

## Course Syllabus

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**Department** : Physical & Health Education  
**Course Title** : Lifestyle Assessment & Modification  
**Section #** : PHED1100\_11**Day: TTHTime: 8:00am-9:20am**  
**Start Date** : January 22, 2013  
**End Date** : May 16, 2013  
**Modality** : Face-to-Face  
**Credits** : 1

### Instructor Information

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**Name** : Logan Parker  
**OC Email** : lparker@odessa.edu  
**OC Phone #** : 335-6352  
**Office** : B5 A – Sports Center

### Course Description

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This course will provide students with accurate, up-to-date coverage of the components of health-related fitness, as well as coverage of nutrition, stress, substance abuse, chronic diseases, and injury prevention. It also gives students the practical tools they need to take charge of their wellness-related behaviors and adopt a healthier lifestyle.

Learning opportunities will be provided to introduce and maintain higher education health standards. Includes assessment of cardiovascular endurance, muscular strength and endurance, flexibility, body composition, nutrition, stress, and blood pressure. Students will select and participate in physical activities, which will produce desired physical results. This course culminates with an individualized life long wellness plan. Lab fee required.

**Prerequisites/Co-requisites** None

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## ICO's

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1, 3, 5

## Course Objectives

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Upon completion of this course, students should be able to:

1. Define health, wellness, and the different dimensions of wellness.
  2. Introduce and promote the fundamentals of a well-balanced conditioning program.
  3. Define the goal of physical training and the basic principles of training for health and fitness.
  4. Explain terminology in order to achieve a better understanding of fitness.
  5. Describe strategies that can help you maintain a fitness program over the long term.
  6. Discuss the components of health-related and skill-related physical fitness and how they can be enhanced by activity.
  7. Interpret results from personal testing of various components of physical fitness in order to see how they compare to the norm.
  8. Be able to describe the role proper nutrition plays in attaining and keeping a high level of fitness.
  9. Identify strategies for making changes in body composition.
  10. Describe the effect stress has on health and performance.
  11. Identify common chronic and infectious diseases.
  12. Be able to develop personalized plans for Cardiorespiratory Fitness, Muscular Fitness, and Flexibility.
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## **CLASS ATTENDANCE POLICY**

It is important that you attend every class. Every class period is worth 5 points for attendance. You earn 5 points for every day you are in class, and you lose 5 points for every day you are absent. (5 points doesn't seem like a lot, but it will add up quickly if you don't attend class.)

Excused absences are for college-sponsored activities and family or medical emergencies. (You must show proof of doctor's note.)

Being late to class is an extreme annoyance to the entire class. If you arrive AFTER I have already taken roll, you are responsible for checking with me AFTER class ends to get HALF attendance credit. Your 2.5 points of attendance for that day is YOUR responsibility - otherwise, it will stay down as an absence and you will lose the entire 5 points for that day.

**\*\*\* Current Odessa College ID is required to enter the sports center!! If you do not have your ID with you, the front desk WILL NOT let you in the building. This is NOT an excused absence. Be responsible and have your ID on you every morning. \*\*\***

- **ODESSA COLLEGE LINKS**

PHYSICAL & HEALTH

EDUCATION DEPARTMENT: <http://www.odessa.edu/dept/phed/>

ATHLETICS: <http://www.wranglersports.com/>

SPORTS CENTER: [http://www.wranglersports.com/fac-serv/community\\_recreation/](http://www.wranglersports.com/fac-serv/community_recreation/)

ODESSA COLLEGE: <http://www.odessa.edu/>

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### **Required Readings/Materials**

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

Total Fitness and Wellness, Most recent edition - by Powers, Dodd, Jackson

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

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Students are to wear proper workout attire - shorts or exercise pants, tshirts, and tennis shoes. No sandals or jeans will be allowed.

ATTENDANCE = 215 POINTS

PRE TEST = 50 POINTS

POST TEST = 50 POINTS

ARTICLE REVIEW = 50 POINTS

BEHAVIOR CHANGE WORKSHEET = 35 POINTS

4 QUIZZES = 25 POINTS EACH (100 POINTS TOTAL)

CUMMULATIVE FINAL EXAM = 100 POINTS

\_\_\_\_\_ 600 TOTAL POINTS FOR SEMESTER GRADE

### **Topic Overview:**

### **Summary of Assignments & Activities**

Item (Name)	Type	Description	Due*
<b>Week 1</b>	In Class – Intros	Syllabus Review Q & A's – Expectations	1-22-13
<b>Week 2</b>	In Class – Pre Test	Pre test assessments in Fitness Center. Behavior Change.	1-25 & 1-28

<b>Week 3</b>	In Class	Lecture - Ch.1& Ch. 2 with Activity	2-8-13
<b>Week 4</b>	In Class	Lecture - Ch. 3& Activity - QUIZ # 1 !!!	2-15-13
<b>Week 5</b>	In Class	Lecture Ch. 4 & Activity	2-22-13
<b>Week 6</b>	In Class	Lecture Ch. 5& Activity	3-1-13
<b>Week 7</b>	In Class	Lecture Ch. 6 & Review Behavior change sheet	3-8-13
<b>Week 8</b>	HOLIDAY	SPRING BREAK – NO CLASSES!!	3-15-13
<b>Week 9</b>	In Class	<b>Lecture 7 &amp; Quiz # 2!!</b>	3-22-13
<b>Week 10</b>	In Class	Lecture Ch. 8 & 9 & Activity - Article Review	3-29-13
<b>Week 11</b>	In Class	Continue Lectures/reviews/catch up	4-5-13
<b>Week 12</b>	In Class	Lecture Ch. 10 & Quiz #3	4-12-13
<b>Week 13</b>	In Class	Lecture Ch. 11 & Activity	4-19-13
<b>Week 14</b>	In Class	Q & A over 11 chapters – Review Guide for Final Exam & Activity	4-26-13
<b>Week 15</b>	In Class	<b>POST TEST ASSESSMENTS</b>	5-10-13
<b>Week 16</b>	In Class	<b>FINALS WEEK!!</b>	5-16-13

## Grading Policy

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Grade	Points	Percentage %
A	540-600points	(90 -100%)
B	480-539points	(80-89%)
C	420-479points	(70-79%)
D	360-419points	(60-69%)
F	359 or less points	Below 60%

## 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](http://www.odessa.edu/gmail/), 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 DISCOUNT AVAILABLE!! \*\*\*

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**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 hours.

**20% Discount** – Upon completion of 45 credit hours of college level courses with 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.