I. Course Description & Rationale
Instruction and practice of fitness walking. (TAMUCC Undergraduate Catalog 2012 – 2013). 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. It emphasizes body mechanics and identifies concepts so the student may have a lifetime of walking enjoyment. It involves weekly goal setting incentives and focuses on a variety of walking experiences for fun and cardiovascular improvement.

II. Prerequisites
Since this course will utilize the college’s e-education platform (Blackboard), computer experience, internet navigation experience, and Blackboard experience is recommended.

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**
1. Knowledge of movement skills
2. 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. Nutrition assignment 10 points
4. 3 Week Fitness Walking Program 30 points
5. Heart Rate Range Assignment 10 points
6. Mid Term 50 points
7. Final exam 50 points
8. Attendance and participation 50 points 250 points

B. Grading Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
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</tbody>
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IX. COURSE SCHEDULE AND CLASS POLICIES:

Course Outline

(Please be aware these activities are subject to change)

1/23 Syllabus Review and Introduction to Class/Facilities
1/28 Fitness Walking Principles (Lecture)
1/30 Fitness Testing (Pre)
2/4 Dynamic Warm-ups & Static Stretching
2/6 Poker Walking
2/11 Stripes Walk
2/13 Pedometer Challenge
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/18</td>
<td>Hike and Bike Trail</td>
</tr>
<tr>
<td>2/20</td>
<td>Cole Park</td>
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<tr>
<td>2/25</td>
<td>Cardio Interval Training (Indoor Track)</td>
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<tr>
<td>2/27</td>
<td>Circuit Training</td>
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<tr>
<td>3/4</td>
<td>Mid-Term (Room IH 137)</td>
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<tr>
<td>3/6</td>
<td>Cardiovascular Principles and Application</td>
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<tr>
<td>3/10 – 3/14</td>
<td>Spring Break</td>
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<tr>
<td>3/18</td>
<td>Scavenger Hunt</td>
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<tr>
<td>3/20</td>
<td>Bike, Treadmill, &amp; Elliptical Challenge</td>
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<tr>
<td>3/25</td>
<td>Basketball / Blind Volleyball</td>
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<tr>
<td>3/27</td>
<td>Designing 3 Week Fitness Walking Program</td>
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<tr>
<td>4/1</td>
<td>Turn in Fitness Walking Program</td>
</tr>
<tr>
<td>4/3</td>
<td>Stair Walk</td>
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<tr>
<td>4/8 – 4/24</td>
<td>Follow 3-Week Program</td>
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<tr>
<td>4/29</td>
<td>Fitness Testing (Post)</td>
</tr>
<tr>
<td>5/1</td>
<td>Review / Free Walk</td>
</tr>
<tr>
<td>5/6</td>
<td>Final Exam (Room: TBD)</td>
</tr>
</tbody>
</table>

**CLASS POLICIES**

1. **Attendance is required and expected.** Unexcused absences will result in a deduction of two (2) points per absence from your Attendance grade. (Example 5 absences = 10 points lost.) Excused absences are permitted only if Instructor is notified a minimum of 24 hours prior to foreseen absence, via email or phone call. Three unexcused absences may be made up.

2. **Cell phones** are not to be used in class and must be either turned off or set to vibrate during class.

3. **You** are responsible for the material covered in class regardless if your absence is excused or not.

4. **Exercise** is a major part of this class, proper attire will be required on activity days (gym shoes, athletic shorts/sweat pants, and a t-shirt) NO HATS.

5. **Not participating in class activities will constitute an unexcused absence.**

6. **Class** begins promptly at 11:00 am

7. **Please do not come to my class late.** However if you arrive within ten minutes of the class starting time do so in an appropriate and polite
manner. Students arriving after the ten-minute window will be allowed to participate; however, an unexcused absence will be deducted.

8. **“Conditions that Affect Participation”**
It is the student’s responsibility to inform the instructor if you have a condition that may impair or influence full participation in this class. Also, if your condition is severe enough to require special modifications to course requirements students should contact the Students with Disabilities Office (825-5816).

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

10. **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.

**EXTRA CREDIT**

From the list below, up to 3 extra credit opportunities can be applied at any time during the semester. Proof of extra credit must be provided according to the following guidelines for each opportunity.

1. **Appointment with the Writing Center**
   The writing center staff member who meets with the student must email the instructor stating that they have completed a session within 10 days of appointment.

2. **Attend an ENTIRE athletic event**
   Student must email the instructor a photograph of themselves at the event as well as two additional photos, which must show the score board at both the beginning and end of regulation. Does not apply to students required to work athletic events!

3. **Group fitness class at Dugan Wellness Center**
   Documentation must include:
   1) Type of workout or class
2) Length of workout or class  
3) Date and signature of instructor or DWC attendant  

4. **Participate in 5k Fun Run or greater**  
Student must show proof via runner number or photograph of self at race. Race must be >5k. The instructor will provide students with various opportunities.

**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:

- **Written reprimand**  
- Requirement to re-do work in question;  
- Requirement to submit additional work;  
- Lowering of grade on work in question;  
- Assigning grade of “F” to work in question;  
- Assigning grade of “F” for course;  
- 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**  
Seiger/Hesson; *Walking for Fitness*; Sixth Edition; 2013, New York, New York;  
The McGraw/Hill Companies

**XI. 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. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XII. 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.