TEXAS A & M UNIVERSITY - CORPUS CHRISTI  
DEPARTMENT OF KINESIOLOGY  
Course Syllabus – Fall 2017  
Exercise and Health

I. Catalog Description:

Interdisciplinary planning and implementation of exercise programs in school, community, and worksite settings; applied exercise physiology, non-clinical exercise assessment; exercise-education strategies to promote adherence in health-related exercise programs.

II. Rationale

Learners in this course will gain the health content and apply the teaching/learning process as preparation to become effective health and physical educators.

III. State Adopted Proficiencies and IV. TExES Competencies

Alignment of Course Goals and Assignments with State Learner Proficiencies and TExES Competencies

<table>
<thead>
<tr>
<th>State Learner Proficiency</th>
<th>TExES Competency</th>
<th>HLTH 4310 Course Goals</th>
<th>HLTH 4310 Course Assignments</th>
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</thead>
<tbody>
<tr>
<td>Learner-Centered Knowledge 001</td>
<td>Chapter readings, Questionnaires, Classroom teaching, Observations</td>
<td>A. Improve understanding of health content related to physical activity and fitness</td>
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<tr>
<td>The teacher possesses 002 and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.</td>
<td></td>
<td>B. Increase understanding of the teaching/learning process</td>
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<tr>
<td>Learner-Centered Knowledge 003</td>
<td>Fitness Assessments, Exams</td>
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<tr>
<td>Learner-Centered Knowledge 003</td>
<td></td>
<td>C. Gain experience in promoting a positive student learning environment.</td>
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**Learner-Centered Instruction**

<table>
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<tr>
<th>001</th>
<th>C. Gain experience in promoting a positive student learning environment</th>
<th>Class discussions</th>
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To create learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

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<tr>
<th>002</th>
<th>D. Examine strategies to deliver content</th>
<th>Classroom teaching</th>
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<tr>
<td>E. Utilize evaluations for classroom teaching</td>
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**Equity in Excellence For All Learners**

| 015 | B. Increase understanding of the teaching/learning process |

The teacher responds appropriately to diverse groups of learners.

| 015 | F. Apply strategies for planning health instruction that reflects abilities, needs, interests, developmental levels, and cultural backgrounds of all students |

**Learner-Centered Communication 015**

While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

| Classroom teaching |
| --- | --- |
| Observation |
| Small groups |
| Debate |

| C. Gain experience in promoting a positive student learning experience |

| G. Demonstrate instructional planning skills |

**Learner-Centered Professional Development 015**

The teacher, as a reflective Practitioner dedicated to all students success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

| Exams |
| Professional journal reading |
| Ethics activity |

A. Improve understanding of teaching as a profession and overall professional competence

**V. Course Objectives and Learning Outcomes**

A-1. Examine the role of physical fitness in maintaining health throughout the life cycle.
A-2. Analyze the relationship between dieting, exercising, and maintaining a healthy weight.
A-3. Demonstrate knowledge of the fitness components.
A-5. Identify types of exercise and analyze the effects of exercise on different body systems (e.g., cardiovascular, musculoskeletal).
A-6. Explore the health benefits of physical activity throughout the life span.
A-8. Identify strategies for developing and following a personal health plan that encourages good nutrition, stress management, exercise, and appropriate body weight.
A-9. Recognizes that a healthy lifestyle can lead to health promotion and disease prevention.
B-1. Acquire a pedagogically sound and personally comfortable philosophy of teaching.
B-2. Identify and become familiar with three relevant professional journals.
B-3. Write a review of one journal article that is of professional interest and relevance.
B-4. Incorporate the Texas Essential Knowledge and Skills (TEKS) into lesson planning.
C-1. Learn the names of all the students in your class.
C-2. Create an emotional supportive and nurturing environment.
C-3. Incorporate at least two modalities in your delivery system (visual, auditory, kinesthetic).
C-4. Use language that is easy to understand to the students and explain difficult terms and concepts.
D-1. In the teaching lesson, use at least 2 different strategies (role-playing, debates, question-answer).
F-1. Explore the common and unique qualities of learners from diverse cultures.
G-1. Demonstrate an understanding of Bloom’s taxonomy.
G-2. Prepare an introductory abbreviated lesson plan for the classroom teaching presentation.

VI. Course Topics

The major topics to be considered are:
A. Wellness through healthy lifestyles
B. Physical fitness assessments
C. Behavior Change
D. Health-related physical fitness components
E. Exercise safety
F. Exercise adherence
G. Nutrition
H. Lifetime weight and fat control
I. Stress management

VII. Instructional Methods and Activities

Methods and activities include:

A. Traditional Experiences (lecture/discussion, demonstrations, guest speakers, video, self-appraisals) (Each student will plan, implement, and evaluate their own fitness program using acquired concepts learned in class. In addition, using one of the textbooks written by the professor, each student will use the 106 Enduring Themes to become educated and then assess and plan strategies for an overall wellness program.

B. Clinical Experiences (role playing, cooperative groups, student demonstrations and presentations). Two Team Skits will be utilized where students will use creative thinking, problem-solving, and decision-making to promote health concept application

C. Common Intellectual Experiences
   1. Students are assigned readings in which they are required to participate in discussion forums. Also given learning activities through the course to support high-impact educational practices.

D. Diversity and Global Learning
   1. Students are educated in the area of fitness and overall health from different regions of the country as well as internationally. They are required to examine these differences and discuss them with partners in class as well in open class discussions.
VIII. Evaluation and Grade Assignments

A. The methods of evaluation and the criteria for grade assignment are:

I. Class participation

<table>
<thead>
<tr>
<th>Points possible</th>
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<tbody>
<tr>
<td>Attendance</td>
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<tr>
<td>Creative Presentation</td>
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<tr>
<td>TV Show</td>
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<tr>
<td>One Minute Speech</td>
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<tr>
<td>Exercise Log</td>
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<td>Tuesdays with Morrie</td>
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<td>Solo presentation</td>
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<td>ECDC presentation</td>
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<td>Behavior Change Project</td>
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II. Professional Journals

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<th>Points possible</th>
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<tr>
<td>WebMD article review (10 pts each)</td>
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IV. Outside class

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<th>Points possible</th>
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<tbody>
<tr>
<td>Class Journals (10 pts each)</td>
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<tr>
<td>Enduring Themes (1 pt each)</td>
</tr>
<tr>
<td>Class Missions (10 pts each)</td>
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<tr>
<td>(Connect Modules) 10 pts each</td>
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<td>Volunteer (3 hours)</td>
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Total Points 1640

B. Grading Scale

90% or more of points = A
80% to 89% of points = B
70% to 79% of points = C
60% to 69% of points = D
Below 60% = non passing grade
IX. Course Schedule

Weeks 1-3 Chapter 1: Intro. To Wellness, Fitness and Lifestyle Management
   Assessments with chapter
   One-minute speech
   Behavior Change Project Introduced
   Teambuilding Activities

Chapter 2: Principles of Physical Fitness:
   (Behavior Change 1st part due)
   Assessments with chapter 2 due

Weeks 4-6 Chapter 3: Cardiorespiratory Endurance
   Assessment with chapter 3 due
   Library assignment – 10 Website addresses related to fitness introduced

Chapter 4: Muscular Strength and Endurance
   Assessments with chapter 4 due
   Presentations

Weeks 7-9 Chapter 5: Flexibility and Low Back Health
   Assessments due
   Presentations

Chapter 6: Body Composition
   Assessments due from chapter 6

Weeks 10-12 Putting Together a Complete Fitness Program
   Assessments Due
   Chapter 8 Nutrition
   HEB Field Trip
   TV Shows
   Assessments Due

Weeks 13-15 Chapter 9 Weight Management
   TV Shows
   Assessments Due

   Chapter 10 Stress
   Closing Ceremonies, Notebook Due
Assessments Due

Course Number and Section: Instructor: HLTH 4310 Name of Instr. Lon Seiger
Class Meeting Time and Loc: MWF 9:00 – 9:50 IH 164 Office: IH 361
Semester: Fall, 2017
Office HRS. MW 10:00 – 12:00 – TR 9:30 – 10:30
Office Telephone: 825-2748 E-Mail:lseiger@tamucc.edu

C. Description of Course Requirements:

1. Class participation
   a. Attendance – Class attendance and participation is a reflection of a student’s commitment to their performance. One hundred and fifty points possible.
   b. Creative Presentation – With your team, you will utilize a creative strategy to teach others about fitness/health. You must sing/dance for full credit! Worth 100 points).
   c. TV Show – Your team will facilitate student learning by being assigned a chapter from the book. The 30-minute TV show will incorporate a prime time drama, game show, talk show, and three commercials. All language and actions must be appropriate. An outline for your team is due one day before presentation. (Worth 100 points).
   d. One minute speech – You will present a speech over one of the four topics: 1) your most prized possession, 2) greatest victory, 3) most valuable lesson, & 4) most memorable moment. (Worth 20 points).
   e. Exams – Midterm and final are being planned. 100 points each.

2. Professional Journals
   a. Favorite Journals - Identify and describe three professional journals in your career path. Write a paragraph that briefly describes the journal and a second paragraph that explains why this journal is of particular interest to you. (Worth 50 points).
   b. Journal Review – Complete a journal article review by reading a journal article and then answer the following questions: What are three main ideas? What are the strengths and weaknesses of the article? Was there any bias by the author(s)? How can you apply what you learned from the article to your everyday life and career path? (Worth 50 points)
4. Assignments

a. Objectives and End of chapter assessments and out of class assignments— Each are worth 5 to 10 points (140 points possible).

b. Notebooks – Each student will keep a notebook with the following 7 tabs: 1. handouts, 2. missions, 3. journal, 4. articles, 5. critical thinking, and 6. creative activities, and 7. notes.

5. Other Important Points

a. Your class attendance is very important. When you're in class, we learn from you as much as you learn from us. Your knowledge, experiences, attitudes and values, and behaviors will all help in the learning process. You're rewarded for participating in class with 20 points and penalized 20 points for missing class with an unexcused absence. Only three excused absences are acceptable: 1) illness, 2) death in the family, and 3) class field trip.

If you miss class because of an excused absence, simply write your own note and turn it in on your return to class. On your note, identify the date you missed, why you missed, and sign it yourself.

b. Late assignments: Late assignments will not be accepted. If you miss class, you are responsible for turning in the work when it is due. If you miss the due date because of an excused absence, the work will be accepted with an excused note attached to the work.

c. Academic honest and integrity. Students are expected to do their own work at all times. See university catalog.

d. Please turn all cell phones off and refrain from looking at them during class.

e. Please be on time to class. Tardies will result in a penalty of 10 pointes each.

X. Textbooks

XI. Bibliography

The knowledge bases that support course content are:


Texas Essential Knowledge and Skills (TEKS). (www.tea.state.tx.us/teks)

XII. 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, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a failing grade.

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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. 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 November 15, 2017 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.

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.

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.

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.

*Recommended by university, language provided that mirrors language used in other publications such as the student handbook or rules/procedures.

**Recommended by university, select one from the two items regarding behavior/civility or insert a similar statement based on your class needs.

***Required by SACS or HB2504—language must be included