



YORK UNIVERSITY
Faculty of Health
School of Kinesiology and Health Science

HH KINE 3340 3.0
Growth, Maturation and Physical Activity

Course Director: Dr. Ian Patton
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2017 Fall Term
Tuesday/Thursday 4:00 – 5:30 pm BC215
Office Hours: By appointment
Course website: Moodle

COURSE DESCRIPTION:

This course introduces human physical growth and maturation, and examines these processes as they relate to lifespan motor and psychological development from prenatal to early adulthood. A main objective is to provide students with a framework for understanding the interaction between the biological/physical and psychological aspects of human development as it relates to physical activity and physical activity programs. Special emphasis will be placed on factors that impact physical activity participation such as gender, socio-economic class, ethnicity, disabilities, etc and examination of good practices aimed at promoting physical activity among youth and throughout the lifespan.

COURSE OBJECTIVES:

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

1. describe the normal sequence of biological growth and maturation during the first two decades of life and their relationship to motor performance associated with physical activity
2. explain foundations of motor development related to human functional development and how they impact physical activity and physical activity participation
3. identify appropriate research designs, and understand methods of growth measurement and physical activity/fitness assessment in children and youth
4. describe how other areas of human functional development (e.g. social, cognitive) relate to growth and maturation
5. identify and evaluate methods of measuring physical activity of children and adolescents

6. develop and apply critical thinking skills regarding the physical growth, maturation, and development of children in relation to physical education, physical activity, and training
7. Given a set of examples, discuss how factors such as ethnicity, gender, socio-economic class, disabilities, etc. impact physical activity participation.
8. Given a set of constraints, identify and justify good practices and successful programs aimed at promoting physical activity across the lifespan (including special populations).

COURSE LEARNING OUTCOMES:

Students should be able to demonstrate mastery of the following abilities:

- *Identify and communicate* basic facts and terminology related to growth, maturation and physical activity.
- *Contextualize and communicate information* of generally accepted concepts and principles in growth, maturation and physical activity
- Be able to *think critically* and *understand* theory(ies) and recurrent developmental issues in growth, maturation and physical activity.
- *Apply knowledge* to particular problems or situations (*problem-solve*) encountered within growth, maturation and physical activity - be aware of the limits in knowledge and methodologies when analyzing, evaluating, interpreting and disseminating information.

SUGGESTED COURSE TOPICS

The instructor will attempt to cover the following sections and topics but not necessarily in the order presented below and/or in formal lectures. Some topics may be covered less formerly in assigned readings and/or assigned projects depending on the circumstances and needs of the class. The instructor will provide a list of lecture topics and pertinent readings during class.

Human Development

1. Definitions and introduction to the study of human development – ages and stages; research designs;
2. Cognitive development
3. Social development
4. Moral development

Factors that affect Development

1. Prenatal development concerns
2. Early stimulation and deprivation

Physical changes across the lifespan

1. Growth and maturation
2. Physiological changes
3. Movement and the changing senses

Movement across the lifespan

1. Infant reflexes
2. Voluntary movement
3. Fine motor development
4. Fundamental movement skills
5. Youth sports
6. Developmental delays

Physical Activity as a function of development

1. Developmental trends and tracking of physical activity and motor performance
2. Physical activity and trainability in children and youth;
3. Consequences of obesity on motor performance and activity for children and adolescence;
4. Physical activity of children and adolescence with chronic conditions;

READINGS and TEXTBOOKS:

Required Readings

- Course Lecture Notes; Selected Assigned Mandatory/Required Readings: Throughout the course the instructor will provide lecture material as required readings, normally in the form of PowerPoint slides, on Moodle – the learning management software for KINE 3340. It is the student's responsibility to access Moodle. **[NOTE:** *Information on lecture slides may only be partially complete and students are required to fill-in material, incorporate supplemental information discussed by the instructor/students and participate in class discussions*]. As well, selected required readings (from research papers, websites and/or textbook) will be identified in class. All in-class lecture material and required readings will be used for assessments.
- Payne, G.V & Isaacs, L.D, (2012) Human Motor Development: A Lifespan Approach (8th Edition). McGraw-Hill Ryerson: U.S.

Supplemental resources:

*[While students do not necessarily have to purchase their own copy of these textbooks, specific information and/or pages may be identified as suggested readings.]

- Growth, Maturation and Physical Activity by R.M. Malina, C. Bouchard and O. Bar-Or, Second Edition, Human Kinetics Publishers Inc.; Champaign, IL in 2004.

- Active Healthy Kids Canada Report Card of Physical Activity for Children and Youth – www.activehealthykids.ca – for Short Versions of the Report Card (in PDF format).

COURSE EVALUATION:

In-class Test 1	Feb 2	15%
In-class test 2	March 9	15%
Proposal	Feb 9	10%
Written Assignment	March 23	25%
Final Exam	TBD	25%
Quizzes	In class	10%

Final exam is cumulative and will be comprised of questions from the entire course. In the case where a student does not complete the mid-term tests (and appropriate documentation is provided by the student) then the weighted percentage from the missed test will be added to the weight of the final exam. Assessments/exams will include combinations of multiple choice, short answer and written long answers and will cover content from lectures and any mandatory/required readings. Tests/assessments will require students to demonstrate in-depth knowledge and application of course content.

Grading, assignment submission, lateness penalties and missed tests

The grading scheme for this course conforms to the 9-point grading system used in undergraduate programs at York. Assignments and tests/exams will be given a numeric grade out of 100 which will correspond to a letter grade (e.g. A+= 90 to 100, A = 80 to 90, B+ = 75 to 79, etc). Should a student have issue with the grade received, a written submission to the Course Director must be received within one week of receiving the grade with specific detail on why the grade should be changed. Re-marking may result in the grade going up, down, or staying the same.

Assignment submission: Proper academic performance depends on students completing their work not only well, but on time. Accordingly, the written assignment for this course must be received on the due date specified and must be submitted electronically through Moodle/Turnitin, a hard copy is also required to be handed in class. Assignments not submitted in class on or before the due date will be considered late. The assignment proposal will be submitted through Turnitin by the specified date. Email submissions will not be accepted.

Lateness penalty: Assignments received later than the due date will be penalized (10% per day starting on the first day after the due date and including weekend days). Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Director but will require supporting documentation (e.g. doctor's letter).

Missed test/exam: Students with a documented reason for missing a course test/exam, such as illness, compassionate grounds, etc. which is confirmed by supporting documentation (e.g. doctor's letter) may request accommodation from the Course Director. At the discretion of the Course Director, students who have missed the in-class tests will have the value of their missed test added to the value of their final exam. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Learning Management Platform - Moodle: Students will receive class lecture notes, reminders and notifications re: additional required readings via York's Moodle platform. Under normal circumstances, class lecture materials will be posted to students approximately 24 hours before the class. The Moodle Platform is the most effective means of communication with the instructor between classes and/or to request an appointment.

Email Policy: **ALL students are expected to check their York email address on a regular basis as it is the only email that Moodle notifications will go to and the only email address that the course director has access to for communication with students.** The instructor will answer emails from students Monday – Friday between 12:00 and 1:00 pm provided that the question has not been addressed in class previously and is not the subject of a discussion on the course website. Emails received later than 1:00 pm Friday will not be addressed until the following Monday morning. Any email regarding course content that cannot be answered in 3 lines or less will result in the student being instructed to make an appointment and bring their question(s) to the appointment with the instructor.

IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents) at

<http://www.yorku.ca/secretariat/policies/index-policies.html>

- York's Academic Honesty Policy and Procedures/Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

Academic Honesty

Members of the University Community accept a commitment to maintain and uphold the purposes of the University and, in particular, its standards of scholarship. It follows, therefore, that acts of a nature which prejudice the academic standards of the University are offences subject to discipline. Any form of academic dishonesty that undermines the evaluation process, also undermines the integrity of the University's degrees. The University will take all appropriate measures to promote academic integrity and deal

appropriately with scholastic offences. Academic honesty requires that persons do not falsely claim credit for the ideas, writing or other intellectual property of others, either by presenting such works as their own or through impersonation. Similarly, academic honesty requires that persons do not cheat (attempt to gain an improper advantage in an academic evaluation).

Turnitin

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between York University and Turnitin.com (<http://www.turnitin.com>).

Written Assignment

The written assignment is worth 35% of the final grade for the course (10% for an initial proposal & 25% for the final submission). Assignment due March 23 through Moodle/Turnitin. Proposal due Feb 9. The written assignment is to be Maximum 5 pages long double spaced plus pages for title page and reference list.

Physical activity program evaluation

Students will select a current physical activity program for children and/or youth and write a program evaluation paper. Students will conduct a brief literature review and write a paper including Background/rational for the program, a detailed description of the program, a discussion of the strengths and limitations of the program and an insightful analysis of the program considering the content of the course.

Students will be required to submit a 1 page proposal (double spaced plus extra pages as needed for reference lists) for their topic/program evaluation **worth 10%**. The proposal should briefly and clearly describe the proposed topic of the student's written assignment. The proposal must answer the Who, What, Where When of the program. The proposal should include 3-5 references to literature supporting the topic. Proposals will be due in class Feb 9th.