KIN 140 Lifespan Motor Development

School of Kinesiology | Faculty of Education

Instructor: Dr. Shannon S.D. Bredin

Term 2, 2022

ACKNOWLEDGEMENT

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 and remote synchronous and asynchronous learning activities. An overview of the course structure and schedule is found in greater detail within this syllabus. Canvas will open on January 10 2022.</th>
</tr>
</thead>
</table>
| Course Time & Location | Location: Remote (Zoom) and in-person (Woodward 1)  
*Remote learning until January 24 2022. In-person classes commence Tuesday, January 25, 2022, unless otherwise directed by public health orders.  
Day and Time: Tuesdays & Thursdays, 11:00 to 12:20 pm  
Dates: Starting January 11 and ending April 7 2022  
No Class: February 24 and 26 2022 (Reading Break) |
| Instructor Contact Information | Instructor: Dr. Shannon Bredin  
Email: shannon.bredin@ubc.ca  
Dr. Bredin respectfully acknowledges she will be instructing this course 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, Monday to Friday). Emails received outside of this time frame will likely be responded to next day if received during the week, or Monday if received over the week-end.  
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

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, human motor performance, and health and wellness. 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 from Indigenous perspectives in Kinesiology.

Course Instructor

Dr. Shannon S.D. Bredin, BPE, BEd, MSc, PhD (she/her/hers)

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.

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. Eighteen years ago, Dr. Bredin accepted a faculty position in the School of Kinesiology at UBC. 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 across 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 lifespan motor development.

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

Jamie Hawke, BA, BKin, MFA, MA
Jamie is a PhD student 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, a BKin from UBC, and a MA 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. This year she is also instructing SPSC 1195: Physical Growth and Motor Development. 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).

Course 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.

Course Aim

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, with an emphasis on discussing design and movement opportunities that honour diversity, equity, and inclusivity of all people.

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 Indigenous knowledge systems* for health and wellness in relation 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.

*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 Nlha7kápmx 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 (IPACC).

Course Structure

1. Overview

This course is a one semester (Jan-Apr), 3 credit-course. The 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. The course will be delivered both remotely (e.g., first two week of course) and in-person 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, which may be over Zoom or in-person within a classroom setting. 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 and for course assessment purposes. Synchronous classes emphasize practical application and problem-based activities that are participatory. All activities have been designed to connect students to the course and enhance the learning of course materials.

At the beginning of the semester there is a Getting Started Module, which provides an overview of the course and course assessments, as well as familiarizes students with course organization on Canvas. Content materials of the course are then organized and presented in a series of 8 modules (see Course Schedule).

Importantly, our classroom, whether it is remote or in-person, 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. In addition, as a general approach to the course, please incorporate and use person first language in your oral and written language (unless otherwise requested by an individual or group of people). The use of person first language will be discussed in the first week of class.

2. Asynchronous Activities

All asynchronous activities are outlined on Canvas and organized by module. These type of activities are self-paced; however, it is expected that students use the asynchronous activities to prepare for discussion during our synchronous meetings. 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 Online Meetings

Synchronous online meetings are held via zoom. The link for zoom meetings can be found on Canvas on the left hand side navigation bar, under “Zoom”. All synchronous online meetings are held during the officially scheduled class time on Tuesday’s or Thursday’s from 11:00 am to 12:20 pm PST (see course schedule for dates).

4. Synchronous Online and In-Person Class Attendance

Students are strongly encouraged to attend synchronous meetings (online and in-person as per course scheduling) to benefit from interacting with the instructor (e.g., ask questions) and other students. Actively participating in synchronous class activities will enhance understanding of the course content. While attending your scheduled synchronous classes is highly recommended, it is also acknowledged that this may be not be possible for some students (e.g., a student with COVID). For students who are unable to attend in real-time (online or in-person), all course content is made available on Canvas in a variety of forms (including recordings of critical course content when appropriate). 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. In addition, please note that when a class is scheduled to be in-person, participation at the same time using zoom from a remote location is not an option.

5. Technology Failure during an Online Synchronous Meeting

In the event that the instructor’s technology or internet connection fails during an online 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 online session and your instructor will follow up in a Canvas course announcement with next steps.

6. 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.

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 in-person, class 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. COVID-Specific 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) and/or, if in-person, can be transitioned to an online mode of delivery. In the event that you are ill or are required to self-isolate during a scheduled in-person examination, please email your instructor immediately to discuss accommodations, but do not attend the exam(s).

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 at early as possible (through email and Canvas). 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 if appropriate. Alternatively, the course content may also be delivered through asynchronous learning activities.

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 sheets, 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. Learning materials are directly available through Canvas or a link is provided that directs students to the required information, with the exception of the course textbook. Information about the course textbook is provided in the next section. Please note that 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:

3. Technology Used in the Course

A variety of technology will be used in the course to deliver synchronous and asynchronous learning materials. Examples of the technologies that will be used are Canvas, 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: a photo-based assignment, a terminology and concept examination, and written responses to problem sets. Course assessments will emphasize the evaluation of disciplinary knowledge and the practical application of this knowledge to real world settings.

Students will receive 50% of their final grade prior to the last official day of class (see exceptions). These marks will be communicated through the Student’s Grades on Canvas. The final case study question set is valued at 50% of the student’s final grade. A student’s mark on the final case study question set will not be posted in the Student’s Grades on Canvas.

Marks posted in Canvas are raw scores. A final mark in the course is tabulated according to the allocated weight of each component and posted to the Student Service Centre, which is released to students at the end of the University examination period (after April 27, 2022). Therefore, please be reminded that the average mark that is displayed on Canvas does not represent the final mark in the course because the final question set is not posted to Canvas, and Canvas does not consider the weights of each component.

On all assessment components, students are expected to work independently, produce their own original work, and not give or receive any unauthorized/inappropriate help. Students will be asked to sign an honesty pledge at the start of the semester, 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, that all work will be my own, and that I will abide by any special rules for conduct set out by the instructor”.

Overview of Assessment and Weight

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>Middle of Term Case Study Question</td>
<td>10%</td>
</tr>
<tr>
<td>Terminology and Concept Examination</td>
<td>20%</td>
</tr>
<tr>
<td>Take Home Case Study Question Set</td>
<td>50%</td>
</tr>
</tbody>
</table>
## Overview of Assessment Description

### 1. Course Assignment (Value: 20%)

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 two separate images according to specific criteria. Assignment instructions and marking rubrics are available to students on Canvas, as well as discussed during synchronous classes. Each of the two assignment components is due by 11:59 pm on the dates below (2 photos x 10% = 20% of final course grade):

- Electronic Submission of Photo 1, February 07, 2022, by 11:59 pm (Value: 10%)
- Electronic Submission of Photo 2, March 07, 2022, by 11:59 pm (Value: 10%)

### 2. Middle of Term Case Study Question (Value: 10%) (optional)

Students are provided the opportunity 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 case study question set. The question will be released directly following the synchronous class on February 03, 2022 and students will have until February 24, 2022 (by 11:59 pm PST) to submit a prepared, written response. This is an optional assessment. If a student does not submit a response, the weighting of 10% will be evenly distributed across the photo submissions of the course assignment and terminology/concept examinations, increasing the value of each by 2.5%.

- Release of Question, February 3, 2022 at 12:30 pm
- Electronic Submission of Question, February 24, 2022, by 11:59 pm (Value: 10%)

### 3. Terminology and Concept Examinations (Value: 20%)

A Terminology Examination and a Concept Examination will be conducted in-person, during our 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 up to and including Module 7. The terminology examination will take place on Tuesday, March 22, 2022 (with a weighting of 10%) and the concept examination will take place on Thursday, March 24, 2022 (with a weighting of 10%). Both components of the assessment will consist of multiple choice questions (Terminology Exam 10% + Concepts Exam 10% = 20% of final course grade). If a student is not able to sit the examination in person due to COVID-19 health restrictions, please contact your instructor as soon as possible to discuss exam(s) accommodation.

- Terminology Exam, In-person, March 22, 2022, 11:00 am to 12:20 pm (Value: 10%)
- Concepts Exam, In-person, March 24, 2022, 11:00 am to 12:20 pm (Value: 10%)

### 4. Take Home Case Study Question Set (Value: 50%)

A cumulative, take-home case study question set will be completed during the official university examination period in April. The question set is released directly following the last synchronous class of the semester and students will have 10 days (not including weekends and holidays) to prepare and submit their responses. This question set serves as a final project of the course. There is a total of 5 case study questions. Each question has a weighting of 10% for a total weighting of 50% of the final mark in the course (5 questions x 10% = 50% of final course grade).

- Release of Question Set, April 07, 2022 at 12:30 pm
- Electronic Submission of Question Set, April 22, 2022, by 11:59 pm (Value: 50%)
Grading Policies

1. Assignment Policies (applies to Course 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.

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.

2. Examination Policies (applies to Terminology and Concepts Examination)

The Terminology and Concept examinations must be completed and submitted in real-time between 11:00 am and 12:20 pm PST on the designated dates. If UBC is under remote learning directives at the time of the examination dates, the exams will be conducted online via Canvas.

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 (50% + 10% = 60%). If a student does not write the concept assessment, a weight of 10% will be transferred to the final examination (50% + 10% = 60%). If a student does not write the terminology assessment and the concept assessment, a weight of 20% will be transferred to the final examination (50% + 10% + 10% = 70%).
3. Case Study Policies (applies to Middle of Term Case Study Question and Final Question Set)

**Middle of Term Question.** The Middle of Term Case Study Question is optional. However, it is highly recommended that students complete this question. This assessment serves as an excellent example of the type of questions that students will receive on the final case study question set. Further, students who complete the assessment will receive a marking rubric and feedback. A response to the question 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. Late questions will not be accepted unless an extensions has been granted in and 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. If a student does not submit a response to the Middle of Term Case Study Question, the 10% weighting of the assessment will be distributed evenly across the course assignment and the terminology and concept examinations (Photo 1 = 10% + 2.5% = 12.5%; Photo 2 = 10% + 2.5% = 12.5%; Terminology Exam = 10% + 2.5% = 12.5%; Concept Exam = 10% + 2.5% = 12.5%).

For any questions regarding the grading of the middle of term question, same policies apply as for the Course Assignment. Students are first asked to discuss the graded marking rubric and feedback with the respective marker during a scheduled zoom appointment no sooner than 24 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.

**Final Question Set.** Students who cannot or do not complete the final take home case study question set 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 complete the assessment 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>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
</tr>
<tr>
<td>76-79</td>
<td>B+</td>
</tr>
<tr>
<td>72-75</td>
<td>B</td>
</tr>
<tr>
<td>68-71</td>
<td>B-</td>
</tr>
<tr>
<td>64-67</td>
<td>C+</td>
</tr>
<tr>
<td>60-63</td>
<td>C</td>
</tr>
<tr>
<td>55-59</td>
<td>C-</td>
</tr>
<tr>
<td>50-54</td>
<td>D</td>
</tr>
<tr>
<td>0-49</td>
<td>F (Fail)</td>
</tr>
</tbody>
</table>
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.

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

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

We strive to include all students, including those with language and learning differences in this course. If you have any anticipated challenges that will make it difficult for you to carry out the work in the course as outlined, please contact the UBC Center for Accessibility. UBC’s Centre for Accessibility can support your needs by providing appropriate accommodations. Please see:

- Web: UBC’s Centre for Accessibility website
- Email: accessibility@ubc.ca

The policies of this course adhere to UBC Policy LR7: Accommodations for Students with Disabilities. Further, we respect the confidentiality of any information you share and are committed to working with you so that your learning needs are supported.
Student Learning Outside of Canada

Given the current situation around the Omicron variant and the decision to go online for the start of the semester, it is possible some students will begin the semester learning outside of Canada. With this in mind, 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. 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

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 an University investigation or disciplinary proceedings.
a. 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 educational use in this course and for the duration of the course only.

b. 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). For the purposes of university assignments/examinations, 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.

c. 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.

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

3. 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.
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. Please manage your time appropriately throughout the semester and keep abreast of course content and approaching course deadlines.

5. 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 on zoom, students will be informed prior to the start of the recording and given the option to turn off their video and/or change their name before the recording begins.

6. 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 of 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.
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 using methods such as 'Announcements' on Canvas, an email, posting on the Canvas homepage, and/or course calendar updates. Adjustments will be made in content delivery to better accommodate and meet the learning needs of the class. Changes will also be made when necessary to safeguard class health and well-being in accordance with provincial COVID-19 health orders.

Proposed Course Schedule at a Glance

All times are PST | The Course runs from Jan 11 to Apr 07 2022 | The Final Exam Period is from April 12 to Apr 27, 2022

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Content</th>
<th>Dates to Note</th>
<th>Submission Dates by 11:59 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Jan 10 – Jan 16</td>
<td>Getting Started</td>
<td>Jan 11</td>
<td>Jan 13</td>
</tr>
<tr>
<td>Week 2</td>
<td>Jan 17 – Jan 23</td>
<td>Module 1: What is Motor Development?</td>
<td>Jan 18</td>
<td>Jan 20</td>
</tr>
<tr>
<td>Week 3</td>
<td>Jan 24 – Jan 30</td>
<td>Module 2: Theoretical Foundations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Jan 31 - Feb 06</td>
<td>Module 3: Neurological Development</td>
<td>Feb 03</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Feb 07 - Feb 13</td>
<td>Module 4: Physical Growth and Maturation</td>
<td>Photo 1, Feb 07</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Feb 14 – Feb 20</td>
<td>Module 5: Sensory-Perceptual Development</td>
<td>1 Question, Feb 18</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Feb 21 – Feb 27</td>
<td>Reading Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Feb 28 - Mar 06</td>
<td>Module 6: Reflexes and Motor Milestones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Mar 07- Mar 13</td>
<td>Module 7: Lifespan Motor Performance</td>
<td>Photo 2, Mar 07</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Mar 14 - Mar 20</td>
<td>Module 7: Lifespan Motor Performance</td>
<td>Mar 15</td>
<td>Mar 17</td>
</tr>
<tr>
<td>Week 11</td>
<td>Mar 21 – Mar 27</td>
<td>Terminology and Concept Exam</td>
<td>Mar 22</td>
<td>Mar 24</td>
</tr>
<tr>
<td>Week 12</td>
<td>Mar 28 - Apr 03</td>
<td>Module 8: Wholistic Perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Apr 04 – Apr 07</td>
<td>Final Case Study Question Set Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>Apr 07 – Apr 22</td>
<td>Case Study Question Set</td>
<td>Apr 07</td>
<td>5 Questions, Apr 22</td>
</tr>
</tbody>
</table>

Class Delivered Online via Zoom
Release of Middle of Term Question
Independent Analysis Activity – No Lecture
Terminology Exam
Concept Exam
Release of Final Take Home Case Study Question Set

Version: [01/01/2022]