

## School of Kinesiology

### KIN 3347A Physical Growth & Motor Development Fall 2026

#### Campus Supports

Western University is committed to a **thriving campus**. For help with:

- Both physical and mental health, go to [Wellness & Wellbeing](#)
- Studying with disabilities, go to [Accessible Education](#)
- Writing skills, go to the [Writing Support Centre](#)
- Learning skills and strategies, go to [Learning Development & Success](#)
- Contacting the ombudsperson, go to the [Office of the Ombudsperson](#)




Your course coordinator can also **guide you** to available campus resources and/or services.

#### Important Dates

Classes Begin	Reading Week	Classes End	Study day(s)	Exam Period
September 9	October 10-18	December 9	December 10	December 11-22

September 30, 2026, is National Day for Truth and Reconciliation and is a non-instructional day  
November 30, 2026: Last day to withdraw from a first-term half course without academic penalty

#### Contact Information

Course Coordinator/Instructor	Contact Information	Office Hours
 Dr. Jeremy Walsh	<a href="mailto:Jwals4@uwo.ca">Jwals4@uwo.ca</a> 519-661-2111 ext. 88139	By appointment Thames Hall Room 4170

Teaching Assistant(s)	Contact Information	Office Hours
TBA		

**NOTE:** All course information including grades, assignment outlines, deadlines, etc. are available via [OWL Brightspace](#). Download the Brightspace Pulse App to stay up-to-date on course communication and enable your notification settings within “Communications” in the top toolbar. Check the website regularly for course announcements. If you need assistance, visit [OWL Brightspace Help](#) or contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

**Calendar Course Description (including prerequisites/anti-requisites)**

An examination of the principles and processes of human physical growth and motor development from birth to maturity. Attention will focus on physical-structural growth, age and sex-associated variation in growth and performance, biologic maturation, and the relationship of these to motor-development/performance during infancy, childhood and adolescence.

**Antirequisite(s):** [Health Sciences 2700A/B](#).

**Prerequisite(s):** Completion of second year Kinesiology or permission of Kinesiology.

*Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.*

**NOTE:** If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.

**Delivery Mode: Blended (2 hours synchronous in-person, 1 hour asynchronous)**

Component	Date(s)	Time	Location
Lecture (synchronous)	Wednesday	3:30-5:20	
Asynchronous	Self-directed	1 hour	Experiential learning

**My Course Description**

This course examines the principles and processes underlying human physical growth and motor development across the lifespan. Students will explore patterns of physical-structural growth, biological maturation, and age- and sex-related variation in motor performance from infancy through older adulthood. Emphasis is placed on the interaction between biological, environmental, and task constraints in shaping motor development. Through analysis of current research and applied case studies, students will develop the ability to interpret growth and maturation data, evaluate individual differences, and apply developmental principles to real-world settings such as sport, physical education, health promotion, and rehabilitation.

**Essential Questions**

1. How do biological, environmental, and task constraints interact to shape motor development across the lifespan?
2. In what ways does variability in growth and maturation influence movement and performance across individuals?
3. How should knowledge of growth and motor development inform decisions about interventions to improve movement and performance?

## **Learning Outcomes**

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

1. Analyze patterns of physical growth and biological maturation across the lifespan using quantitative and descriptive data.
2. Explain how biological, environmental, and task constraints interact to influence motor development using evidence-based examples.
3. Evaluate individual differences in growth, maturation, and motor performance to identify implications for movement and performance.
4. Critically appraise research and field-based data on growth and motor development using appropriate scientific criteria.
5. Justify decisions related to movement, performance, and development using evidence and ethical considerations in applied scenarios.

## **Transfer Goals**

After this course, students will independently use their learning to:

1. Assess and interpret patterns of physical growth, biological maturation, and motor development to make informed decisions about movement, performance, and health across the lifespan.
2. Design, adapt, and justify age- and developmentally appropriate physical activity, training, or rehabilitation programs that account for individual variability and contextual factors.
3. Critically evaluate growth and motor development data and research to support evidence-informed practice in professional settings such as kinesiology, health promotion, and sport.

## **Course Materials You May Acquire and Their Costs**

All required readings will be posted on Brightspace and will be free of charge.

### **Textbooks that students may find useful but are not essential:**

- *Lifespan Development, 8<sup>th</sup> Canada Edition*, by Denise Boyd, Paul A Johnson, Helen Bee, and Michelle Jaworsky, published by Pearson Canada, 2025, ISBN-13: 9780138197759. This is available as an etextbook for \$67.99 on the [Pearson website](#)
  - *Motor Learning and Development* by Beach (\$123)
  - *Lifelong Motor Development* by Gabbard (\$126)
- These are available at the University Bookstore via this [link](#)

**Course Content and Schedule**

Week	Dates	Synchronous	Asynchronous Motor Learning Project (MLP)
1	Sep 9	Course Introduction Fundamental Concepts	Review options for MLP and then commit to one ( <b>Sep 13</b> )
2	Sep 16	Physical Growth & Motor Development through the Lifespan	MLP 1 <sup>st</sup> attempt ( <b>Sep 15</b> )
3	Sep 23	Factors Affecting Growth & Development	MLP Reflect on initial practice sessions ( <b>Sep 22</b> )
4	Sep 30	No class	MLP Progress report ( <b>Sep 29</b> )
5	Oct 7	Motor Control	MLP 2 <sup>nd</sup> attempt ( <b>Oct 6</b> )
6	Oct 10-18	<b>Reading Week</b>	
7	Oct 21	Motor Learning & Development	MLP Midway reflections ( <b>Oct 23</b> )
8	Oct 28	Midterm Exam in class	
9	Nov 4	Motor Development in the Pre-natal & Infant Periods – Involuntary Movements	MLP 3 <sup>rd</sup> attempt ( <b>Nov 3</b> )
10	Nov 11	Motor Development in the Infant Period – Voluntary Movements	MLP Reflect on your motor learning to date ( <b>Nov 10</b> )
11	Nov 18	Motor Development in Early Childhood – Fundamental Movement	MLP Final attempt ( <b>Nov 17</b> )
12	Nov 25	Motor Development in Late Childhood & Adolescence	MLP Reflections – how did your motor learning progress from start to finish? ( <b>Nov 24</b> )
13	Dec 2	Motor Development in Adulthood	
14	Dec 9	Review & Recap	

**Assessments and Evaluation**

Below is the evaluation breakdown for the course. Any deviations will be communicated.

Assessment	Format	Weight	Due Date	Flexibility
Motor Learning Project <sup>1</sup>	Video or textbox submission	24%	See schedule	Drop lowest 2; best 8 of 10 scores count <sup>1</sup>
Online Quizzes (Brightspace) <sup>2</sup>	MCQ	10%	Sep 25, Oct 26, Nov 20	Drop lowest; best 2 of 3 scores count <sup>2</sup>
Mid-Term Exam <sup>3</sup>	Mixed format. In class, on paper.	30%	Oct 28 <sup>th</sup>	Designated assessment <sup>3</sup>
Final Exam <sup>4</sup>	Mixed format	36%	Registrar	Not applicable

<sup>1-4</sup> Notes overleaf

- 1. Motor Learning Project:** The purpose of this assignment is for you to experience motor learning in real time, and to consider the practical implications of the theories we are covering in class. This experiential learning project will span the entire course and is worth 24% of your final grade. You will choose a physical activity with which you have no experience (e.g., shuffle dancing, air walking, juggling a soccer ball, traditional juggling, etc.). You will document your first attempt at this activity by video or text submission. You are expected to devote one hour to this motor learning project every week, consisting of repeated practice of this activity and reflecting on your motor learning journey. You will submit weekly video or textbox reflections or progress reports by 23:59 EST on the dates noted in the course schedule. There are 10 submissions in total, each worth 3%. The lowest 2 scores will be dropped and the best 8 scores will count. Late or missed submissions will receive a score of zero. Academic consideration requests will be denied for the first 2 missed submissions. Academic Consideration requests may be granted when students miss more than 2 submissions and any additional missed submissions will be rescheduled, if possible, or else the assessment value of the additional missed submissions will be redistributed among the completed submissions. Additional missed submissions without academic consideration will receive a score of zero.
- 2.** This course has **3 online quizzes**, delivered by Brightspace. All quizzes are open book and will be available for completion for 48-hours prior to the submission time of 23:59 EST on the dates noted in the schedule. The 2 quizzes with the highest marks will be counted towards your final grade. Each quiz is worth 5% for a total of 10%. Academic consideration requests will be denied for the first missed quiz. Academic Consideration requests may be granted when students miss more than 1 quiz and any additional missed quizzes will be rescheduled, if possible, or else the assessment value of the additional missed quizzes will be redistributed among the completed quizzes. Additional missed quizzes without academic consideration will receive a score of zero.
- 3.** The **Midterm Exam** will cover all course material up to and including October 21<sup>st</sup>. This 90-minute exam will consist of multiple-choice and short-answer questions. This is a **designated assessment** considered central to the assessment of learning outcomes in this course. Accordingly, students must provide documentation for any absence from this evaluation. If you miss this evaluation, you must complete the **makeup assessment** which is scheduled for **November 5th 9:30-11:00**. The makeup assessment is an extension of the midterm exam, and so you will need to present documentation for this assessment, should you need to miss it. Please note that there is only one makeup assessment for this midterm. ***The makeup may take an alternative format to the midterm, e.g., essay style.*** Students approved to miss the makeup will have the weight of this assessment redistributed to the Final Exam. Students must not provide medical or compassionate documentation to the instructor. Students who miss the midterm and makeup without approved academic considerations will receive a grade of zero.
- 4.** The **Final Exam** will cover all course material. This 2-hours exam will consist of multiple-choice and short-answer questions. This assessment is considered central to the assessment of learning outcomes in this course. Accordingly, students must provide documentation for any absence from this evaluation. If you miss this evaluation, you must complete the makeup assessment. The makeup for the final exam will be held in January. The date, time, and location of this Special Exam will be posted to Brightspace.

## General information about assessments

- All assignments are due at 23:59 EST unless otherwise specified. Late or missing assignments without academic consideration will receive a zero.
- You are responsible for ensuring that the correct file version is uploaded; incorrect submissions including corrupt files will receive a zero.
- After an assessment is returned, you should wait 24 hours to digest feedback before contacting your evaluator; to ensure a timely response, reach out within 7 days.

- ✓ Requests for regrading must include a written explanation and evidence showing how the work meets the assignment criteria or rubric. Requests without clear justification will not be considered.
- ✓ Prior to the filing of a written request for relief, you must attempt to resolve the concern regarding a mark or grade through informal consultation with the instructor. If you are dissatisfied with the decision of the instructor or you do not receive a decision from the instructor, a written request for relief must be submitted to the Undergraduate Chair of the School offering this course, within three weeks from the date that the mark was issued.
- ✓ The table below outlines University-wide grade descriptors.

Letter grade	Number grade	Description
A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

**Rounding of Grades** (for example, bumping a 79 to 80%)

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or ‘giving away’ of marks. Please don't ask me to do this for you; the response will be “please review the course outline where this is presented”.

**INC (Incomplete Standing):** If a student has been approved by the Academic Advising Office (in consultation with the instructor/department) to complete term work at a later date, an INC will be assigned. Students with INC will have their course load in subsequent terms reduced to allow them to complete outstanding course work. Students may request permission from Academic Advising to carry a full course load for the term the incomplete course work is scheduled.

**SPC (Special examination):** If a student has been approved by the Academic Advising Office to write a Special Examination and the final exam is the only outstanding course component, an SPC will be assigned. If the class has a makeup exam, the student is expected to write the makeup exam. If the class doesn't have a makeup exam or the student misses the makeup exam for reasons approved by the Academic Advising Office, the student will write the exam the next time the course is offered. Outstanding SPCs will reduce the course load for the term the exam is deferred as outlined in [Types of Examinations](#) policy

**Academic Policies and Statements**

**Support Services**

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <http://westernusc.ca/services/>) and the Student Development Services, should be provided for easy access.

Students who are in emotional/mental distress should refer to <https://www.uwo.ca/health/> for a complete list of options about how to obtain help.

## Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

[https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html).

## Statement on Harassment and Discrimination

Western is committed to providing a learning and working environment that is free of harassment and discrimination. All students, staff, and faculty have a role in this commitment and have a responsibility to ensure and promote a safe and respectful learning and working environment. Relevant policies include Western's Non-Discrimination/Harassment Policy (M.A.P.P. 1.35) and Non-Discrimination/Harassment Policy – Administrative Procedures (M.A.P.P. 1.35). Any student, staff, or faculty member who experiences or witnesses' behaviour that may be harassment or discrimination **must report the behaviour** to the Western's Human Rights Office. Harassment and discrimination can be human rights-based, which is also known as EDI-based, (sexism, racism, transphobia, homophobia, islamophobia, xenophobia, antisemitism, and ableism) or non-human rights-based (personal harassment or workplace harassment).

## Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>

## Absence from Course Commitments

Students must familiarize themselves with the Policy on [Academic Consideration – Undergraduate Students in First Entry Programs](#)

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the [central academic consideration portal](#). Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed

assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

Please note that academic considerations in this course are granted by the academic advisors in your home unit and implemented by the instructor of this course in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner. If your absence relates to accommodations that are already supported by [Accessible Education](#), please work with your accessible education counsellor regarding your missed course work.

## **Accommodation for Religious Holidays**

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

## **Special Examinations**

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

## **Scholastic Offences**

Scholastic offences are taken seriously and students are directed to read the policy on [Scholastic Discipline for Undergraduate Students](#).

## **Plagiarism**

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All 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 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 Western University and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)).

For group assignments, all members share responsibility for academic integrity. Plan your work so the group has time to review the full submission and ensure all sources are appropriately used and cited. In the absence of a scholastic offence, everyone gets the same mark, so work with the rest of your group in a proactive fashion.

### **Use of Artificial Intelligence (AI) for the Completion of Course Work**

Within this course, you may only use artificial intelligence tools (e.g., “ChatGPT”) in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

### **Re-submission of Previously Graded Material**

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

### **Use of Statistical Pattern Recognition on Multiple Choice Exams**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### **Accessibility Statement**

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#). If you think you may qualify for ongoing accommodation (e.g. separate room to write exams, flexibility with deadlines, etc.) that will be recognized in all your courses, we encourage you to visit [Accessible Education](#) for more information.

### **Correspondence Statement**

The centrally administered e-mail account provided to students will be considered the individual’s official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

### **Use of Electronic Devices During Exams**

Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. Any student found with a prohibited device will be referred for investigation of a Scholastic Offence, per the policy listed above. The typical first-offence penalty for possession of a prohibited device is zero on the test or exam.**

### **Use of Electronic Devices During Lectures and Tutorials**

Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

### **Copyright and Audio/Video Recording Statement**

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

### **Contingency Plan for an In-Person Class Pivoting to 100% Online Learning**

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on Brightspace for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

### **Online Proctoring**

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

### **Academic Appeals and Scholastic Offences**

Students can file a **request for relief from academic decisions** if the request is based on one or more grounds listed in the policy. Students can read more about the policy [here](#) and a link to the procedures is listed in the Support Services sections of this document.

Students may **appeal** some academic and scholastic disciplinary decisions by a Dean or their designate, to the Senate Review Board Academic (SRBA). Students can read more about the policy [here](#) and a link to the procedures is listed in the Support Services section of this document.