2018 Fall Term
Monday 1:00 – 2:20pm – BC 215
Wednesday 1:00 – 2:20pm – BC215

Course Director: Dr. Angelo Belcastro
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Office Hours: Please pre-arrange a meeting through the Learning Management Platform (MOODLE) as necessary. **NOTE:** the instructor is generally available for questions following the class.

Course Teaching Assistant: Ms. Asal Moghaddasazadeh
Office: N. Bethune College Room 121
Email: asalmz@yorku.ca
Contact TA directly for meeting times.

**COURSE DESCRIPTION:**

The course is focused on defining the basic and advanced concepts involving human growth, maturation and physical activity. The course presents both theoretical and experiential frameworks for evaluating the interaction(s) between the biological/physical, cognitive and social domains related to the acquisition of motor abilities and participation in physical activity/movement over the pediatric years. As such the course investigates why the study of these processes are important in understanding human variability, in particular for children and adolescents. The course content includes a characterization of growth profiles for body mass, skeletal and height to promote a deeper understanding of the range of expected changes in childhood and adolescents. Studying functional development of children and adolescent through their physical, motor, cognitive and social/emotional domains will provide an integrated understanding of the relationships between biology and behaviour. Biological maturation focuses on concepts and methods of determining maturity status and describes the relationship(s) among them. The timing, frequency and variation of biological maturation will be discussed. An understanding of the role, impact and integration of physical activity and/or performance on growth, functional development and biological maturity status is highlighted throughout the course. Finally, the course will also investigate the impact of children’s physical activity and/or physical inactivity (sedentary
behaviours) on the processes of growth, development and maturation among children and youth.

**COURSE OBJECTIVES:**

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

1. describe and identify the “normal sequence” of ages and stages (including human variation) for growth and maturation during the first two decades of life with an understanding of the research designs and methods used to gather this information
2. Understand children and adolescent human variability by identifying and evaluating methods of measuring growth, functional development and biological maturity, and physical activity
3. explain foundations of motor development related to human functional development and how they impact physical activity and physical activity participation
4. describe how other areas of human functional development (e.g. social, cognitive) relate to growth and maturation
5. develop and apply critical thinking skills regarding the physical growth, maturation, and development of children in relation to physical education, physical activity, and training

**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 MODULES**

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 in assigned readings and/or assigned projects depending on the circumstances and needs of the class. The topics include:
READINGS and TEXTBOOKS:

Supplemental Textbooks*:


*Copies are available in the library

Required Readings – Course Moodle 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 the learning management software (Moodle) for KINE 3340(A). It is the student’s responsibility to access Moodle to receive this material. [NOTE: Information on slides may be incomplete and students are required to complete (fill-in) material on slides from in-class lectures, discussions and generally participate in class]. As well, selected required readings (from research papers, websites and/or textbook) will be identified in class. All in-class lecture material, discussions, posted moodle notes and required readings may be used for assessments.

STUDENT EVALUATION: IMPORTANT NOTE: To be successful it is required that you attend the regularly scheduled lectures.

Required Grading Components (see following notes for further information)

Student-Centred Learning/Activities
a) Student Skill Assessments* (four in-class activities submitted throughout the course) 20% (5% for each topic)
   - Student Skill #1 – Quantifying Physical Activity
   - Student Skill #2 – Tracking Growth
   - Student Skill #3 – TGMD-2 Assessment
   - Student Skill #4 – Determining maturity status

b) In-class Mid-Term Assessment 20% (October 17th, 2018)

c) Designing a Children’s Sport or Physical Activity Program** 30% (due on November 28th, 2018)

d) Final Exam 30% (in University exam period)
Description of Course Evaluations

STUDENT SKILL ASSESSMENTS: These assignments are structured to provide students with practical knowledge to assist in their understanding and use of growth, maturation and physical activity concepts covered in the class. There will be four assignments distributed over the course. Each of these student skill assessment assignments will reflect on the course content covered in the topic’s lecture material being discussed. Students must complete/submit the assignment on moodle in the time-period identified (TBA) (the submission time will be 11:30pm on the appropriate day). The percent grade (5%) for each missed assignment (i.e. those not submitted) by the deadline will be added to the percent value of the final exam.

** DESIGNING A CHILDREN’S SPORT OR PHYSICAL ACTIVITY REPORT
The purpose of this assignment is to develop a sport or physical activity program for children or adolescents aged 3 to 14 years. The focus of the program should be on not only developing children’s motor skills, but particularly on fostering their personal and social attributes. To design and conduct your program, you will need to outline a comprehensive set of guidelines. Adherence to your program guidelines will facilitate a trickle-down effect whereby the community in which your children’s program is being conducted will realize important benefits.

The assignment should be typed (word processing software) double spaced with 12-point font (times roman), and include:
1. Introduction (1 page)
2. Specific Guidelines (5 pages)
3. Conclusions (1 page)
4. Bibliography/References (up to 2 pages)

The report is to be submitted by Wednesday November 28th, 2018 by 11:50pm through the moodle site ONLY (no other submission methods will be accepted). More detailed information on the format of the report will be available on the moodle site later in September.

MID-TERM AND FINAL EXAM ASSESSMENTS: Exams will require students to demonstrate an in-depth knowledge and application of the course content. Exams may include combinations of multiple choice, short answer and written long answers and will cover content and discussion from lectures and any mandatory/required readings. The material for the mid-term and final assessments will be sequential in nature but non-cumulative when performed in the appropriate sequence (i.e., mid-term; then final) (see special note below).

SPECIAL NOTE: In the case where a student does not complete the mid-term exam (and appropriate documentation is provided by the student) then the final exam will be cumulative and count towards 50% of the final grade. The grades for any missed Student Skill Assessment assignments will also be added to the final exam. For
example when there are one, two, three and/or four missed assignments, the final exam will be modified to reflect 35%, 40%, 45% and 50%, respectively. All marks missed for the assignments and the mid-term exam will be added to the value of the final exam. Please Note: the Report on Designing a Children’s Sport or Physical Activity Program must be submitted to achieve a grade for this component – the value of the marks will not be added to the final exam.

Grading: 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.

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 specifying date/duration of illness) may request accommodation from the Course Director. At the discretion of the Course Director, such students may write a missed mid-term test/exam as a make-up test/exam in conjunction with the final. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on by the due dates (to be announced in class). Report assignments are to be handed in electronically as described on the Moodle Learning Management Software.

Lateness Penalty: Assignments received later than the due date will be penalized (3 percent per day per assignment). Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor’s letter).

Learning Management Platform - Moodle: Students will receive class notes, reminders and notifications re: additional required readings via York’s Moodle platform. Under normal circumstances, class lecture materials will be posted to students before the class. It is expected that students review the material prior to the class. The Moodle Platform is the most effective means of communication with the instructor/teaching assistant between classes and/or to request an appointment.

IMPORTANT COURSE INFORMATION FOR STUDENTS (see moodle site for more detail)
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://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/

- York's Academic Honesty Policy and Procedures/Academic Integrity Website
  http://health.yorku.ca/current-student-information/academic-honesty/

- 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