Name of Instr.  Dr. Lon Seiger  
Class Meeting Time and Loc: Completely Online  
Office: IH 361  
Office HRS. By Appointment  
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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.  

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.  

Student Learning Outcomes (SLO’s)  
1. Examine the role of physical fitness in maintaining health throughout the life cycle.  
2. Analyze the relationship between dieting, exercising, and maintaining a healthy weight.  
3. Demonstrate knowledge of the health and fitness components.  
5. Identify types of exercise and analyze the effects of exercise on different body systems (e.g., cardiovascular, musculoskeletal).  
6. Explore the health benefits of physical activity throughout the life span.  
7. Design strategies for maintaining and improving fitness.  
8. Identify strategies for developing and following a personal health plan that encourages good nutrition, stress management, exercise, and appropriate weight.
9. Recognizes that a healthy lifestyle can lead to health promotion and disease prevention.
10. Adopt life skills to enhance quality and quantity of life.

**State Adopted Proficiencies  N/A**

**TExES Competencies  N/A**

**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

**Instructional Methods and Activities**

Methods and activities include:

A. Clinical Experiences - Student presentations where students will use creative thinking, problem-solving, and decision-making to promote health concept application.
B. 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.
C. 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.

**Evaluation and Grade Assignments**

A. The methods of evaluation and the criteria for grade assignment are:
## I. Class Requirements

<table>
<thead>
<tr>
<th>Points possible</th>
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<tr>
<td>1. Individual presentation</td>
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<td>2. Behavior Change Project</td>
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<td>3. Exercise Log</td>
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<td>4. Personal Fitness Plan</td>
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<tr>
<td>5. Chapter Reviews (10 pts. each)</td>
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<td>6. Chapter Assessments (10 pts. each)</td>
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<td>7. Class Missions (10 pts each)</td>
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<td>8. SLO’s One-Page Papers (25 points each)</td>
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### 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

### Description of Course Requirements:

1. **Individual Presentation** – Each student gets to present a fitness-related topic of their own choosing for 5 minutes. Since the class is online, the student will self-video and then upload into YouTube and then copy/paste into Discussion Forum in Blackboard. Students must follow this sequence for effective learning: interest awareness activity, content, personal application, and closure. Student will self-video presentation and upload onto YouTube then copy/paste into Discussion Forum in Blackboard (100 points).

2. **Behavior Change Project** – You will have the opportunity to change a behavior through a 3-week project. Pages 87 & 88 in Your Health, Your Style Textbook. (100 pts)

3. **Exercise Log** – Each student will be required to monitor their fitness activity throughout the course. Date, activity(ies), time, intensity, and mood will be the columns. (100 pts.)

4. **Personal Fitness Plan** – Students will design a detailed personal fitness plan using guiding principles such as the FITT Formula. The Health-Related Fitness Components must be included. (100 pts.)

5. **Chapter Reviews**. For chapters 1-12 of the Rhythms Book, the student will select and type out 10 main ideas in complete sentences. Next, in a brief paragraph for each chapter, the student will type out a paragraph how they can apply what they
learned to everyday living. Each Chapter Review is worth 10 points. (See Class Schedule).

6. Chapter Assessments. For chapters 1-12 of the Rhythms Book, the student will fill out the Assessments found at the back of each Chapter. Each Chapter Assessment is worth 10 points. (See Class Schedule).

7. Class Missions – Through the course, class missions will be assigned. These will include a Bio Poem, Wellness and Lifestyle Questionnaire, Life Goals, Live to 100 Life Expectancy, Effective Decision-Making and Problem-Solving Activity, and a Health Measurements Activity. Each mission is worth 10 points.

8. Student Learning Outcomes (SLO) – Students will type out a one-page paper for each of the SLO’s at the beginning of the Syllabus. In the paper, the student will analyze the SLO’s in laymen’s terms. Worth 25 points each.

9. Enduring Themes (ET’s) – In the Your Health, Your Style Textboo, there are 115 ET’s to fill out. Each line must be filled out for full credit. (115 total points).

Notebook – Your Notebook must be organized (with tabs) and complete to receive full credit. ½ points will be deducted if not organized. Notebooks will not be accepted and you will lose all the points if not turned in by the deadline given in class. No exceptions. Being absent is not excused unless you have a valid Doctor’s note.

Course Outline

Week 1
- Introductions, Course Syllabus, Teambuilding
- Chapter 1 with Assessment
- Enduring Themes 1-10,
- Chapter 2 with Assessment
- Enduring Themes 11-20,
- Behavior Change Project introduced

Week 2
- Chapter 3 with Assessment
- Introduce Solo Presentations
- Enduring Themes 21-30,
- Behavior Change Project continued

- Chapter 4 with Assessment
- Enduring Themes 31-40,
- Behavior Change Project due
- Solo Presentations Due
- Chapter 5 with Assessment
- Enduring Themes 31-40,

Week 3
- Chapter 5 with Assessment
- Enduring Themes 41-50,
- Chapter 6 with Assessment
Enduring Themes 51-60,  
Chapter 7 with Assessment  
Enduring Themes 61-70,  
First Half Notebook due

Week 4  
Chapter 8 with Assessment  
Enduring Themes 71-80,  
Chapter 9 with Assessment  
Enduring Themes 81-90  
Chapter 10 with Assessment  
Enduring Themes 91-100

Week 5  
Chapter 11 with Assessment  
Enduring Themes 100-110,  
Solo Presentations continue  
Chapter 12 with Assessment  
Enduring Themes 111-115,  
Book Review with Art Project Due  
Get Notebook Ready  
Closing Ceremonies, Notebooks due

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 cell phones off and refrain from looking at them during class.
e. Please be on time to class. After the third tardy, your grade will be deducted by one letter. Further tardies could result in being asked to drop the course.

Textbooks


Bibliography

The knowledge bases that support course content are:


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 June 19, 2020 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.C0.03, Student Grade Appeals, 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.C0.03, Student Grade Appeals. These documents are accessible through the University Rules Web site at http://academicaffairs.tamucc.edu/rules_procedures/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 event, such as a major hurricane and classes could not be held on the campus of TAMUCC, 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, the 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 secondary means of contacting each student.