

Course Syllabus

Department	: Physical & Health Education
Course Title	: Introduction to Physical Fitness & Sport
Section Name	: PHED_1301_3 Day: TTH Time: 9:30am –10:50am
Start Date	: 01/21/2013
End Date	: 05/18/2013
Modality	: FACE-TO-FACE
Credits	: 3

Instructor Information

Name	: Jon Staton
OC Email	: jstaton@odessa.edu
OC Phone #	: (432) 335-6563
Office	: 201-B, OC Sports Center
Office Hours	: MWF 8:45AM-10:50AM, MW 12:00PM-2:00PM, T/TH 8:00AM-9:30 AM

Course Description

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

None

OCI's

1, 2, 3, 4, 5, 6

Course Objectives

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.

Required Readings/Materials

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

Hoeger, W. and Hoeger, S.A. (2012). **Principles and Labs for Fitness and Wellness, 11th 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>
Week 1	Introduction Assignment	<i>Go over Syllabus Read Chapter 1</i>	01/24/2013
Week 2	Assignment Assignment	<i>Defining Health & Wellness LABS: 1B, 1C, 1D (part III only)</i>	01/31/2013
Week 3	Assignment Assignment Quiz	<i>Read Chapter 2 LAB 2A Quiz on Chapters 1 & 2</i>	02/07/2013
Week 4	Assignment	<i>Read Chapter 3</i>	02/14/2013
Week 5	Assignment Assignment	<i>Read Chapter 4 LAB 4B – Measuring Body Fat %, Finding BMI</i>	02/21/2013
Week 6	Assignment Assignment	<i>Read Chapter 5 LABS 5A, 5B</i>	02/28/2013
Week 7	Assignment Assignment 4 week Cardiorespiratory Program	<i>Read Chapter 6 LABS 6A, 6C, 6D In class we will start developing a personal 4 week Cardiorespiratory Program</i>	03/07/2013
Week 8	Assignment	<i>Finish Cardiorespiratory Program AND ENJOY SPRING BREAK!!!!</i>	03/14/2013
Week 9	Assignment	<i>Turn in Cardiorespiratory Program</i>	03/21/2013

	Assignment Assignment	<i>Read Chapter 7</i> <i>LABS 7A, 7B(part 3 III only)</i>	
Week 10	Assignment Assignment	<i>Read Chapter 8</i> <i>LABS 8A, 8C</i>	03/28/2013
Week 11	Assignment Assignment	<i>Read Chapter 9</i> <i>LAB 9A</i>	04/04/2013
Week 12	Assignment Assignment	<i>Read Chapter 10</i> <i>LABS 10A, 10B, 10C</i>	04/11/2013
Week 13	Assignment Assignment	<i>Read Chapter 11</i> <i>LAB 11A</i>	04/18/2013
Week 14	Assignment Assignment	<i>Read Chapter 12</i> <i>LABS 12A, 12B, 12C</i>	04/25/2013
Week 15	Assignment Assignment	<i>Read Chapter 15</i> <i>LAB 15A, 15C</i>	05/02/2013
Week 16	Assignment	<i>Final Exam Preparation IN class</i>	05/09/2013
Week 17	FINAL EXAM	MAY 16 (Thursday) 8:00AM-10:30AM	SC212

Grading Policy

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

TOTAL POINTS 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

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)

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

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

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

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

Important School Policies

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.

