INSTRUCTOR
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CLASS INFORMATION
Semester: Spring 2015
Place: Dugan Wellness Center 133
Class Time: 9:30 – 10:45 am
Days: Tuesday and Thursday

I. COURSE DESCRIPTION
The study and practice of physiological principles related to training programs for the development of muscular strength and cardiorespiratory endurance.

II. RATIONALE
Emphasis in this course is placed on identifying and utilizing activities and exercises in the development of strength and endurance.

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.
IV. TExES COMPETENCIES & CAATE COMPETENCIES AND PROFICIENCIES

A. TExES Competencies

Physical Education (EC-12)

Domain I – Movement Skills and Knowledge

Competency 001 – The teacher understands and applies principles of motor development and motor learning.

Competency 002 – The teacher understands principles and practices for developing, combining and integrating motor skills.

Competency 003 – The teacher understands and applies knowledge of movement concepts and biomechanical principles.

Competency 004 – The teacher understands and applies knowledge of individual, dual and team sports and activities.

Competency 005 – The teacher understands principles, techniques, skills and safety practices for dance, personal performance activities, cooperative and nontraditional games, recreational activities and outdoor pursuits.

Domain II – Health Related Physical Fitness

Competency 006 – The teacher understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.

Competency 007 – The teacher understands principles and activities for developing and maintaining cardiovascular endurance.

Competency 008 – The teacher understands principles and activities for developing and maintaining flexibility, posture, and muscular strength and endurance.

Competency 009 – The teacher understands health and wellness concepts, including those related to nutrition, weigh control and stress management and analyzes ways in which personal behaviors influence health and wellness.

Domain III – The Physical Education Program

Competency 010 – The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.

Competency 011 – The teacher understands factors relevant to learning and performance in physical education and uses this
knowledge to create learning environments and opportunities that promote students’ development in various domains (e.g., cognitive, social, emotional).

Competency 012 – The teacher understands the structure, organization, goals and purposes of physical education programs.

Competency 013 – The teacher understands legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, safety, first aid and risk management.

B. National Competencies & Proficiencies for Athletic Training (CAATE 4th Ed)
   Risk Management:
   Proficiencies instructed:

   RM-P3 – Instruct a patient regarding exercises and the use of weight training equipment to include correction or modification of inappropriate, unsafe or dangerous lifting techniques.

V. COURSE OBJECTIVES/ PROGRAM STUDENT LEARNING OUTCOMES

1. To foster and understanding of basic strength and fitness training concepts.
2. To learn how to apply the concepts of objective number one to obtain individual fitness goals and maintain lifelong physical fitness.
3. To be able to correctly perform strength and fitness training exercises.

A. BS Kinesiology EC-12 Kinesiology
   1. Knowledge of movement skills
   2. Knowledge of health-related physical fitness
   3. Knowledge of physical education programs

B. BS Kinesiology Exercise Science
   1. Knowledge of fitness and exercise

C. BS Kinesiology Pre-PT/OT
   2. Knowledge of fitness and exercise
VI. COURSE TOPICS
1. Introduction and principles of exercise.
2. Basic and some advanced exercise programming.
3. Proper performance of resistance training exercise (machine and free weights)
4. Cardiovascular exercise programming.
5. Fitness training

VII. INSTRUCTIONAL METHODS AND ACTIVITIES
1. Hands-on demonstration and some traditional lecture is possible.

VIII. EVALUATION AND GRADE ASSIGNMENT
A. The methods of evaluation and the criteria for grade assignment are:
   1. Attendance and participation  75 points
   2. Weight Training Log 25 points
   3. Fitness project 25 points

   125 points

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

IX. COURSE SCHEDULE AND CLASS POLICIES:
A. TENTATIVE COURSE OUTLINE

1/22 – 1/27/15 Introduction to class and class activities
1/29 - 2/10/15 Free lifting/weights/cardio
2/12 - 2/26/15 Tour de France and station work
3/3 - 3/10/15 Gym work outs, nontraditional strength training
3/12 - 3/26/15 Station work
3/31 - 4/9/15 Free weights
4/14 – 4/23/15 Machines
4/28 - 5/5/15 Review exercises, free lifting and final due!
B. CLASS POLICIES

Attendance/Tardiness

One (1) unexcused absence will be allowed for the semester and any unexcused absences after that will result in a deduction of two (2) points per absence from your FINAL grade. (Example 5 absences = 10 points lost.) Excused absences can be arranged with proper notification. **Should you have a problem that prohibits prior notification….you need to see me in person!!**

Not participating in class activities will constitute an unexcused absence.

Class begins promptly at **9:30 am**, 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.

Late work and Make-up exams

Late work will not be accepted, any assignments given out need to be turned in on the day and time requested by the teacher. This class currently doesn’t have exams.

Cell Phone/Electronic Device Usage

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

“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).

Academic Integrity/Plagiarism

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, such as dismissal from the program or from the University

See the University Catalog for more information

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. (Include date for semester) is the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations**

**Classroom/professional behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility (can be in place of classroom/professional behavior)**

Texas A&M University-Corpus Christi has a diverse student population
that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

**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.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
X. REQUIRED or RECOMMENDED READINGS

Textbook: The textbook(s) adopted for this course is/are: N/A

XI. BIBLIOGRAPHY

The knowledge bases that support course content and procedures include:
N/A

XII. LIST OF SUPPLIES

N/A