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. **TExES Competencies (if applicable)**
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 the 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 – They 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 IV – The physical education teacher understands
and uses formal and informal assessments to promote students’ physical, cognitive, social and emotional development in physical education contexts.

V. Course Objectives/Learning Outcomes

This course is designed to enable students:

1. 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.
2. 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.
3. To provide motivational tools to increase performance and to further develop muscular strength and endurance, as well as, self-confidence.

VI. Course Topics

The major topics to be considered are: Basic weight training essentials; strength training considerations for females; developing a personal program

VII. Instructional Methods and Activities

Methods and activities for instruction include: Primarily hands-on application of principles, exercises, and modalities outlined in the text book. Students will be required to successfully demonstrate basic training proficiencies as well as competency of personal assessment and program development through online quizzes. During workouts, the instructor will provide consistent feedback to ensure that optimal technique is pursued and achieved.

VIII. 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. Grading

1. Fitness Testing (3@30 points each) = 90
   (Fitness tests will be graded on a mixture of completion and improvement from previous tests)
2. Attendance (28days is approx. 3.5 points per day) = 100
3. Quizzes (11 @ 10 points each) = 110
4. Tests (2 @ 50 points each) = 100
5. Program Design & Implementation = 100
500 points total

B. Grading Scale

1. 90 – 100% =A (450-500 points)
2. 80 – 89% =B (400-449 points)
3. 70 – 79% =C (350-399 points)
4. 60 – 69% =D (300-349 points)
5. 59 and Below =F (299 points and below)

IX. Course Schedule and Policies

A. Course Schedule
<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Quiz Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH Jan 21</td>
<td>Introduction to Class</td>
<td>Quiz 1 DUE 11:59pm</td>
</tr>
<tr>
<td>T Jan 26</td>
<td>Introduction to weight lifting &amp; technique</td>
<td>Quiz 2 DUE 11:59pm</td>
</tr>
<tr>
<td>TH Jan 28</td>
<td>Group Weight Training</td>
<td>Quiz 3 DUE 11:59pm</td>
</tr>
<tr>
<td>T Feb 2</td>
<td>Fitness Testing #1</td>
<td>Quiz 4 DUE 11:59pm</td>
</tr>
<tr>
<td>TH Feb 4</td>
<td>Circuit Training / Cardio Training</td>
<td>Quiz 5 DUE 11:59pm</td>
</tr>
<tr>
<td>T Feb 9</td>
<td>Instructor ExRx</td>
<td>Quiz 6 DUE 11:59pm</td>
</tr>
<tr>
<td>TH Feb 11</td>
<td>Instructor ExRx</td>
<td>Quiz 7 DUE 11:59pm</td>
</tr>
<tr>
<td>T Feb 16</td>
<td>Instructor ExRx</td>
<td>Test #1 Due</td>
</tr>
<tr>
<td>TH Feb 18</td>
<td>Instructor ExRx</td>
<td>Quiz 8 DUE 11:59pm</td>
</tr>
<tr>
<td>T Feb 23</td>
<td>Instructor ExRx</td>
<td>Quiz 9 DUE 11:59pm</td>
</tr>
<tr>
<td>TH Feb 25</td>
<td>Instructor ExRx</td>
<td>Quiz 10 DUE 11:59pm</td>
</tr>
<tr>
<td>T March 1</td>
<td>Instructor ExRx</td>
<td>Quiz 11 DUE 11:59pm</td>
</tr>
<tr>
<td>TH March 3</td>
<td>Instructor ExRx</td>
<td>No Quiz Due This Week</td>
</tr>
<tr>
<td>T March 8</td>
<td>Fitness Testing #2</td>
<td>Test #2 DUE 11:59pm</td>
</tr>
<tr>
<td>TH March 10</td>
<td>Test #1 Due</td>
<td>Test #2 DUE 11:59pm</td>
</tr>
<tr>
<td>T March 22</td>
<td>Work on Student ExRx</td>
<td>Test #1 Due</td>
</tr>
<tr>
<td>TH March 24</td>
<td>Guest Speaker</td>
<td>Quiz 8 DUE 11:59pm</td>
</tr>
<tr>
<td>T March 29</td>
<td>Work on Student ExRx</td>
<td>Quiz 9 DUE 11:59pm</td>
</tr>
<tr>
<td>TH March 31</td>
<td>GAME DAY</td>
<td>Quiz 10 DUE 11:59pm</td>
</tr>
<tr>
<td>T April 5</td>
<td>Student ExRx</td>
<td>Quiz 11 DUE 11:59pm</td>
</tr>
<tr>
<td>TH April 7</td>
<td>Student ExRx</td>
<td>No Quiz Due This Week</td>
</tr>
<tr>
<td>T April 12</td>
<td>Student ExRx</td>
<td>Test #2 DUE 11:59pm</td>
</tr>
<tr>
<td>TH April 14</td>
<td>Student ExRx</td>
<td>Test #2 DUE 11:59pm</td>
</tr>
<tr>
<td>T April 19</td>
<td>Student ExRx</td>
<td>Test #2 DUE 11:59pm</td>
</tr>
<tr>
<td>TH April 21</td>
<td>Student ExRx</td>
<td>Test #2 DUE 11:59pm</td>
</tr>
<tr>
<td>T April 26</td>
<td>Fitness Testing #3</td>
<td>Test #2 DUE 11:59pm</td>
</tr>
<tr>
<td>TH April 28</td>
<td>Test #2 Due</td>
<td>Test #2 DUE 11:59pm</td>
</tr>
<tr>
<td>T May 3</td>
<td>GAME DAY</td>
<td></td>
</tr>
</tbody>
</table>

*This course syllabus provides a general plan for the course; deviations may be necessary*

**B. Course Policies**

1. **Attendance/tardiness**

   Attendance to class is mandatory, and students are suggested to show up at least 5 minutes early. Students are expected to be present, prompt, prepared, and focused on the activities of the class. The only exceptions are TAMUCC sanctioned events or extenuating circumstances. However, in both cases documented proof is absolutely necessary. Tardiness will not be tolerated and students will miss credit for the day. Again, the only exceptions are TAMUCC sanctioned events or extenuating circumstances, both of which need documented proof. In addition, missing more than 4 classes (with no University sanctioned excuse) will result in a failing grade for the semester. Because this is an activity class attendance and
participation are necessary in order to pass the class. If you are injured or have other issues that prevent you from fully participating in class activities, this does not excuse you from missing class. You are still expected to attend and participate as much as possible, the instructor is able to provide alternative activities to engage in during the class period. Missing class due to “illness” that does not have a doctor’s excuse will not be accepted. If you have any pre-existing medical conditions or are not feeling well before, during or after class, please inform the instructor.

2. Late work and Make-up Exams
Late work will only be accepted for TAMUCC sanctioned events or extenuating circumstances; again, these instances will only be accepted with documented proof. If there is a situation in which a student knows ahead of time that they will miss a class, they need to make arrangements to do assignments or take tests prior to the due date. 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.

3. Extra Credit
The only extra credit offered is the syllabus signage, due on the FIRST DAY OF CLASS!!

4. Cell Phone/Electronic Device Usage
There is no cell phone or electronic device usage in this class. Please do not have your phones out during a classroom lecture or review as well as during a workout. The instructor will constantly be giving feedback to each student during lifting. This feedback, even if it is not directly towards you, can benefit you as well.

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 plagiarism, cheating on an exam, unauthorized collaboration, illicit possession of examinations or examination materials, or forgery. Plagiarism is the presentation of the work of another as one’s own work; cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination; unauthorized collaboration is the submission for academic credit of an entire work (or part thereof) as one's own effort, when it has been developed in substantial collaboration with another person or source without the professor’s permission.

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 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. 04/08/2016 is the last day to drop a class with an automatic grade of “W” this term.**

**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**

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 gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm

**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 CCH 117. 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& 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. Textbook(s)
The textbook(s) adopted for this course is/are:

XI. Bibliography
The knowledge bases that support course content and procedures include:
I,___________________________________________, certify that I have read and understand the policies that are presented in the class syllabus for KINE 1108 – Strength and Conditioning for Women at Texas A&M University-Corpus Christi.

Signature ___________________________________________ Date _________________