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 and fitness knowledge to practice living an active, healthy lifestyle. Additionally, learners who become fitness trainers will gain practical information to use in school community, and worksite settings.

III. State Adopted Proficiencies   N/A

IV. TExES Competencies   N/A

V. Course Objectives and Learning Outcomes

A. Examine the role of physical fitness in maintaining health throughout the life cycle.
B. Analyze the relationship between dieting, exercising, and maintaining a healthy weight.
C. Demonstrate knowledge of the health and fitness components.
D. Demonstrate methods for assessing fitness.
E. Identify types of exercise and analyze the effects of exercise on different body systems (e.g., cardiovascular, musculoskeletal).
F. Explore the health benefits of physical activity throughout the life span.
G. Design strategies for maintaining and improving fitness.

H. Identify strategies for developing and following a personal health plan that encourages good nutrition, stress management, exercise, and appropriate weight.

I. Recognizes that a healthy lifestyle can lead to health promotion and disease prevention.

J. Adopt life skills to enhance quality and quantity of life.

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 and skill-related 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-assessments).

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, students will be 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:

<table>
<thead>
<tr>
<th>Class participation</th>
<th>Points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Attendance</td>
<td>300</td>
</tr>
<tr>
<td>b. Group Project</td>
<td>100</td>
</tr>
<tr>
<td>c. Exercise Log</td>
<td>50</td>
</tr>
<tr>
<td>d. Individual presentation</td>
<td>100</td>
</tr>
<tr>
<td>e. Behavior Change Project</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outside class</th>
<th>Points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Chapter Reviews (10 pts. each)</td>
<td>100</td>
</tr>
<tr>
<td>b. Chapter Assessments (10 pts. each)</td>
<td>100</td>
</tr>
<tr>
<td>c. Class Missions (10 pts each)</td>
<td>50</td>
</tr>
<tr>
<td>d. (Connect Modules) 10 pts each</td>
<td>100</td>
</tr>
</tbody>
</table>

Total Points 1000

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1. **McGraw-Hill LearnSmart Connect Modules - Fahey et. al, 12th ed (2017):** Each week, a new Module will be uploaded in Blackboard in the Content Area. You will have one week to complete the Module. Full credit (10 points each) will be paired into the Blackboard Grade Center once all questions are answered correctly (Mastery Learning).

2. **Chapter Reviews and Assessments** for each of the 10 chapters will be due every two days during the summer term. A template will be given to you to use for this requirement. The assessments are at the end of each chapter in our book.

3. **Journals:** Each class you will be responsible for identifying three main ideas you learned from that class period. Include the date of the class and begin each main idea with, “I learned today that ……” You are to use the Journals link in Blackboard to complete this assignment. Each journal is due before the start of the next class, worth 10 points each and will be paired into the Blackboard Grade Center.

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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

Week 1     Introductions, Course Syllabus

Week 2     Chapter 1 with Assessment  
           Enduring Themes 1-10  
           Article #1 and Journals

Week 3     Chapter 2 with Assessment  
           Enduring Themes 11-20  
           Article #2 and Journals  
           Behavior Change Project introduced

Week 4     Chapter 3 with Assessment  
           Enduring Themes 21-30  
           Article #3 and Journals  
           Behavior Change Project continued  
           Group Project 1 introduced

Week 5     Chapter 4 with Assessment  
           Enduring Themes 31-40  
           Article #4 and Journals  
           Behavior Change Project due  
           Group Project 1 begins

Week 6     Chapter 5 with Assessment  
           Enduring Themes 31-40  
           Article #5 and Journals  
           Group Project 1 continues

Week 7     Chapter 5 with Assessment  
           Enduring Themes 41-50  
           Article #6 and Journals  
           Group Project 1 (Completed)

Week 8     Chapter 6 with Assessment  
           Enduring Themes 51-60
Article #7 and Journals
Introduce Solo Presentations

Week 9
Chapter 7 with Assessment
Enduring Themes 61-70
Article #8 and Journals
Solo Presentations begin

Week 10
Chapter 8 with Assessment
Enduring Themes 71-80
Article #9 and Journals
Solo Presentations continue

Week 11
Chapter 9 with Assessment
Enduring Themes 81-90
Article #10 and Journals
Solo Presentations continue

Week 12
Chapter 10 with Assessment
Enduring Themes 91-100
Article #11 and Journals
Solo Presentations continue

Week 13
Chapter 11 with Assessment
Enduring Themes 100-110
Article #12 and Journals
Solo Presentations continue
Group Project 2 introduced

Week 14
Chapter 12 with Assessment
Enduring Themes 111-115 (Completed)
Journals
Solo Presentations (Completed)
Group Project 2 begins

Week 15
Chapter 13 with Assessment
Journals
Group Project 2 continues
ECDC presentation (Students teach a lesson plan)

Week 16
Chapter 14 with Assessment
Notebook due
Closing Ceremonies (Reflection of Semester)

Description of Course Requirements:
A. Attendance: Class attendance and participation is a reflection of a student’s commitment to their performance. (10 points per class).

B. Group Projects – The Creative Presentation will involve a skit, song and dance, and sharing 3 current visual statistics with your team. The TV Show involves a skit, a talk show, and a game show. Each project is worth 100 points.

C. One minute speech – You will present a speech over one of the four topics: your most prized possession, greatest victory, most valuable lesson, most memorable moment. (Worth 20 points).

D. Exercise Log – Throughout the semester you are required to keep a log for everytime you work out. (Worth 100 points).

E. End of chapter assessments and out of class assignments – Each are worth 10 points. (See Class Schedule).

F. Tuesdays with Morrie – This is a book review. You are to take 10 life lessons from the book and write out a short paragraph for each one. Next, take 10 photos for each of the life lessons and write a short paragraph for each one. Finally, make a creative assembly using crafts to build your project. (100 points).

G. ECDC – You will get the opportunity to teach a lesson plan with a student from the elementary school on campus. The lesson plan will be given to you and you will teach from it. (100 points).

H. Behavior Change Project – You will have the opportunity to change a behavior through this 3-week project. Pages 87 & 88 in textbook. (100 points).

I. Enduring Themes – In the textbook there are 115 Enduring Themes for you to fill out. (1 point each).

J. Volunteer Hours – Each student gets to volunteer 3 hours during the semester to an organization or person of their choosing. Fill out page 109 for credit. (Worth 100 points).

K. Solos – Each student gets to present a topic previously selected by instructor for 5 minutes. Must follow this sequence for effective learning: interest awareness activity, content, personal application, and closure. (100 points).

L. End of the Chapter Assessments – In the Rhythms textbook, there are assessments at the end of each chapter. (10 points each).
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 10 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, you must email the professor before class begins.

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 cells phones off and refrain from looking at them during class.

e. Please be on time to class. Tardies will result in a penalty of 5 pointes each.

X. Textbooks


XI. Bibliography

The knowledge bases that support course content are:


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.