I. COURSE DESCRIPTION: 1109.01 & 1109.02  Rhythmic Aerobics Coed All level.
A professional discipline & study of movement in exercise & dance technique.
Utilizing a variety of resources, equipment, and music to safely train fitness participants.

II. RATIONALE: To promote knowledgeable understanding of the physiological components, fitness principles and standards of Kinesiology, personal health, nutrition and wellness.

III. STATE ADOPTED PROFICIENCIES (Teachers – 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, 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 school, the teacher demonstrates effective professional and interpersonal skills.

5. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students' success, demonstrates a commitment to learn, improve the profession, and maintain ethics & personal integrity.

IV. TExES COMPETENCIES (Pedagogy and Professional Responsibilities).

- Domain I Designing Instruction & Assessment to Promote Student Learning.
- Domain II Creating a Positive, Productive Classroom Environment.
- Domain III Implementing Effective, Responsive Instruction & Assessment.
- Domain IV Fulfilling Professional Roles & Responsibilities.

(Engage Time, Talents & Professional Development (Elementary – Secondary)

Domain I– Promoting Learners’ Physical Development

- 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, recognizing how diversity in the classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.
- 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 instructional effectiveness, and shape classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership, and mutual respect.
Professional Development (02 – Elementary - 03)

Domain III – Understanding the Teaching Environment

- Competency 011 – The teacher structures and manages the learning environment to maintain a classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership, and mutual respect.
- Competency 012 – The teacher is a reflective practitioner who knows how to promote his or her own professional growth.

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 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 005 – The physical educator knows how to enhance learners’ self-concept and emotional well-being through physical activity.
- 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 / Learning Outcomes

*This course is designed to enable students to: Engage in lectures, discussions, videos, and workout experiences to multicultural music, variety of equipment and environments*

1. Personalize a variety of exercise regimes and engage self, equipment & environment.
2. Utilize knowledge and attitudes to support, teach and motivate Self & Others.
3. Experience the History of Aerobics, Movement Exercise & Dance through observation, Individual, Partner, and Group Work experience & research.

VI. Course Topics

*The major topics to be considered are:*

**Kinesiology and Exercise Science:**

1. Knowledge of movement skills & safety.
2. Knowledge of health-related physical fitness.
3. Knowledge of physical education programs
4. Knowledge of Personal Wellness & Exercise
5. Knowledge of Anatomy & Physiology as it relates to:
   - Improve and Assess Personal Components of Physical Fitness: Muscular Strength,
   - Muscular Endurance, Cardio Vascular Efficiency, Flexibility and Body Composition.
   - Revitalize Body - Mind - Spirit and Socio-Emotional aspects of Training & Teaching.
   - Modify, Personalize & Execute safe & effective - professional workouts.
VII. Instructional Methods and Activities

(Methods and activities for instruction include):

A. Document, Research and Engage Time, Talents & Treasure to Self & others.
B. Traditional Experiences: Instructor led/lecture/discussion, guests, DVD/video.
C. Clinical Experiences: simulations, cooperative groups, student demos and presentations, technological education, and environmental variety.

VIII. Evaluation and Grade Assignment

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

Grading Scale: 120 points

- Attendance & Attitude: 70%
- Mid Term Written Test: 10%
- Final Workout Presentation: 20%
- Make up work: Fit-folio & Chapter Report: 20% = Equal 120% Success!

Academic Integrity/Plagiarism:

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Misconduct for which a student is subject to penalty includes all forms of cheating, illicit possession of exams, materials, forgery, falsification, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work). Misconduct will result in notifying the proper authorities and a grade of 70.

DROPPING A CLASS:

I hope you will not find it necessary to drop this or any other class. Situations and events may occur that make dropping a course necessary or wise. Please consult with me before you decide. You must initiate the process by filling out a drop form from the Student Services Center. If you just stop attendance and participation an “F” will be recorded.

IX. Course Schedule and Policies:

WEEKS 1 - 6 > Introduction Basic Level 1 Workout

- Intro to Aerobic SportDance, Steps, Hand-weights, Ball, Mat Work, Bands, Video/DVDs, Stations, Measurements and Evaluation. Do Page 219> Calculate your Target Heart Rate THR , know about your Working Heart Rate WHR & RHR.
- Do Keep Fitness Log > Pg.228. Set appointment with Coach for measurements & assistance as needed. Know & Locate Work Movement to specific Muscle. Learn to Verbalize “CUE WORDS” & End Count each class.

WEEKS 7 - 10 > Level 2 Workouts :

- Book Chapters 11-14 > Modify personal work intensity. Know Muscles Pg.205.
- Re-read Syllabus! Free Weights, Steps, variety equipment, Laps: Indoor Track & Out Trail.
- Creative Fit Folio: Compile a spectacular Folder to make up absences. A = 50 articles, B = 25 articles. Highlight important facts so I know you read them. Fitfolio is Mandatory if you miss 5 or more classes. Research your Final presentation ideas, present updated fitness exercise from DVD’s, magazines, newspaper, on-line etc.
- Mid-Term Written Test Coach says: “Lets Us Sweat, Sing, Smile & Safely Revitalize!”
- CALCULATE Your BMI (Body Mass Index) http://www.nhlbisupport.com/bmi/
WEEKS 11-16 Book Chapters 11-14 > Level 3 Workouts:

- **Student Final Presentations**: Only 3 single presenters per day, or 2 groups.
- **Mandatory Attendance**: Share Your Essence - Increase Intensity & Fun.
- **DIGITAL MEASURES**: Please complete Online Appraisal form - will come to you online.

Syllabus Course Outline:

The levels, type & style of workouts vary each class. Student modifications and intensity are your responsibility. All classes begin with the following format:

- Body Core Warm Up
- Aerobics Low to High
- Weights, Steps & Equipment Gear
- Mat Work & Closure: Strength/Tone - Cool down Stretches - Relaxation techniques.
- Variety: Outdoor Wellness Trail, Indoor Track & Equipment, Student Presentations, Videos.

Classes are Mandatory:

- **Attendance Log**: Initial Attendance sheet before class, and your **Personal Log > Document** appropriately: **OB** - Observe Three OB = 1 absence, **T** > Tardy, **EX** > Excused. Four Absences drops attendance grade to 79, Five to 69, etc.
- If unable to participate: **Do attend** class > Observe class, read textbook & handouts. NO Cell or Laptop games.
- Inform Instructor in advance and in writing if leave is extended beyond 2 days. The scheduled requirements, exams, or presentations & workouts are a commitment. An **UNEXCUSED** absence will be recorded if you fail to contact Instructor.

Dress in Appropriate Attire:

- Sport shoes/socks, T-shirts > Clean Professional aerobic & fitness wear;
- Worn out shoes or bare feet will lead to unnecessary foot ailments or injury.
- No loose short Shorts (Per male request). Leggins & Bike shorts preferred.
- Keep hair pinned back from face. No large jewelry.
- Hand towel for sweat.
- NO gum, food or beverages. Cell phones are OFF during class time.
- Courtesy clean up & arrange equipment daily. Assist others & instructor as needed;

Modify your movements & perfect techniques. Stay & experience the entire class time; unless prior discussion with instructor. Commit to your experience and you will be able to:

- Improve and Assess Personal Components of Physical Fitness:
- Muscular Strength, Endurance, Cardio Vascular Efficiency, Flexibility & Body Composition.
- As a Lifestyle you will Modify, Personalize & Execute safe & effective universal workouts.
- Document, Research and Engage Time, Talents & Treasure to Self & others.
- Practice is Perfection….. Be consistent and experience the moment of Body Mind & Spirit.

XI. Bibliography

*The Knowledge bases that support course content and procedures include:*

- Physical Activity Guidelines for Americans USDHHS.
- TAHPHERD – Texas Alliance Health Physical Education Recreation & Dance.
- See Internet Resources & “Fitness through Aerobics” Pg. 213

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 RulesWeb site at: [http://www.tamucc.edu/provost/university_rules/index.html](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. *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.

Reminder Note: *If class is cancelled due to coach seminar/absence; it is considered Your personal study time to gather materials, research, or partner practice for Final Presentation. Mutual Respect is Expected in this course toward instructor, students, speakers & visitors.*