course instructor and/or teaching assistant(s) over e-mail, please use your UBC e-mail account and include 'KIN 140' in the subject heading. Use appropriate salutations and professional grammar in all e-mail correspondence. During the school week, it is our aim as your course teaching unit to respond to your e-mail within 24 hours; however, please be aware that e-mails may not be checked and/or responded to over the week-end (i.e., from 5:00 pm Friday until 9:00 am Monday PST) or after business hours on weekdays (i.e., before 9:00 am or after 5:00 pm PST). Asking course content questions through e-mail is welcome; however, question quantity should be limited in nature. In fact, many questions are better discussed in a verbal fashion and you may be asked to make a zoom appointment or attend virtual office hours with the course instructor and/or teaching assistant if this is the case. Therefore, please manage your time appropriately throughout the semester and keep abreast of course content and approaching course deadlines.

4. Recordings

Recording during synchronous classes is not permitted by anyone other than the course instructor, except in extenuating circumstances, which must be approved and pre-arranged with the Course instructor. If your instructor is recording a session or any component of a session, students will be informed prior to the start of the recording and given the option to turn off their video before the recording begins.

Overview of Course Schedule

The following is an overview of the course schedule. In the event of an extenuating circumstance requiring a change to the course schedule, students will be notified immediately using a number of methods such as 'Announcements' on Canvas, an email, and/or course calendar updates. It is possible that slight adjustments will be made in content delivery during synchronous classes to better accommodate and meet the learning needs of the class.

Course Schedule at a Glance

**All times are PST | The Course runs from Jan 12 to Apr 13 2021 |
The Final Exam Period is from April 18 to Apr 29, 2021**

Week	Dates	Focus of Content	Module Quizzes (by 11:59 pm)	Synchronous Classes (at 11:00 am)	PhotoVoice Assignment (by 11:59 pm)
Week 1	Jan 11-17	Getting Started		Jan 14	
Week 2	Jan 18-24	Module 1	Jan 31	Jan 21	
Week 3	Jan 25-31	Module 2	Feb 7	Jan 28	
Week 4	Feb 1-7	Module 3	Feb 14	Feb 4	Photo 1, Feb 7
Week 5	Feb 8-14	Module 4	Feb 21	Feb 11	
Week 6	Feb 15-21	Reading Break		-----	
Week 7	Feb 22-28	Module 5	Mar 7	Feb 25	Photo 2, Feb 28
Week 8	Mar 1- 7	Module 6	Mar 14	Mar 4	
Week 9	Mar 8-14	Module 7	Mar 21	Mar 11	
Week 10	Mar 15-21	Module 8	Mar 28	Mar 18	Photo 3, Mar 21
Week 11	Mar 22-28	Terminology and Concept Assessment		Mar 23 & 25	
Week 12*	Mar 29-Apr 1	Practical Applications		Apr 1	
Week 13	Apr 6-13	Course Synthesis/Final Exam Overview		Apr 8 & Apr 13	
Final Exam Period	Apr 18-29	Final Examination		-----	

*Week 12 is a condensed week to accommodate Easter (Good Friday, 02Apr2021 and Easter Monday, 05Apr2021)

