KINE 1106-001 Weight Training

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

II. LEARNING OBJECTIVES
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.

III. MAJOR COURSE REQUIREMENTS
A. The methods of evaluation and the criteria for grade assignment are:
   1. Attendance and participation 200 points
   2. Weight Training Log (x10 per week) 50 points
   3. Exercise assignment teach 50 points
   4. Midterm 100 points
   4. Final 100 points
   500 points

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

IV. REQUIRED OR RECOMMENDED READINGS
   Recommended or Supplemental Reading: N/A
   Website: N/A

List of supplies: N/A
V. 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.

VI. 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, weight 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.

VII. COURSE POLICIES

1. **Attendance is required and expected.** 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?**

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 (i.e. Assignments, group presentation) regardless if your absence is excused or not.
4. **Exercise** is a major part of this class, proper attire will be required (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 **9:00 am**

7. **Tardy**

   **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 not be allowed into class.**

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).

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**VIII. 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 (                     ).

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**X. 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. (                     ) is the last day to drop a class with an automatic grade of “W” this term.

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**XI. PREFERRED METHODS OF SCHOLARLY CITATIONS**

APA format

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**XII. 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.

XIII. STATEMENT OF CIVILITY
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.

XIV. 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.

XV. 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.

XVI. 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.

XVII. TENTATIVE COURSE SCHEDULE:

Course Outline

(Please be aware these activities are subject to change)

Week 1: Introduction to class and class activities. Fitness testing

Week 2: Station work, free weights

Week 3: Station work, Machines, Muscle Test

Week 4: Gym work outs, strength training

Week 5: Fitness testing, final test