HLTH 4350 001: Creative Lifestyles for Wellness

Course Description

Learners in this course will gain the health and fitness knowledge and skills to practice living an active, healthy lifestyle.

Student Learning Objectives

1. Examine the relationship of rhythms to health and wellness.
2. Demonstrate the connection of rhythms to life skills and character.
3. Discuss the importance of sleep, nutrition, fitness, faith, stress management, relationships, weight control, and substance control to a healthy lifestyle.
4. Analyze the dimensions of intellectual, emotional, relational, physical, occupational, spiritual, financial, and environmental to health and wellness.
5. Design strategies for improving and maintaining an active, healthy lifestyle.
6. To identify the benefits and strategies involved in order to live an active, healthy lifestyle.
7. To evaluate the importance of prevention to living an active, healthy lifestyle.

Major Course Requirements

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

<table>
<thead>
<tr>
<th></th>
<th>Class Requirements</th>
<th>Points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student Learning Outcomes Papers</td>
<td>7 x 25 = 175</td>
</tr>
<tr>
<td>2</td>
<td>Tuesdays with Morrie Book Review</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Individual presentation - Upload to YouTube</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Behavior Change Project</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Enduring Themes (1 pt each)</td>
<td>115</td>
</tr>
<tr>
<td>6</td>
<td>Class Missions (10 pts each)</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>Chapters Reviews</td>
<td>120</td>
</tr>
<tr>
<td>8</td>
<td>Chapter Assessments</td>
<td>120</td>
</tr>
</tbody>
</table>
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

Instructional Methods and Activities

Methods and activities include:

A. Clinical Experiences (student presentations). Creative thinking, problem-solving, and decision-making skills will be emphasized 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 (missions) through the course to support high-impact educational practices.

C. Diversity and Global Learning
   1. Students are educated in overall health from different regions of the country as well as internationally.

Description of Course Requirements:
1. 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.

2. 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).

3. Individual Presentation – Each student gets to present a health-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).

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

5. Enduring Themes – In the Your Health, Your Style Textbook there are 115 Enduring Themes for to fill out. For full credit, all the lines must be filled out (1 point each).
6. 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.

7. Chapter Review. 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).

8. 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).

Notebook – Your Notebook must be organized (with tabs) and complete to receive full credit. ½ points will be deducted if not organized or turned in late.

Required Readings

Textbooks

Supplemental Readings

State Adopted Proficiencies/TexES Competencies (COE)
N/A
Course Policies

Attendance/Tardiness - Each class attendance is worth 10 points. If you have an unexcused absence, you will miss out on the 10 points. After the third tardy, your grade will be reduced by one letter grade. After 3 tardies, you will be required to submit a plan to the instructor to correct this issue.

Late work - Turning work in late is unprofessional and unacceptable. Unexcused late work will have a deduction of 50%.

Extra Credit - There will be opportunities for extra credit. Details forthcoming.

Cell Phone/Electronic Devise Usage – Cell phones and other electronic devices are only permitted when permission is granted. If this becomes an issue, you will be required to drop the class.

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.

Preferred methods of scholarly citations

APA Style
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.
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.

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