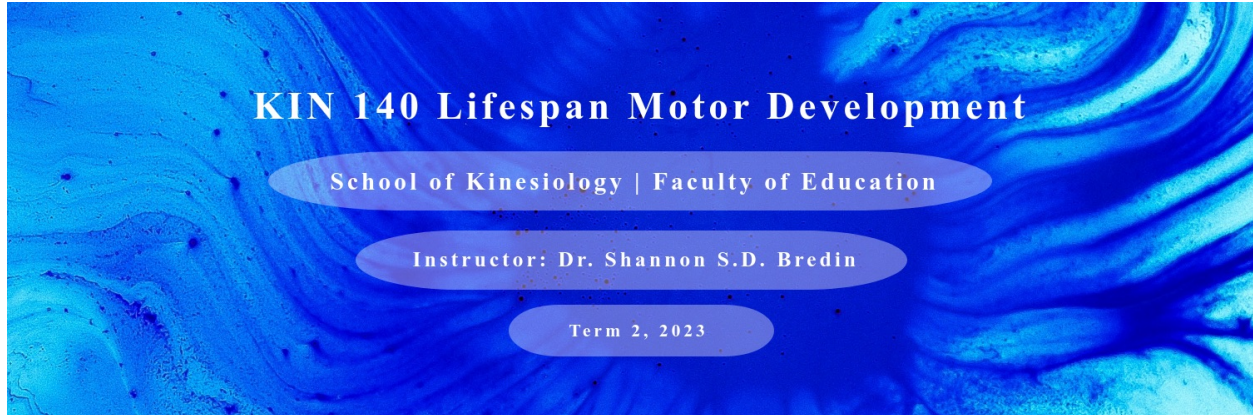


# Course Syllabus

UNIVERSITY OF BRITISH COLUMBIA  
(previously KIN 284)



## ACKNOWLEDGEMENT

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

## Course Information

<b>Course Structure</b>	<b>Mode of Delivery:</b> A blend of on-line 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 2023 at 11:00 am.
<b>Course Time &amp; Location</b>	<b>Location:</b> On-line (Synchronous activities delivered via zoom) <b>Day and Time of Synchronous Activities:</b> Tuesdays & Thursdays, 11:00 to 12:20 pm <b>Dates:</b> Starting January 10 and ending April 13 2023 (See course schedule for synchronous class dates) <b>No Class:</b> February 21 and 23 2023 (Reading Break)
<b>Instructor Contact Information</b>	<b>Instructor:</b> Dr. Shannon Bredin <b>Email:</b> <a href="mailto:shannon.bredin@ubc.ca">shannon.bredin@ubc.ca</a> Dr. Bredin respectfully acknowledges she will be instructing this course on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people, where as a visitor to these lands she is grateful to live and work. <b>Preferred Contact Mode:</b> 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. <b>Office Hours:</b> Open or 'Drop-In' Office hours will be held weekly throughout the semester 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.

## 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 a sixth generation Canadian settler of European ancestry. Dr. Bredin 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+).

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 at the University of British Columbia. Nineteen 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. Dr. Bredin is also a long-standing research team member of the Indigenous Physical Activity and Health program.

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 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 in 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. She has also instructed 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.

### Gayatri Raghavan, BSc (Hons)

Gayatri is a MKIN student in Kinesiology. Gayatri holds a Bachelor's degree in Sports and Exercise Sciences and has worked across various facets to provide sports science support for Indian National and International level athletes. She has also worked towards developing fitness and assessment modules for school children in India for large-scale implementation to gauge fitness levels whilst identifying sporting talents from grassroots. Additionally, she founded the SES Network - a one of kind initiative to build a robust network and association of Sports Scientists in India. Her primary areas of interest include Long Term Athlete Development (LTAD), exercise physiology, and she also wishes to explore Dance Science as it compares to Sports Science.

### Office Hours

Open Office Hours for Jamie and Gayatri will be scheduled 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 email ([jamie.hawke@ubc.ca](mailto:jamie.hawke@ubc.ca)) or Gayatri via e-mail ([gayatri.raghavan@ubc.ca](mailto:gayatri.raghavan@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 *Nlha7káp̓mx* and a member of Lytton First Nation, BC. She works within the School of Kinesiology as a Research Associate. Dr. Miles is the founder and Executive Director for the national non-profit Indigenous Physical Activity & Cultural Circle (IPACC). She was recently honoured with a 2022 University of British Columbia Alumni Award.

## 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 online using a blended 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 will be over Zoom. 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 7 modules (see Course Schedule).

Our classroom, whether it is synchronous or asynchronous, 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 Class Attendance

Students are strongly encouraged to attend synchronous meetings (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 not always be possible. Synchronous lessons will not be recorded; however, content materials from each class will be made available on Canvas. 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.

## 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.

## Illness

In the event of illness (e.g., COVID-19), your instructor will provide the necessary flexibility so that you can prioritize your health and still succeed in the course. If you have to miss a number of synchronous 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. All course content and assessments in the course are conducted/submitted online (on Canvas).

In the event your instructor becomes ill for a synchronous class, every reasonable attempt will be made to communicate plans for class as early as possible (through email and Canvas). 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 be modified and 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. 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

There is no required textbook for the course.

### 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, knowledge translation products, terminology and concept quizzes, 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 70% of their final grade prior to the start of the University exam period (see exceptions). These marks will be communicated through the Student's Grades on Canvas. The final case study question set is valued at 30% 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.

Please know that 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 28, 2023). Therefore, 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 is not programmed to 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

Assessment	Weight
Course Assignments (Three Assignments)	35%
End of Module Terminology and Concept Quizzes (7 Modules)	35%
Take Home Case Study Question Sets (Three Question Sets)	30%

## Overview of Assessment Description

### 1. Assignment 1: PhotoVoice (Value: 5%)

Students will complete a participatory action based assignment, which will employ the use of a visual image (e.g., photograph) representing a course concept combined with the student's written interpretation of the image and concept applied in a real world, contemporary context. Assignment instructions and a marking rubric is available to students on Canvas, as well as discussed during synchronous classes. The assignment is due by 11:59 pm on February 10 2023 and valued at 5% of the final course grade.

**Electronic Submission of PhotoVoice Assignment, February 10, 2023, by 11:59 pm (Value: 5%)**

### 2. Assignment 2: Audio Message (Value: 10%)

Students will be asked to find a recent story from a media outlet (2020 or later) that relates to motor development and fits within the context of the course. The student will be asked to summarize the relevant content from the article and discuss the content from a motor development perspective in a 90-s audio recording that could be used for the general public. Assignment instructions and a marking rubric is available to students on Canvas, as well as discussed during synchronous classes. The assignment is due by 11:59 pm on March 3 2023 and valued at 10% of the final course grade.

**Electronic Submission of Audio Message Assignment, March 3, 2023 by 11:59 pm (Value: 10%)**

### 3. Assignment 3: Baby Book/Children's Book (Value: 20%)

Students will complete a capstone project for the course where they will be asked to choose one motor development concept from the course and translate the material into the creation of (1) a baby book; or (2) a children's book for the early childhood years. Assignment instructions and a marking rubric is available to students on Canvas, as well as discussed during synchronous classes. The assignment is due by 11:59 pm on March 24 2023 and valued at 15% of the final course grade.

**Electronic Submission of Baby/Children's Book Assignment, March 24, 2023, by 11:59 pm (Value: 15%)**

#### 4. Terminology and Concept Quizzes (Value: 35%)

At the end of each module, students will be required to complete a terminology-concept quiz. The quizzes are valued at 5% each (5% x 7 modules = 35%). All quizzes are completed on canvas.

**Completion of Quizzes for Modules 1 through 3, February 17, 2023 by 11:59 pm (Value: 15%)**

**Completion of Quizzes for Modules 4 through 6, March 31, 2023 by 11:59 pm (Value: 15%)**

**Completion of Quizzes for Module 1, April 14, 2023 by 11:59 pm (Value: 5%)**

#### 5. Take Home Case Study Question Set (Value: 30%)

A cumulative, take-home case study question set will be completed during the official university examination period in April. The question set is released at 11:00 am on April 11 2023 and will have until 11:00 am on April 21 2023 to prepare and submit their responses. This question set serves as a final project of the course. There is a total of 3 case study questions. Each question has a weighting of 10% for a total weighting of 30% of the final mark in the course (3 question sets x 10% = 30% of final course grade).

**Release of Question Set, April 11, 2023 at 11:00 am**

**Electronic Submission of Question Sets, April 21, 2023, by 11:59 pm (Value: 30%)**

### Grading Policies

#### 1. Assignment Policies (applies to Course Assignments)

An assignment must be submitted during the designated window of time. An assignment 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/marketing 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. Quiz Policies (applies to End of Module Terminology-Concept Quizzes)

Terminology-Concept quizzes must be completed and submitted by the designated dates. If a student does not complete an end of module quiz, they will receive a grade of zero on the respective quiz.

## 3. Case Study Policies (applies to Final Course Question Sets)

Students who cannot or do not complete the final take home case study question sets 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](#).

Percentage (%)	Letter Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
55-59	C-
50-54	D
0-49	F (Fail)

## 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 all 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](mailto: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

This is an online course and it is possible some students will take the course while living 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, reconsider taking an online course with manifest risks. 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 a 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(s) 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.

## 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.

# Proposed Course Schedule at a Glance

Updated: 07Jan2023

All times are PST | The Course runs from Jan 10 to Apr 13 2023 |  
 UBC's Exam Period runs from April 17 to April 28 2023

Dates	Content	Dates of Online Classes 11:00 am - 12:20 pm	Submission Dates by 11:59 pm
Jan 09 – Jan 15	Getting Started	Jan 17	Welcome Survey Jan 15 Honesty Pledge Jan 15
Jan 16 – Jan 26	Module 1: What is Motor Development?	Jan 24/Jan 26	
Jan 23 – Feb 02	Module 2: Theoretical Foundations	Jan 31/Feb 02	
Jan 30 - Feb 09	Module 3: Neurological Development	Feb 07/Feb 09	Assignment 1 Feb 10
Feb 06 - Feb 19	Module 4: Physical Growth and Maturation	Feb 14/Feb 16	Quizzes (Modules 1-3) Feb 17
Feb 20 – Feb 26	Reading Break	---	---
Feb 27 - Mar 09	Module 5: Sensory-Perceptual Development	Mar 07/Mar 09	Assignment 2 Mar 03
Mar 06 - Mar 21	Module 6: Reflexes and Motor Milestones	Mar 14/Mar 16/Mar 21	
Mar 20 – Apr 06	Module 7: Lifespan Motor Performance	Mar 28/Mar 30/Apr 04/Apr 06	Assignment 3 Mar 24 Quizzes (Modules 4-6) Mar 31
Apr 11 – Apr 21	Case Study Question Set	Apr 11/Apr 13	Quizzes (Module 7) Apr 14 3 Questions Apr 21