UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (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

<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Mode of Delivery: A blend of in-person synchronous and asynchronous learning activities. An overview of the course structure is found in greater detail within this syllabus.</th>
</tr>
</thead>
</table>
| Course Time & Location | **Location:** In-person*, Woodward 6  
*In-person classes commence in the course Tuesday, September 14.  
**Day and Time:** Tuesdays & Thursdays, 9:30 to 10:50 am  
**Dates:** September 7 to December 7 2021  
**No Class:** September 7 (Imagine Day); September 30 (National Day for Truth and Reconciliation); November 11 (Remembrance Day) |
| Contact Information | **Instructor:** Dr. Shannon Bredin  
**Email:** shannon.bredin@ubc.ca  
Dr. Bredin respectfully acknowledges she will instructing this course while situated on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people, where as a visitor to these lands she is grateful to live and work.  
**Preferred Contact Mode:** Please contact Dr. Bredin via email. Every attempt will be made to respond to emails on the same day if received during working hours (9:00 am to 5:00 pm). Emails received outside of this time frame will likely be responded to next day and/or if appropriate answered in-class or via Canvas announcements.  
**Office Hours:** Open or 'Drop-In' Office hours will be held weekly throughout the semester primarily via zoom. Weekly office hour information can be located in the Course Information Section on Canvas. Please contact Dr. Bredin directly if you would like to schedule a zoom appointment outside of office hours or for an in-person meeting. Office location is found on Canvas under Course Information. |
Course Description

This course examines current issues and research related to the movement experiences of children from infancy to early youth in a variety of movement settings such as the home environment, the child care setting, the school setting, as well as grassroots and high performance environments in the sport domain. The focus of course content is on increasing awareness of contemporary issues in society as it relates to children moving and identifying strategies to facilitate the motor development and human performance of all young people. Course work also includes the opportunity for students to engage in knowledge translation activities in the area of movement and children.

Course Instructor

Dr. Shannon S.D. Bredin, BPE, BEd, MSc, PhD

Dr. Bredin is an Associate Professor in the School of Kinesiology (Faculty of Education) at the University of British Columbia and is currently Director of the Centre for Early Childhood Education and Research (CECER). She is considered a leader in community-based initiatives in the field of physical activity and health. For example, she was the co-director/developer of the innovative telehealth program, the Physical Activity Line (now Physical Activity Services at HealthLink BC, BC’s free resource for evidence-based physical activity information). Dr. Bredin was also a major contributor to the creation of the evidence-based Physical Activity Readiness Questionnaire for Everyone (PAR-Q+) and the electronic Physical Activity Readiness Medical Examination (ePARmed-X+). She has been a long-standing member of the Indigenous Physical Activity and Health program, and is on the Advisory committee of the new Indigenous Studies in Kinesiology program.

Dr. Bredin’s educational background provides an interdisciplinary perspective to the course, where she will bring together content knowledge from both Education and Kinesiology. Dr. Bredin completed a BPE (Sport Studies), a BEd (with teaching concentrations in Physical Education and Biological Sciences), and a MSc (Motor Behaviour) at the University of Alberta. She followed these degrees by completing a PhD in Motor Behaviour and Cognition at the University of British Columbia. Directly following the completion of her PhD, Dr. Bredin accepted a faculty position in the School of Kinesiology at UBC, which is now over 17 years ago. Her teaching workload has focused to date in the areas of motor development, motor behaviour, movement experiences for children, and instructional design for movement settings. Dr. Bredin also brings with her lived experiences in the area of high performance sport in multiple sports as both an athlete, a coach, and a sport and exercise scientist.

The content materials and pedagogical approach in this course are in direct line with Dr. Bredin’s research programs. Dr. Bredin has established two laboratories, the Cognitive and Motor LEARNing Laboratory (LEARN Laboratory) and the Laboratory for KNOWledge Mobilization (KNOW Laboratory). The LEARN Laboratory is dedicated to advanced research in movement behaviour, the purpose of which is to examine factors that promote the health benefits of physical activity, as well as understanding physical activity in relation to motor development, learning, and human performance. This research covers a wide spectrum, including (but not limited to) children, grassroots athlete development and elite performers, as well as persons living with chronic medical conditions. The KNOW Laboratory serves as an example of best practices in knowledge synthesis, translation, and mobilization. The purpose of the KNOW Laboratory is to synthesize information related to human movement behaviour from the research setting to active use. The KNOW laboratory conducts the highest level of research by conducting systematic reviews and meta-analyses, and creates practice-based tools and resources to facilitate the implementation of research for a wide variety of end-users and settings. The content in this course has been structured around the discussion of original research, and the translation and mobilization of this knowledge for supporting movement experiences in the childhood years.

Dr. Bredin lives as a visitor on the ancestral, unceded, and traditional territory of the xwməθkwəy̓əm (Musqueam) people in Richmond, BC, with her husband, two teenage sons, and their dog, Finian.

Course Teaching Assistant

Jamie Hawke, BA, BKin

Jamie is in the final month of her MA program and is starting her PhD in Kinesiology working under the supervision of Dr. Shannon Bredin. Jamie comes from a dance background and holds a BA in Dance from the University of Calgary, an MFA in Ballet teaching and choreography from the University of Utah, and a BKin from UBC. Jamie’s research interests are dance education, skill development, and
knowledge translation in the field of dance. Jamie also teaches ballet and preschool dance and is a contract instructor at Douglas College for SPSC 1317: Dance in schools and communities. In her free time, you can find Jamie knitting, in dance class, or taking care of her houseplants and balcony garden.

Open Office Hours for Jamie 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. Students can also schedule a virtual meeting by contacting Jamie via e-mail (jamie.hawke@ubc.ca). When there is a need to schedule an in-person meeting Jamie’s office can be located at: Indigenous Studies in Kinesiology | Rm 210, Lower Mall Research Station | 2259 Lower Mall.

**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. Explain the importance of early childhood movement experiences for the development of the individual.
2. Explain the importance of play in general, and different types of play specifically, for wholistic development of a child, as well as be able to identify contemporary considerations surrounding childhood play in the context of movement experiences.
3. Critically analyze common childhood toys and human-made and natural playscapes for the development of the individual and the opportunity for children to engage in active movement behaviour.
4. Discuss the role of movement and the use of a constraints-led approach and the concept of ‘affordances’ to enhance the movement experiences of children.
5. Discuss the importance of movement for sensory-perceptual development and how the senses influence our movements.
6. Identify, critically analyze, and evaluate ways in which children in Canada receive unequal movement experiences and access to opportunity based on race, gender, social class, (dis)ability, indigeneity, sexual orientation, religion and creed, and other dimensions of difference to design environments and movement experiences that honour diversity, equity, and inclusion of all children.
7. Identify and discuss strategies to enhance movement experiences in play, organized physical activity opportunities, and sport in the childhood years.
8. Identify and discuss contemporary considerations and frameworks in sport development at the grassroots level and for children on a high-performance trajectory.
9. Discuss knowledge translation for the synthesis and dissemination of evidence-based information for increasing awareness of and facilitating the design of environments that optimize developmentally appropriate childhood movement opportunities to a target end-user.
10. Formulate evidence-based responses to problem-based scenarios in the area of childhood movement.

*All curriculum related to Indigenous ways of knowing that is presented in this course has been co-created by Indigenous Elders, knowledge keepers, and scholars. Dr. Rosalin Miles serves as the community liaison for this course. Dr. Miles is Niha7kápmx and a member of Lytton First Nation, BC. She works within Indigenous Studies in Kinesiology (UBC) as a Research Associate. Dr. Miles is the founder and Executive Director for the national non-profit Indigenous Physical Activity & Cultural Circle.*

**Course Structure**

**1. Overview**

This course is a one semester (Sep 7 to Dec 7 2021), 3 credit-course with a specific focus on supporting movement experiences in the childhood years. Overall, the course is designed to be interactive in nature and personally relevant to students; therefore, course activities are designed purposely to connect course content to student’s own personal experiences, apply critical frameworks and theory to practice, as well as to engage students in strength-based discussion on important contemporary considerations in the area of movement.

To enhance learning, the course is organized and presented in a series of 10 modules each encompassing approximately one week of the course. These include:

- Module 1: Play
- Module 2: Toys
- Module 3: Human-Made Playscapes
- Module 4: Natural Playscapes
• Module 5: Developing Fundamental Movements
• Module 6: Sensory-Perceptual Development
• Module 7: Sport Participation
• Module 8: From Play to Sampling to Specialization
• Module 9: Talent Identification and Selection Bias
• Module 10: Psychological Considerations

At the beginning of the semester there is a Getting Started Course Information Module (Week One). The 10 learning modules are further enhanced by facilitated peer group discussions (in Week Six and Week 10). The last week of the course will focus on an instructor-led wrap-up course synthesis. Each module on Canvas consists of:

• a pre-module activity encouraging personal reflection,
• module learning objectives,
• a glossary of key words,
• required resources (e.g., readings, videos to watch),
• module learning content and learning activities,
• checking for understanding activities, and
• case study/problem solving activities that prepare students for the final examination.

Importantly, our 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.

While the course is in-person, the course is structured using a mixed approach that combines both synchronous and asynchronous methods of teaching, where ‘Synchronous Activities’ refers to learning experiences where the instructor and students are engaging with course material and each other at the same time. Synchronous activities are this course are in-person (unless otherwise directed by public health authorities in British Columbia and the University of British Columbia). Further, “Asynchronous Activities’ will be referred to as student-centred experiences where students engage with course material on their own time. The course Synchronous and Asynchronous Activities are complementary in nature and provide a foundation for each course module. Activities are designed largely to emphasize practical application, problem-based learning, and an increased capability for knowledge translation. Importantly, synchronous activities are participatory and require interaction where your instructor’s role will be to facilitate and guide class discussion.

2. 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".

Your instructor will use Canvas course announcements as a primary means to communicate during the week if there are any updates or changes to the course schedule, points of clarification, and/or 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.

3. Recording of Lectures

Recording during in-person 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).

4. General Electronic Devices

While laptops and tablets are permitted in the lecture hall, use of such devices for verbatim transcription is counterproductive to learning and highly discouraged. Moreover, there will be times during the lecture where students will be asked to close all electronic devices. Other activities such as surfing the web and checking/sending e-mails is prohibited during class time unless it is part class learning activities. Students may be asked to turn off their electronics or leave the room if their electronic use is a distraction for the instructor, guest speakers, teaching assistant(s), and/or other students.
Cell phones are only permitted inside the lecture hall for use in the event of an emergency. Therefore, cell phones should not be visible and phone operations must be placed in a mode that cannot be discerned by others. An exception to cell phone visibility/use/alert notifications will be made when required for medical purposes.

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, surveys, and problem-solving question sets. There are no costs associated with the learning materials of the course. All course learning materials are identified clearly (including how to access) on the learning management system used in the course (Canvas, http://canvas.ubc.ca) and organized by module. Not all assigned asynchronous materials will be discussed in-person, and vice-versa; however, students are responsible for all course materials irrespective of the mode of delivery. While various materials have been provided to students, these materials may not capture the unique discussions that occur during class discussions; therefore, please take additional notes as needed.

2. Technology Used in the Course

A variety of technology will be used in the course to deliver learning materials. Examples of the technologies that may be used are Canvas, Zoom, HSP, Lumi, Mentimeter, and/or Turnitin. Technologies are either integrated into the course webpage or links are provided to an external site. There are no costs to students for the various technologies used.

COVID-19

It is especially important during this time to remind ourselves of the importance of maintaining a respectful environment, see UBC Respectful Environment Statement. For COVID-19 safety, there are a number of policies that are in place in accordance with public health regulations for your protection and for the safety of others. As a reminder, students should be doing a daily health self-assessment for key COVID-19 symptoms. Giving the rapidly changing landscape of the pandemic, any changes in COVID-19 regulations and policies that occur during the semester will be communicated to students.

1. Non-medical Masks

All students are required to wear a non-medical mask during our class meetings. For our in-person meetings, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms, and laboratories. The exception to this policy is for students who have medical accommodations for not wearing a mask.

While lecturing, public health mandates allow instructors to remove their mask while teaching in an indoor public space provided they are behind a barrier or two meters away from students. As such, if it is clear that students are having difficulty hearing/understanding the instructor, it is possible that the instructor may remove their mask while speaking.

2. Illness

If at any time you are sick, it is important that you stay home. To complete a self-assessment for COVID-19 symptoms, go to: https://bc.thrive.health/covid19/en. Given the current circumstances, your instructor will provide the necessary flexibility to you so that you can prioritize your health and still succeed in the course. If you have to miss a number of classes or an assessment because of illness, please contact your instructor to discuss accommodations. Some ways to mitigate the impact of absence due to illness is to: make a connection to another student or a group of students in the class, review all materials and resources on Canvas, and/or attend virtual office hours. The potential impact of COVID-19 has been considered in the design of the course where most of the assessments in the course are submitted online (on Canvas). In the event that you are ill or need to self-isolate during an in-person peer group discussion contact your instructor to discuss alternative strategies (e.g., participating in the conversation by joining your group via zoom). Generally, accommodations to an assessment involve the provision of a deadline extension. In extreme situations where a student cannot complete an assessment, the weight of the assessment will be placed onto the weight of the final examination. If you are ill and cannot attend the in-person, scheduled portion of the final examination, please email your instructor immediately and do not attend the exam. As per final exam
policies, you will still need to contact the KIN undergraduate advising office to apply for final exam academic concession so you can write this portion of the exam at a later date and time.

In the event your instructor becomes ill or is required to self-isolate, your instructor will not be present in class. Every reasonable attempt will be made to communicate plans for class as soon as possible (through email and Canvas). Your instructor will consult with the School of Kinesiology to determine the best strategy for course delivery given the circumstances. For example, your instructor may be well enough to teach (but precautions have been put into place to distance from others) so the class lecture might be delivered online via zoom. If your instructor is not able to lecture, a colleague (e.g., another faculty member, graduate student, teaching assistant) might serve as a substitute.

**Assessment of Learning**

Assessment of the course learning objectives will be conducted using a number of methods, including: course participation (individual and peer group discussions), creation of an interactive image hotspot series, and written responses to problem sets. All course assessments will be completed by students using online methods (e.g., Canvas, Qualtrics, Lumi). Course assessments will emphasize the application of content knowledge, development of knowledge translation competencies, synthesizing the evidence and creating strength-based statements on contemporary issues in active movement behaviour in the childhood years. Student's will receive instructor and/or teaching assistant feedback on all assessment components. Student's raw scores on each component will be posted in the Grades section on Canvas. However, these are raw scores. A final mark in the course, will be tabulated according to the allocated weight of each component and posted to the Student Service Centre. Therefore, please be reminded that the average mark that is displayed on Canvas does not represent the final mark in the course because Canvas does not consider the weights of each component.

**Overview of Assessment and Weight**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Middle of Term Case Study Question</td>
<td>10%</td>
</tr>
<tr>
<td>Course Assignment: Image Hotspots</td>
<td>30%</td>
</tr>
<tr>
<td>Case Study Final Examination</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Overview of Assessment Description**

1. **Course Participation (Value: 20%)**

Opportunities for course participation via different activities are presented on a daily basis through all components of the course. Participatory activities are structured to facilitate student engagement in and understanding of course materials. Participatory activities are generally presented in the form of self-reflective activities, questions presented for discussion, and/or opportunities for self-assessment of course content. As there may be no right or wrong answers for some of the activities presented, marks for participatory activities are based on task engagement, level of completion, and/or level of synthesis and analysis of course materials. Participatory activities are clearly identified for students. There is a total of 10 individual participatory activities presented in the course (completion is valued at 1% per activity) and a total of 2 peer group participatory activities (each activity valued at 5%). Due dates for completion of all participatory activities vary throughout the course and are outlined in the course schedule section of the course syllabus.

2. **Middle of Term Case Study Question (Mid-Term Exam) (Value: 10%)**

Students will be required to complete a case study-based question, which represents a middle of the term assessment. The question will be presented in the same form as what students will receive on the final examination. Students will receive the question on October 18, 2021 and will have until October 24 (11:59 pm PST) to submit a prepared, written response.

3. **Course Assignment: Image Hotspots (Value: 30%)**

Students will engage in image analyses, where they will be able to take, then analyze environmental images in the context of course content and translate their knowledge by creating interactive hotspots on the image according to different sets of criteria. In total, students will submit three different image analyses/hotspots, each demonstrating a different focus for the critical analyses (each image hotspot is valued at 10%). An assignment instruction package outlining the different focuses of analyses and how to create interactive hotspots on an
image will be available to students on Canvas, as well as discussed in the second week of class. Due dates for completion of image hotspots vary throughout the course and are outlined in the course schedule section of the course syllabus.

4. Case Study Final Examination (Value: 40%)

A final examination will be administered during the official university examination period in December. This date is not currently available. The University will announce the date and time of the final exam during the semester (usually around mid-October). The final examination is an 8-Question, case study, cumulative exam, which draws on content from the entire course. Responses to Questions 1 to 6 is considered to be the take home portion of the exam. Specifically, students will receive Questions 1 to 6 in advance and prepare their responses prior to the scheduled examination date. Questions 7 and 8 will be released at the final examination and written responses will be prepared and submitted during the 3-hour examination time (as scheduled by UBC).

Grading Policies

1. Participation Policies (applies to Course Participation)

This course is an interactive course; therefore, participation is a requirement for the course with the expectation that students attend all in-person activities, as well as engage with the asynchronous course materials in a timely manner. If a student misses a class or classes for any significant reason(s), please inform the instructor as soon as possible. Please know this is not a punitive process; rather, it allows your instructor to provide recommendations and strategies for the student to learn course materials and meet course expectations.

In general, participating in a course means being an active participant in discussions, demonstrating attentive and respectful listening, participating in experiential and collaborative activities, engaging in self-reflection, providing constructive and respectful feedback to peers, completing asynchronous course activities and being prepared for in-class and peer group discussions, and where appropriate, sharing lived experiences. Your instructor will participate in discussions to respond, clarify, extend ideas, and keep threads on topic. However, your contributions in various aspects of the course should not be directed solely towards the instructor, but also demonstrate engagement with your peers enrolled in the course.

Participatory activities that go towards a student’s course assessment (Course Participation) are generally time sensitive. For example, a participatory task may ask students to fill out a short survey prior the week’s scheduled module. A summary of student responses will then be discussed during the class. Given the integration of participation tasks within course discussions and class activities, it is important that students complete the tasks by the assigned due dates. Failure to complete a task by the designated time and date will result in an ‘incomplete’ and students will not receive a completion mark for the respective task. If there are extenuating circumstances and a student is unable to make a deadline, please contact your instructor immediately (see course contact information) and/or if you have any concerns as it relates to course participation.

2. Assignment Policies (applies to Image Hotspots Assignment)

An assignment must be submitted during the designated window of time. An assignment (or component of) can be submitted at any time up to (and including) the identified due date. It is important that students submit assignments on time in consideration of their own workload, to receive timely feedback that can be applied to further work in the course, and for course completion. If there are extenuating circumstances and a student is unable to make a deadline, please contact your instructor immediately (see course contact information).

Extension request needs are to be discussed with your course instructor at the earliest possible date.

If no extension has been provided, late assignments will be deducted an equivalent of 1% from the final raw score of the respective total score for every four 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 8 hours post-deadline at 8:15 am PST, the student receives a deduction equivalent to 2% of the final raw score for that assignment. This deduction format will be implemented up to 7 days post-deadline, after which the student will receive a grade of zero on the respective assignment, unless prior arrangements have been made in the case of extenuating circumstances. Please contact your instructor directly if you have any concerns as it relates to 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.

Version: [07/09/2021]
If a student has any concerns regarding the grading of an assignment (or component of), students are first asked to discuss the graded marking rubric and feedback with the respective marker during a scheduled zoom appointment. Appointments can be scheduled after 24 hours from when the grade/marking rubric was made available to students. This discussion is for learning purposes only and assignments will not be re-graded during this appointment. If concerns persist following this meeting, the student may request a review of the assignment grade to their course instructor. The instructor will re-grade your assignment or may ask another qualified instructor to conduct a blind review of a fresh copy of the assignment (i.e., there is no feedback on the assignment). Please note that when a grade is re-marked by your course instructor or another instructor, the final re-graded assignment may receive a higher, lower, or the same mark from the originally assigned grade.

3. Examination Policies (applies to Middle of Term Case Study Question and Final Examination)

On all examination components, students are expected to work independently, produce their own original work, and not give or receive any unauthorized help. Students will be asked to sign an honesty pledge at the release of any take home examination component, which states:

“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: (1) The Student Declaration, (2) The Academic Honesty and Standards, (3) The Student Conduct During Examinations; and (4) 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 this examination, that all work will be my own, and that I will abide by any special rules for conduct set out by the examiner”.

It is highly recommended that students complete the Middle of Term Case Study Question. This assessment serves as an excellent example of the type of questions that students will receive on the final examination. Further, students who complete the assessment will receive a marking rubric and feedback, which provides valuable information for final exam preparation. If a student does not submit a response to the Middle of Term Case Study Question, the weight of the assessment will be automatically placed onto the final examination.

Students who cannot or do not write the final examination 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. 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.

Grading Practices

1. Undergraduate Grading Practices

Undergraduate grading follows standard grading practices at the University of British Columbia, as outlined in the table below. This information can also be found in the Vancouver Academic Calendar.

<table>
<thead>
<tr>
<th>Percentage (%)</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
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<tr>
<td>50-54</td>
<td>D</td>
</tr>
<tr>
<td>0-49</td>
<td>F (Fail)</td>
</tr>
</tbody>
</table>
**Faculty 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:

- 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 University of British Columbia and the Faculty of Education are 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, ethnonationality, and citizenship status. Faculty of Education 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 class discussions, course content, and in course assessments.

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

**Use of Language**

1. **Person First Language**

Please incorporate and use person first language in your oral and written work/communication (unless otherwise requested by an individual or group of people). Disabilities and differences are not persons and they do not define persons, so do not replace person-nouns with disability-nouns. For example, avoid using: the aphasic, the schizophrenic, stutterers, or the hearing impaired. Also avoid using such descriptors as LD kids, cleft palate children, the hearing impaired client, the dyslexic lawyer, the developmentally disabled adult, the diabetic, or the obese child. Instead, emphasize the person, not the disability, by putting the person-noun first; for example, the lawyer who has dyslexia, persons who stutter, the children described as language impaired, the teacher living with a hearing impairment, or the high performance athlete who lives with Type 1 Diabetes.

**Language Differences and Learning Differences: Centre for Accessibility**

We strive to include all students, including those with language and learning differences in this course. If you are new to the demands of learning to read and write in English, or have a physical or sensory disability or challenge that will make it difficult for you to carry out the work as it is outlined, please contact the UBC Center for Accessibility, so that appropriate arrangements can be arranged. UBC’s Centre for Accessibility can support your needs by providing appropriate accommodations. We are committed to supporting all students in learning the content of this course and in learning to view, read, and produce the type of ‘text’ required for successful completion of this course. Further, we adhere to UBC Policy LR7: Accommodations for Students with Disabilities. We respect the confidentiality of any information you share and are committed to working with you so that your learning needs are supported.

- Web: UBC's Centre for Accessibility website
- Email: accessibility@ubc.ca
Academic Integrity

You are expected to follow UBC policies for academic integrity and academic misconduct, which includes practices around copyright, referencing and citation, and plagiarism. Academic integrity means that a student will engage responsibility in scholarship with honesty and diligence, and responsibility. In this course, this includes such behaviours as:

- Creating and expressing your own original ideas;
- Engaging with the ideas of others;
- Explicitly acknowledging the sources of your knowledge, especially through accurate citation practices;
- Completing assignments independently or acknowledging collaboration when appropriate.

For further information on academic integrity see, UBC's Learning Commons Academic Integrity Resources.

1. 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, course 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.

2. Acknowledgement and Citation of Sources

Students should pay careful attention to properly citing sources and avoid simply copying large blocks of text from other publications, even if cited. Please take care to acknowledge sources including the Internet and be aware that intentional plagiarism is a form of cheating that will lead to academic discipline (e.g., a failing grade and/or suspension from the University).

As part of this course, you may be asked to produce materials that a movement specialist might use in their work. Creating these tools often requires adapting and modifying existing items. Some assignments may be completed collaboratively and with strategic and appropriate borrowing. For the purposes of university assignments, appropriate acknowledgement and citation of uses of others’ materials is an absolute requirement. In fact, using sources without acknowledgement constitutes plagiarism and can mean failure in a course. Moreover, you may find you are able to use parts of an activity you complete in this course to meet the requirements of another course. If you intend to "borrow" your own work into another course or cross-pollinate assignments, be sure to talk openly with your instructors about this, and make sure that your work plan is in line with the university's academic integrity policy.

3. Plagiarism

Your instructor will follow University guidelines on plagiarism. According to the UBC Calendar, plagiarism is a serious "form of academic misconduct in which an individual submits or presents the work of another person as his or her own". As a form of intellectual theft, plagiarism involves taking the words, ideas or research of another without properly acknowledging the original author. Students need to become familiar with the many different forms that plagiarism can take, including accidental and intentional plagiarism.

Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will use the following learning technology: Canvas and 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 may 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;
• 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'.

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 the course to better accommodate and meet the learning needs of the class.

Course Schedule at a Glance

All times are PST | The Final Exam Period is from December 11 to December 22, 2021

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Focus of Content</th>
<th>Pre-Module Task due (11:59 pm)</th>
<th>Peer Group Task due (11:59 pm)</th>
<th>Mid-Term Response due (11:59 pm)</th>
<th>Hotspot Images due (11:59 pm)</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Sep 7*-12</td>
<td>Getting Started</td>
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<tr>
<td>Week 2</td>
<td>Sep 13-19</td>
<td>Module 1</td>
<td>Sep 12 (1%)</td>
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<tr>
<td>Week 3</td>
<td>Sep 20-26</td>
<td>Module 2</td>
<td>Sep 19 (1%)</td>
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<tr>
<td>Week 4</td>
<td>Sep 27-Oct 3</td>
<td>Module 3</td>
<td>Sep 26 (1%)</td>
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<tr>
<td>Week 5</td>
<td>Oct 4-10</td>
<td>Module 4</td>
<td>Oct 03 (1%)</td>
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<td>Oct 10 (10%)</td>
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<tr>
<td>Week 6</td>
<td>Oct 12-17</td>
<td>Peer Discussion</td>
<td>Oct 17 (5%)</td>
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<tr>
<td>Week 7</td>
<td>Oct 18-24</td>
<td>Module 5</td>
<td>Oct 17 (1%)</td>
<td>Oct 24 (10%)</td>
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<tr>
<td>Week 8</td>
<td>Oct 25-Oct 31</td>
<td>Module 6</td>
<td>Oct 24 (1%)</td>
<td>Oct 31 (10%)</td>
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<td>Nov 1-Nov 7</td>
<td>Module 7</td>
<td>Oct 31 (1%)</td>
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<tr>
<td>Week 10</td>
<td>Nov 8- Nov 14</td>
<td>Peer Discussion</td>
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<td>Nov 14 (5%)</td>
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<tr>
<td>Week 11</td>
<td>Nov 15-21</td>
<td>Module 8</td>
<td>Nov 14 (1%)</td>
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<td>Nov 21 (10%)</td>
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<tr>
<td>Week 12</td>
<td>Nov 22-28</td>
<td>Module 9</td>
<td>Nov 21 (1%)</td>
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<tr>
<td>Week 13</td>
<td>Nov 29-Dec 5</td>
<td>Module 10</td>
<td>Nov 28 (1%)</td>
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<td>Week 14</td>
<td>Dec 6-7</td>
<td>Course Synthesis</td>
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<tr>
<td>Exam Period</td>
<td>Dec</td>
<td>Final Exam (TBA)</td>
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*, Sep 7; No Class, Imagine Day | Sep 30; No Class, National Day for Truth and Reconciliation | Nov 11; No Class, Remembrance Day |