

# Course Syllabus

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**Department** : Physical & Health Education  
**Course Title** : Introduction to Physical Fitness & Sport  
**Section Name** : PHED\_1301\_3 **Day:** MWF **Time:** 10:00am –10:50am  
**Start Date** : 08/27/2012  
**End Date** : 12/14/2012  
**Modality** : FACE-TO-FACE  
**Credits** : 3

## Instructor Information

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**Name** : Jon Staton  
**OC Email** : jstaton@odessa.edu  
**OC Phone #** : (432) 335-6563  
**Office** : 201-B, OC Sports Center

## Course Description

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Orientation to the field of physical fitness and sport. Includes the study and practice of activities and principles that promote physical fitness. An introduction to core concepts of physical fitness and healthy behavior for complete lifetime fitness, wellness, and sport. Emphasis is placed on understanding and practice of the foundations and principles of physical fitness and sport that promote physical fitness, basics of personal health, and major contemporary health issues; identifying activities and skills relevant to program development in physical fitness and sport; demonstrating leadership skills in group discussions and activities pertinent to program development consistent with the goal of behavior modification, reinforcing positive personal characteristics consistent with ethical and social aspects of physical fitness and sport. Students will complete a personal fitness program to demonstrate experiential knowledge of the concepts as well as textbook knowledge by applying the fitness and wellness concepts to their own life during the course of the semester.

## Prerequisites/Corequisites

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None

## Scans

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4, 5, 6, 7, 9, 10, 11

## Course Objectives

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Upon satisfactory completion of this course, the student will be able to:

- A. Define Health & Wellness, while explaining the multidimensional roles of 11 states of Wellness.
  - B. Explain the barriers to Behavior Change along with methods for overcoming barriers.
  - C. List the 6 Essential Nutrients and explain their functions in a person's overall Wellness.
  - D. Define Body Composition and describe its various roles in assessing proper Wellness.
  - E. Discuss the role of exercise, nutrition, "miracle aids", and other strategies in weight control.
  - F. Define the 6 major components of Health-Related Fitness and discuss the importance of each for a Healthy Individual.
  - G. Define the 6 major components of Skill-Related Fitness while being able to administering specific Performance Tests for each.
  - H. Explain what Stress is and give numerous techniques for reducing and/or alleviating stress from a person's daily life.
  - I. Discuss the Controllable Risk Factors associated with Cardiovascular Disease and be able to give strategies for limiting and/or preventing CVD.
  - J. Discuss the different types of Cancers, probable causes, and ways to lower and treat.
  - K. Identify various addictive substances and be able to discuss the detrimental effects of those substances.
  - L. Name, describe, and list ways to prevent the most common types of Sexually Transmitted Infections.
  - M. Understand the difference between quackery and proper health practices while being able to compare the positives and negatives of respected practices.
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## CLASS ATTENDANCE POLICY

Odessa College Policy

## COURSE UPDATES

The student is responsible for checking the syllabus online for changes frequently may be updated often as needed.

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## Required Readings/Materials

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a) You must purchase the following ***required*** readings/materials:

Hoeger, W. and Hoeger, S.A. (2012). **Principles and Labs for Fitness and Wellness, 11<sup>th</sup> Edition.** Thomson Wadsworth Publishing. ISBN: 978-0-8400-6945-0

## Course Requirements – (Lectures, Assignments and Assessments)

Course requirements for PHED 1301 will include:

**Written Exams**

**Assignments**

**Quizzes (may be announced or unannounced)**

**Portfolio Project**

### Topic Overview:

### Summary of Assignments & Activities – Tentative Schedule (may change)

Item (Name)	Type	Description	Due <i>*Tentative</i>
<b>Week 1</b>	Introduction Lecture	Course Information Chapter 1: Physical Fitness & Wellness	08/27/2012
<b>Week 2</b>	Lecture  Assignment	Chapter 1 - continued LABS 1B, 1C Chapter 2: Behavior Modification	09/03/2012
<b>Week 3</b>	Lecture Assignment <b>Exam #1</b>	Chapter 2 - continued LAB 2A <b>Chapters 1 &amp; 2</b>	09/10/2012
<b>Week 4</b>	Lecture Assignment <b>Portfolio Project</b>	Chapter 3: Nutrition for Wellness LAB 3B Project discussed in Class	09/17/2012
<b>Week 5</b>	Lecture Assignment Lecture	Chapter 4: Body Composition LAB 4B Chapter 5: Weight Management	09/24/2012
<b>Week 6</b>	Lecture Assignment <b>Exam #2</b>	Chapter 5 - continued LAB 5A, 5B <b>Chapters 3, 4 &amp; 5</b>	10/01/2012
<b>Week 7</b>	Lecture Assignment <b>Portfolio Project Due</b>	Chapter 6: Cardiorespiratory Endurance LAB 6A <b>Nutrition Portfolio Project Due</b>	10/08/2012
<b>Week 8</b>	Lecture	Chapter 7: Muscle Strength & Endurance (LAB 7A)	10/15/2012

<b>Week 9</b>	Lecture Assignment	Chapter 8: Muscular Flexibility LAB 8A, 8B	
<b>Week 10</b>	<i>Exam #3</i> Lecture Assignment	<i>Chapters 6, 7, &amp; 8</i> Chapter 9: Skill Fitness and Fitness Programming LAB 9A	10/22/2012
<b>Week 11</b>	Lecture Assignment	Chapter 10: Stress Assessment & Management Techniques LABS 10A, 10B, 10C	10/29/2012
<b>Week 12</b>	Lecture Assignment	Chapter 11: Cardiovascular Disease LAB 11A	11/05/2012
<b>Week 13</b>	Lecture Assignment	Chapter 12: Cancer Prevention LABS: 12A, 12B, 12C	11/12/2012
<b>Week 14</b>	<i>Exam #4</i> Lecture Assignment	<i>Chapters 9, 10, 11, &amp; 12</i> Chapter 13: Addictive Behavior LABS 13A, 13B	11/19/2012
<b>Week 15</b>	Lecture Assignment	Chapter 14: Sexually Transmitted Infections LAB 14A	11/26/2012
<b>Week 16</b>	Lecture Assignment	Chapter 15: Lifetime Fitness & Wellness LAB 15A, 15B, 15C	12/03/2012
<b>FINAL EXAM WEEK</b>	<i>Exam #5</i>	<i>Chapters 13, 14, &amp; 15</i> FINAL EXAM – 12/10 11:00-1:30	12/10/2012

## Grading Policy

Final grades will be determined according to the following point system:

### TOTALPOINTS POSSIBLE:

A = 90-100% of points possible

B = 80 - 89% of points possible

C = 70 -79% of points possible

D = 60 -69% of points possible

F = 0 -59% of points possible

## Special Needs

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Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

## Learning Resource Center (Library)

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The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the ["Ask a Librarian"](#) service provide additional help.

## Student E-mail

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Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

## Student Portal

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Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

## Technical Support

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For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm)

## Important School Policies

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For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or students and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).

## Student Success Discount

**10%Discount:** Upon completion of 30 credit hours of college-level courses with a 2.0 GPA, students are eligible for a 10% tuition discount on future registrations until reaching 45 credit hours.

**20% Discount:** Upon completion of 45 credit hours of college-level courses with a 2.0 GPA, students are eligible for a 20% tuition discount on future registrations until reaching 60 credit hours.

## Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

### Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - post grades for discussion postings within one week of the discussion thread closing.
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

### Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
  - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
  - getting “kicked off” of the system during tests or quizzes;
  - having trouble submitting assignments; and
  - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,

- access my course several times during the week to keep up with assignments and announcements.

## **Expectations for Engagement – Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

### **Reasonable Expectations of Engagement for Instructors**

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - return classroom activities and homework within one week of the due date and
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

### **Reasonable Expectations of Engagement for Students**

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
  - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
  - missing class when a major test is planned or a major assignment is due;
  - having trouble submitting assignments;
  - dealing with a traumatic personal event; and,
  - having my work or childcare schedule changed so that my classroom attendance is affected.

3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,
  - attend class regularly to keep up with assignments and announcements.