I. Course Description
The study and practice of physiological principles related to training programs for the development of muscular strength and endurance in women.

II. Rationale
Designed to increase students’ understanding of a healthy lifestyle, including numerous aspects of wellness, in addition to providing a method of achieving fitness through discussion and class activities. Materials fee required.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS AND/OR ADMINISTRATORS/COUNSELORS
1. 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.
2. 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.
3. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.
4. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. 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.

IV. Texas State Adopted Proficiencies for Physical education Teachers (TExEs Competencies)
Domain I: Movement Skills and Knowledge
Physical Education EC–12 Standard I:
The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.
Domain II: Health-Related Physical Fitness
Physical Education EC–12 Standard II:
The physical education teacher understands principles and benefits of
a healthy, physically active lifestyle and motivates students to
participate in activities that promote this lifestyle.

Domain III: The Physical Education Program
Physical Education EC–12 Standard III:
The physical education teacher uses knowledge of individual and group
motivation and behavior to create and manage a safe, productive
learning environment and promotes students’ self-management, self-
motivation, and social skills through participation in physical activities.

Physical Education EC–12 Standard VII:
The physical education teacher understands and uses formal and
informal assessment to promote students’ physical, cognitive, social,
and emotional development in physical education contexts.

V. Course Objectives and Outcomes
A. To improve and/or maintain fitness through the application of proper
weight lifting techniques, using various methods and tracking improvement
through periodically administering fitness tests for comparison.
B. To incorporate a variety of weight training methods that will assist in the
development of a sound fitness program and will challenge students to
increase their levels of fitness.
C. To provide motivational tools to increase performance and to further
develop muscular strength and endurance, as well as, self-confidence.

VI. Evaluation and Grade Assignment
Course evaluation is based upon the assessment of each student’s
mastery of the course content (knowledge). Knowledge is evaluated by
written examinations, course assignments, and participation experiences.
Grades are awarded according to the EARNED percentage of the FINAL
MAXIMUM POINT TOTAL.

A. Methods and Percentage of Final Course Assessments
1. Fitness Testing (3 tests @ 30 pts each) 90 pts
2. Attendance 100 pts
3. Quizzes (11 @ 10 pts each) 110 pts
4. Weight Training program and participation 100 pts
5. Tests (2 tests @ 40 pts each) 100 pts
Total pts 500 pts

B. Grading Scale
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 50-59%

VII. Class Policies

A. Attendance is required for each class. One unexcused absence will be allowed for the duration of the semester. After which, for each unexcused absence, 2.5 points will be deducted from “Attendance”.
   - Excused absences may be permitted under the following circumstances:
     • Professor is notified a minimum of 24 hours prior to foreseen absence.
     • The instructor may request documentation for absences due to personal emergencies.
     • Make up opportunities will NOT be permitted for class-work or assignments due to UNEXCUSED absences, late arrivals, and/or early departures.
     • Documentation of university-approved commitments is required.

B. Absence make-ups: No more than 2 unexcused absences may be made up by attending another fitness class or by clocking in at least 45 minutes of aerobic exercise in the Dugan Center or other gym.
   - Documentation must include:
     • Name of the instructor
     • Type of Class/workout
     • Where the class was attended
     • Length of class/workout
     • Date
     • Signature of the instructor or fitness attendant

C. Students are expected to arrive to class on time and to participate in class activities. Please be on time as a courtesy to your professor and others. If you are going to be absent or late the instructor should be notified at the earliest opportunity. The student is responsible for informing the instructor if class attendance will be affected by “approved university business.”

D. **Assignments are due the day they are scheduled to be due at the time they are scheduled.** No make-ups are allowed for any assignment other than participation.

E. MAKE-UP EXAMS are given only under dire circumstances in which prior permission from the instructor is required.

F. It is inappropriate to have distracting electronic devices on during class. Such acts will not be tolerated. Failure to observe this policy will result in the student’s dismissal from the class.
G. Appropriate Classroom Behavior: Students are expected to be present, prompt, prepared, and focused on the activities of the class. Appropriate questions and discussions are welcome during the class. **RESPECT** and **COURTESY** are expected at all times. Students, who are disruptive, exhibit rude or disrespectful behavior to the professor or other students will be asked to leave the class.

H. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic or scholastic dishonesty, including plagiarism, collusion, or cheating on any examination, test, or classroom assignment will be treated with the greatest severity. See the student catalog for consequences of student misconduct.

I. Dress appropriately for the weather and for working out. Wear supportive walking, aerobic or cross-training shoes and other appropriate supportive attire as required. Students who do not have the appropriate attire will not receive credit for that day.

J. Students are responsible for the safety of all personal belongings. Lockers are provided free of charge. See the attendant about obtaining one.

K. If you have any pre-existing medical conditions or are not feeling well before, during or after class, please inform the instructor.

VIII. Course Schedule
(This schedule is tentative and can change at any time. It is up to you to be aware of any changes discussed in class).

**Schedule of Activities:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/22</td>
<td>Class Introduction/Syllabus Issued</td>
</tr>
<tr>
<td>08/24</td>
<td>Tour of Facilities and Equipment</td>
</tr>
<tr>
<td>08/27</td>
<td>Introduction to Exercises pt. 1</td>
</tr>
<tr>
<td></td>
<td>(Squat and Bench Press)</td>
</tr>
<tr>
<td>08/29</td>
<td>Introduction to Exercises pt. 2</td>
</tr>
<tr>
<td></td>
<td>(Deadlift and Accessory Exercises)</td>
</tr>
<tr>
<td>08/31</td>
<td><strong>Fitness Testing #1</strong></td>
</tr>
<tr>
<td>09/05</td>
<td>4-week Program Explained pt. 1</td>
</tr>
<tr>
<td>09/07</td>
<td>4-week Program Explained pt. 2</td>
</tr>
<tr>
<td>09/10 – 10/5</td>
<td>Coach's 4-week Workout Program</td>
</tr>
<tr>
<td>10/08</td>
<td>Guest Speaker (Nutrition)</td>
</tr>
<tr>
<td>10/12</td>
<td><strong>Fitness Testing #2</strong></td>
</tr>
<tr>
<td>10/15 – 10/19</td>
<td>Program Review and Design</td>
</tr>
<tr>
<td>10/22 – 11/16</td>
<td>Students's 4-week Workout Program</td>
</tr>
<tr>
<td>11/19</td>
<td><strong>Fitness Testing #3</strong></td>
</tr>
</tbody>
</table>
11/21   TRX Training
11/26   Circuit Training
11/28   Calisthenics
11/30    Exam Review

Assignment Due Dates:
08/31  Fitness Testing #1
09/05  Becoming Fashionably Strong (Ch. 1) Quiz Due
09/12  System Adaptations (Ch. 2) Quiz Due
09/19  Muscling up Your Metabolism (Ch. 3) Quiz Due
09/26  Training for Specific Results (Ch. 4) Quiz Due
10/03  Gaining Superwoman Strength (Ch. 5) Quiz Due
10/08  Fueling Your Strength (Ch. 6) Quiz Due *Bonus
       Assigned Class activity (Guest Speaker)
10/10   Written Test #1
10/12   Fitness Testing #2
10/17   Designing Your Program (Ch. 7) Quiz Due
10/24   Strengthen your Core (Ch.8) Quiz Due
10/31   Pressing & Pulling for Power (Ch. 9) Quiz Due
11/07   Arming Your Biceps and Triceps (Ch. 10) Quiz Due
11/14   Developing Lean, Athletic Legs (Ch. 11) Quiz Due
11/19   Fitness Testing #3
11/21   Deadlifting for Whole-Body Strength (Ch. 12) Quiz Due
11/26   Turkey Aftermath Challenge
11/28   Quenching Your Competitive Fire (Ch. 13) *Bonus
12/3   Written Test #2

IX. Bibliography

X. Textbook

XI. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes 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 the 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.

**Academic Honesty**

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:

1. Written reprimand;
2. Requirement to re-do work in question;
3. Requirement to submit additional work;
4. Lowering of grade on work in question;
5. Assigning grade of “F” to work in question;
6. Assigning grade of “F” for course;
7. 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)*

**XV. Disabilities 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 Corpus Christi Hall (116).

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
XIII. Interview Assignment

1. On a scale of 1-10, how would you rate your knowledge and understanding of Weight Training? (“1” being very little with no experience) ______

2. On a scale of 1-10, how would you rate your knowledge and understanding of Nutrition and Proper Dietary Principles? (“1” being very little with no experience) ______

3. What would you like to get most out of this class? Be completely honest.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

4. Did you participate in any type of sport in high school? If so, which one and for how long did you participate?

____________________________________________________________________
____________________________________________________________________

5. What if anything, concerns you the most about weight training?

____________________________________________________________________

I ______________________(Print) have read through and understand the following Syllabus.

____________________(Signature)

___/___/2012