

University of British Columbia
School of Human Kinetics

HUMAN KINETICS 366
Movement Experiences for Young Children
Term 2, January-April, 2007

INSTRUCTOR:	Instructor: Dr. Shannon S.D. Bredin E-mail: shannon.bredin@.ubc.ca Office: Rm 212, Osborne Centre Unit I Office Hours: Wednesday, 7:00 – 8:30 pm (or by appointment)
LECTURE TIME AND LOCATION:	Wednesday (Wed, Jan 10 th to Wed, Apr 11 th) 4:00 to 7:00 p.m. Rm 203, Unit I Osborne Centre There is no class Wed, Feb 14 (Reading Week)
TEACHING ASSISTANT:	Ben Esch E-mail: besch@interchange.ubc.ca

*All course information is found at <http://www.elearning.ubc.ca>

CALENDAR DESCRIPTION OF COURSE

A broad based study of themes, issues, literature, and research related to movement experiences and physical activity programs for children.

Pre-requisites: Enrolment is restricted to students with 3rd year standing.

GENERAL COURSE LEARNING OBJECTIVES

This course examines a number of theories, as well as current issues and research related to the movement experiences of young children. Each topic will be discussed from a multi-disciplinary perspective. More specifically, at the conclusion of this course, successful students will be able to:

1. Explain the importance of early movement experiences for the development of the individual across the lifespan.
2. Describe the relationship between physical activity and children's health.
3. Identify and explain important growth and maturational considerations for the development of effective movement experiences in young children.
4. Identify and explain important cognitive considerations for the development of effective movement experiences in young children.
5. Explain the importance of play in childhood development, as well as be able to identify contemporary issues surrounding childhood play.
6. Critically analyze the effectiveness of common childhood toys and play environments in the development of the individual.

7. Identify and explain important sensory and perceptual-motor considerations for the development of effective movement experiences for young children.
8. Discuss how to facilitate the development of fundamental motor skills in childhood.
9. Evaluate the effectiveness of contemporary movement experiences and physical activity programs available to young children.
10. Identify and discuss general strategies to enhance movement experiences for young children.

COURSE FORMAT

This course incorporates self-directed learning techniques. This requires that students have adequately prepared prior to class and that they take an active role in the problem-solving activities presented throughout the course. When a reading or activity has been assigned, in-class discussion will take place with the assumption that students have completed the work prior to the lecture.

COURSE TEXTBOOK AND/OR REQUIRED READINGS

Due to the diverse nature of the course content and the problem-solving/applied format of the class, there is no required textbook. Instead, students are required to read and/or print-out select reading material from licensed electronic resources available on the University of British Columbia's library website (www.library.ubc.ca)*. The references for all required reading material will be identified during class lectures, as well as posted on the class website. It is important that students complete the assigned readings because class discussions, written assignments, and examinations will be partially based on their content.

ASSESSMENT AND IMPORTANT COURSE CALENDER DATES

Assessment of the course learning objectives will be conducted through two written assignments and a written final examination. The final examination will cover material from lectures and assigned readings. This includes all problem-solving activities presented throughout the course.

The following weightings will be used to convert raw marks to a final grade percentage at the completion of the course.

1. Critical Analysis Paper

Total Value 30%

The development of complex motor skills and level of physical activity in children are greatly influenced by informal play experiences at home and in school environments. Toys (e.g., building blocks) and playground equipment (e.g., skipping ropes, monkey bars) are just two examples of environmental objects that children frequently have an opportunity to interact with. For this assignment, the student is asked to select a toy or piece of equipment that is commonly found within an area of play. The student may choose any toy or piece of equipment that is intended for infants, toddlers, or children (i.e., early and/or late childhood) and is commonly found in stores. Once the student has made his or her selection, (s)he is required to determine the effectiveness of the toy/piece of equipment for childhood development (with a particular emphasis on examining its potential to elicit motor activity in children). The student is required to submit this analysis as a written report in accordance with the criteria outlined in the assignment sheet provided in class.

Date Due: on or before 7:00 pm, March 7th

2. Resource Manual Submission

Total Value: 20%
(5% per game/activity submission)

The student is required to design and submit 4 games and/or movement activities in accordance with the criteria outlined in the assignment sheet provided in class.

Date Due: on or before 7:00 pm, March 29th

3. Final Examination

Total Value: 50%

Includes all course content from January 10th to April 11th. Students will be provided practice questions in all formats typically administered on the final examination. In addition, exam specs will be presented to students' prior to the examination.

Date: TBA, scheduled during December Examination schedule

In accordance with the University of British Columbia's academic calendar (see IV. Academic Regulations, Grading Practices), this course will be graded as follows:

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

OVERVIEW OF MAJOR TOPICS

Lecture 1/2	January 10/17, 2007 Course Overview and Introduction Importance of Early Movement Experiences
Lecture 3/4	January 24/31, 2007 Growth and Maturation Considerations
Lecture 5	February 7, 2007 Play
Lecture 6/7/8	February 22/28, March 7, 2007 Sensory and Perceptual-Motor Considerations
Lecture 9/10/11	March 14/21/28, 2007 Motor Skill Fundamentals
Lecture 12/13	April 4/11, 2007 Evaluating Physical Activity Programs

For each lecture and/or topic, students will be provided the learning objectives, as well as a general powerpoint outline to follow during class. This information will be posted at least 24 hours in advance of the lecture on webct.

COURSE POLICIES

1. **Attendance.** This course is a learner-centered, inquiry-based senior level course. It is assumed that students who have registered for this course do so with integrity and commitment. As such, full attendance is expected at all classes, as full contribution is required and expected from each student.
2. **Assignments.** Students will fail to submit their critical analysis paper and/or resource manual submission will receive an automatic grade of zero (0%) on that component of their final grade. Students who know in advance that they will be unavoidably absent on a day that a requirement is due must submit the assignment prior to the due date. Late assignments will receive a penalty of 10% per day (including week-ends), and will not be accepted after one week past the due date.
3. **Final Examination.** Students who miss the final examination must apply to the Undergraduate Advising Office at the earliest possible date to request consideration for Academic Concession. Students will be asked to complete an Academic Concession Form and to provide supportive documentation. Academic Concession is not a right and can be granted only by the Undergraduate Advising Office.
4. **Special Accommodations.** Students whose attendance or performance may be severely affected by medical, emotional, or other disabilities, should consult with the instructor early in the term to discuss any special accommodations that might be needed in order to complete course requirements. Supportive documentation from either the Disability Resources Center or a physician must be submitted to the Undergraduate Advising Office, and where appropriate, the instructor.
5. **University Policies.** It is advisable that students familiarize themselves with the policies of the University of British Columbia. Important excerpts from the UBC calendar are provided below. For more information see: <http://students.ubc.ca/calendar/>.