I. Course Description
Instruction and practice of Fitness Walking. (TAMU – CC Undergraduate Catalog 2009 – 2010)

II. Rationale
Kinesiology 1132.001, Fitness Walking, will serve to increase knowledge of the importance of a healthy lifestyle and the many aspects of wellness which may be positively affected by regular participation in an exercise program based on walking for fitness.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors
A. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
B. Learner-Centered Instruction: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
C. Equity in Excellence for all Learners: The teacher responds appropriately to diverse groups of learners.
D. Learner-Centered Communication: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
E. Learner-Centered Professional Development: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

Program Student Learning Outcomes
A. BS Kinesiology EC-12 Kinesiology
a) Knowledge of movement skills
b) Knowledge of health-related physical fitness
B. BS Kinesiology Exercise Science
   1. Knowledge of fitness and exercise
   2. Knowledge of anatomy and physiology

C. BS Kinesiology Pre-PT/OT
   1. Knowledge of fitness and exercise

IV. TExES Competencies

Professional Development 02 – Elementary and 03
Domain I – Understanding Learners
Competency 001 – The teacher uses an understanding of human developmental processes to nurture student growth through developmentally appropriate instruction.
Competency 002 – The teacher considers environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students’ learning and self-esteem.
Competency 003 - The teacher appreciates human diversity, recognizes how diversity in the classroom and the community may affect learning and creating a classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.
Competency 004 – The teacher understands how learning occurs and can apply this understanding to design and implement effective instruction.
Competency 005 – The teacher understands how motivation affects group and individual behavior and learning and can apply this understanding to promote student learning.
Competency 009 – The teacher uses a variety of instructional materials and resources to support individual and group learning.
Competency 010 – The teacher uses processes of informal and formal assessment to understand individual learners, monitor institutional effectiveness, and shape classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership, and mutual respect.

Physical Education (09 - all level)
Domain I – Promoting Learners’ Physical Development
Competency 001 – The physical education teacher uses knowledge of motor development and principles of motor learning to facilitate learners’ development of fundamental movement skills and perceptual awareness skills.
Competency 002 – The physical education teacher applies principles and concepts of fitness and fitness development/maintenance to evaluate, select, and adapt activities that help learners achieve and maintain appropriate levels of fitness.
Competency 003 – The physical education teacher is familiar with lifetime individual, dual, and group physical education activities, including sports, games, and dance and can evaluate, select, and modify activities to provide developmentally appropriate instruction for all learners.
Domain II – Promoting Learners’ Affective, Social, and Cognitive Development
Competency 006 – The physical educator understands socialization processes related to physical activity and uses this understanding to foster learners’ social development.

Domain III – Implementing Physical Education Programs
Competency 008 – The physical educator knows how to develop and implement physical education programs that are responsive to learner needs and interests.
Competency 009 – The physical educator uses assessment as an integral part of physical education instruction, applying informal and formal methods to understand learners, monitor instructional effectiveness, and guide instruction.
Competency 010 - The physical educator manages physical education classes in ways that establish a positive learning climate that encourages achievement and positive attitudes in all learners.
Competency 011 - The physical educator understands legal, ethical, medical, and safety issues relating to physical education programs and applies this understanding in a variety of contexts.

V. Course Objectives and Outcomes

This course is designed to enable students to:
A. Demonstrate an understanding of the principles of exercise and components of fitness (Proficiencies 1-5; Professional Development 02-Elementary and 03 Competencies 001-010 Domain I; 011-012 Domain III).
B. Demonstrate an understanding of basic human anatomy, biomechanics, and systems of the body (Proficiencies 1-5; Physical Education 09-all level Competencies 001-003Domain I; 005 Domain II; 008-011 Domain III)

VI. Course Topics

The major topics to be considered are
A. Components of fitness
B. Exercise principles
C. Systems of the body
D. Basic human anatomy and biomechanics
E. Basic nutrition

VII. Instructional Methods and Activities

Methods and activities for instruction include:
A. Traditional Experiences (lecture/discussion; demonstration; drill; participation; video)
VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

A. Methods and Percentage of Final Course Grade Each Assessment Constitutes:
   1. Pre-fitness testing  25 points
   2. Post-fitness testing  25 points
   3. Personal activity log  25 points
   4. Nutrition assignment  10 points
   5. Biomechanics assignment  10 points
   6. Heart rate chart  10 points
   7. Mid-term exam (not comprehensive)  25 points
   8. Final exam (comprehensive)  30 points
   **(Percentages/assignments are tentative)**
   9. Attendance and participation  40 points
      200 points

B. Grading Scale
   180 - 200 = A; 160 - 179 = B; 140 - 159 = C; 120 - 139 = D; Below 120 = F

IX. Course Schedule and Policies

A. Tentative Course Schedule

<table>
<thead>
<tr>
<th>Course Topics</th>
<th>Text pages</th>
<th>Assignments/Activities***</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Syllabus</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1 – Wellness and You</td>
<td>1 – 15</td>
<td>Read.</td>
</tr>
<tr>
<td>Chapter 2 – Individual Differences</td>
<td>17 – 26</td>
<td>Read.</td>
</tr>
<tr>
<td></td>
<td>215</td>
<td>Complete and submit Health and Fitness Log: #1</td>
</tr>
<tr>
<td>Pre-Fitness Testing</td>
<td>233 – 248</td>
<td>Pre-fitness testing: (in class) Assignment: #’s 9, 10, 12, 13, 14, 15 (#’s 11 &amp; 16 optional) Pre-Resting Heart Rate</td>
</tr>
<tr>
<td>Chapter 4 – The Aerobic Target Zone</td>
<td>33 – 43</td>
<td>Read and discuss</td>
</tr>
<tr>
<td>Chapter 5 – Setting Goals…</td>
<td>45 – 52</td>
<td>Assignment: #’s 3, 4, &amp; 5</td>
</tr>
<tr>
<td>Chapter 13 – Prevention and Care</td>
<td>191 - 197</td>
<td>Read and discuss</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Walking and fitness related activities. Pedometers.</td>
</tr>
<tr>
<td>Chapter 1 – The Metabolic System and Nutrition and Weight Control</td>
<td>7 – 10</td>
<td>Read and discuss</td>
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<tr>
<td><strong>MID-TERM</strong></td>
<td></td>
<td>Walking and fitness related activities.</td>
</tr>
<tr>
<td>Chapter 4 – Fitness Components and Exercise Principles</td>
<td>27 – 32 227 – 230</td>
<td>Read and discuss. Assignment: #7 Fitness Logs (record until end of semester)</td>
</tr>
</tbody>
</table>
| Chapter 1 – The Skeletal System & The Muscular System  
Chapter 9 – Muscular Fitness…  
| Chapter 1 – Cardiovascular and Respiratory Systems | 10 – 11 | Read and discuss |
| Post-Fitness Testing | 233 – 248 | Post-Fitness testing: (in class) Assignment: #’s 9, 10, 12, 13, 14, & 15 (#’s 11 & 16 optional)  
Post-Resting Heart Rate |
| Final Review |  | Review of materials for Final Exam |
| **FINAL EXAM** |  | COMPREHENSIVE |

***Scheduling of walking activities and lecture/discussion subject to inclement weather.***
B. Class Policies

Tests
Tests will be taken from materials presented and reviewed. The mid-term exam will be comprehensive. The final exam will not be comprehensive.

Assignments
Students will be expected to keep a folder or notebook with Fitness Testing and Fitness Log materials to be used throughout, and turned in at the end of the semester as a percentage of the final grade. All pre and post fitness testing is to be completed, unless waived by the instructor. Assignments and homework are due at the beginning of class designated as “due-date.” One point per day will be deducted for late work and it will not be accepted after two classes from “due-date.” A zero will be earned for that assignment.

Attendance
Students are expected to attend all classes, arrive on time and be prepared for the planned activity. (Subject to change in regard to weather) Attendance will be taken for each class meeting. Appropriate clothing and shoes are required for ALL walking activities. If unable to participate for this reason an unexcused absence will be documented. Two unexcused absences may be made up by attending and documenting a fitness class (cardio) or by performing and documenting at least 45 minutes of cardio work in Dugan Wellness Center (DWC). Documentation must include: 1) Type of workout or class 2) Length of workout or class 3) Date and signature of instructor or DWC attendant. Excused absences must have appropriate documentation. Inform the instructor if you are not feeling well before, during, or after physical activity in class. If unable to participate, due to injury, inform the instructor. Any changes in health or medications during the semester should be noted on your health profile. Students are responsible for the safety of all personal belongings. Both day and rented lockers are available in DWC. (Contact attendant concerning rental) Cell phones must be turned off by the beginning of class and remain so for the duration of class.

Academic Honesty Policy
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved.
Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

a. Written reprimand 

b. Requirement to re-do work in question; 

c. Requirement to submit additional work; 

d. Lowering of grade on work in question; 

e. Assigning grade of “F” to work in question; 

f. Assigning grade of “F” for course; 

g. Recommendation for more severe punishment. 

(Taken from Texas A&M University – Corpus Christi Graduate Catalog 2002-2003, pgs. 24-25; or Undergraduate Catalog 2002-2003, pgs. 35-36.)

X. Textbook
Jan Galen Bishop; Fitness through Aerobics; Eighth Edition; 2010; San Francisco, California; Pearson Benjamin Cummings

XI. Bibliography
Seiger/Hesson; Walking for Fitness; Fourth Edition; 2002, New York, New York; The McGraw/Hill Companies

XII. GRADE APPEALS

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. DISABILITY ACCOMMODATIONS

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.