PE III: PHYSICAL FITNESS

COURSE DESCRIPTION
The Physical Fitness course demonstrates how eating right and moderate physical activity help students live healthy physically fit lives. This course balances physiology, nutrition, and physical activity with lectures, assessments, data recording and a course project. Students will be introduced to what it means to live a healthy lifestyle, maintaining a healthy weight, how to use activity to lose unwanted pounds, planning healthy meals, healthy habits, overcoming exercise barriers, stress management, peer pressure, and positive attitudes. This course is designed to satisfy a one semester high school physical education course.

PRE-REQUISITES / CREDIT HOURS
None / 5 credits

REQUIRED TEXTBOOK / MATERIALS
• This course is not textbook dependent

COURSE METHODOLOGY
• This is an inquiry-based course. Students will generate knowledge through online readings, synchronous chats, and asynchronous discussions with students and their instructor, interactions with online tutorials, online and hands-on simulations, and virtual classroom chats.
• A semester project developed by each student will be used to demonstrate knowledge and understanding of the material in the course.
• The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through e-mail.
• The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student’s active participation.
• Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

METHOD OF INSTRUCTION
1. Lecture Notes / PowerPoint Presentations
2. Virtual Chat sessions (Classlive Pro)
3. Discussions
4. Practical Application

COURSE LEARNING OUTCOMES
Upon completion of this course, students will be able to:

- Motivate themselves towards being active and eating right
- Collect baseline data on their own personal habits
- Identify the importance of maintaining a healthy weight
- Explain key components of weight loss
- Identify everyday tips for eating right
- Demonstrate benefits of regular exercise
- Define moderate intensity exercise
- Develop and exercise plan
- Plan everyday meals
- How to read nutrition labels
- Recognize cues and triggers that lead to unhealthy behaviors
- Create healthy environments at home and school
- Develop new healthy habits
- Identify barriers for exercise
- Identify the importance of prioritizing a healthy lifestyle
- Identify support systems
- Substitute foods for healthier meals
- Identify strategies for healthy eating when eating out
- Identify sources of stress
- Discuss health consequences of stress
- Use strategies to reduce and manage stress
- Use problem solving techniques to reduce stress
- Use positive self-talk
- Identify ongoing challenges to a healthy lifestyle
- Identify keys to success
- Reassess progress and set realistic goals
- Collect post-intervention data

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Unit</th>
<th>Activities</th>
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<tbody>
<tr>
<td>1 Healthy Weight</td>
<td>- Lecture: Keeping a food and activity journal</td>
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<td></td>
<td>- Lecture: Finding Your Healthy Weight</td>
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<td>- Lecture: Introduction to Calories</td>
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<td>- Lecture: Introduction to Portion Size</td>
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<td>- Lecture: Introduction to Food Substitutions</td>
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<td>- Lecture: Benefits of Physical Activity</td>
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<td></td>
<td>- Assignment: Daily Food and Activity Journal</td>
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<td>- Assignment: Ready, Set, Goals!</td>
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<td></td>
<td>- Assignment: My Exercise Plan</td>
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<td></td>
<td>- Discussion</td>
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<td></td>
<td>- Quiz</td>
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<tr>
<td>Chapter</td>
<td>Topics</td>
</tr>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>2</td>
<td>Planning Ahead for Healthy Eating</td>
</tr>
<tr>
<td>3</td>
<td>Healthy Habits</td>
</tr>
<tr>
<td>4</td>
<td>Overcoming Exercise Barriers</td>
</tr>
<tr>
<td>5</td>
<td>Healthy Eating- In and Out</td>
</tr>
</tbody>
</table>
Problem Solving

- Lecture: Identifying Stress and Healthy Ways to Deal with It
- Lecture: Problem Solving to Reduce Stress
- Assignment: Daily Food and Activity Journal
- Assignment: Problem Solving
- Discussion
- Quiz
- Project

7 Staying Positive

- Lecture: Keeping Your Expectations Realistic
- Lecture: Retrain Your Brain
- Lecture: No Excuses
- Assignment: Daily Food and Activity Journal
- Assignment: Argue Against Excuses
- Assignment: Reflection
- Discussion
- Quiz
- Project

8 Conclusion

- Lecture: Now What?
- Assignment: Daily Food and Activity Journal
- Assignment: Future Goals
- Discussion
- Quiz
- Project Turn-in

COURSE REQUIREMENTS

Students are expected to complete all class activities, complete exams as scheduled, and turn in all assignments on time. Failure to do so may result in the loss of points. Minimum requirements to be met by the student should include demonstrating adequate achievement of the learning objectives listed above.

GRADING POLICY

Students will be graded on the following:

<table>
<thead>
<tr>
<th>Graded Assessment Activity</th>
<th>Number of Points</th>
<th>Percentage</th>
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<tbody>
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<tr>
<td>Goal Setting</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Daily Journals</td>
<td>800</td>
<td>50%</td>
</tr>
<tr>
<td>Reflections</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Progress Reports</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Formal Paper</td>
<td>200</td>
<td>20%</td>
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<tr>
<td>Total</td>
<td>1300</td>
<td>100%</td>
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</tbody>
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**DEFINITION OF GRADES**

<table>
<thead>
<tr>
<th>Percentage Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>F</td>
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<tr>
<td>Incomplete</td>
<td>I</td>
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**A - Outstanding Achievement** *(Significantly Exceeds Standards)*  
**B - Commendable Achievement** *(Exceeds Standards)*  
**C - Acceptable Achievement** *(Meets Standards)*  
**D - Marginal Achievement** *(Below Standards)*  
**F - Failing**

**I - Incomplete:** A grade given when a student who has completed **at least two-thirds of the course work** and is unable to complete the requirements of the course because of **uncontrollable and unforeseen circumstances.** Students must communicate these circumstances (preferably in writing) to the instructor prior to the final day of the course. If an instructor decides that an “Incomplete” is warranted, they provide the student with the conditions for removal of the “Incomplete” in writing and place a copy on file with the Coordinator of Student Services. The file copy remains in place until the “Incomplete” is removed or the time limit for removal has passed. The usual time allowed to make up an “Incomplete” grade is five weeks or by the end of the next class. An “Incomplete” is not assigned when the only way the student could make up the work would be to attend a major portion of the class when it is offered again. An “I” that is not
removed within the stipulated time becomes an “F.” No grade points are assigned. The “F” will be calculated in the grade point average.

WRITING STANDARDS

Note: Letter grades may be assigned for any or all of the following reasons.

“A” range: Outstanding achievement significantly exceeds standards.

- Unique topic or unique treatment of topic, takes risks with comment; fresh approach
- Sophisticated/exceptional use of examples.
- Original and “fluid” organization; all sentences and paragraphs contribute; sophisticated transitions between paragraphs.
- Integration of quotations and citations is sophisticated and highlights the author’s argument.
- Confidence in use of Standard English, language reflects a practiced and/or refined understanding of syntax and usage.
- Sentences vary in structure, very few if any technical errors (no serious mechanical errors).

“B” range: Commendable achievement, exceeds standards for course.

- Specific. Original focus, content well handled.
- Significance of content is clearly conveyed; good use of examples; sufficient support exists in all key areas.
- Has effective shape (organization), effective pacing between sentences or paragraphs.
- Quotations and citations are integrated into argument to enhance the flow of ideas.
- Has competent transitions between all sentences and paragraphs.
- Conveys a strong understanding of Standard English; the writer is clear in his/her attempt to articulate main points, but may demonstrate moments of “flat” or unrefined language.
- May have a few minor mechanical errors (misplaced commas, pronoun disagreement, etc.), but no serious mechanical errors (fragments, run-ons, comma-splices, etc.).

“C” range: Acceptable, solid achievement, meets standards for course.

- Retains over-all focus, generally solid command of subject matter.
- Subject matter well-explored but may show signs of under-development.
- Significance is understood, competent use of examples.
- Structure is solid, but an occasional sentence or paragraph may lack focus.
- Quotations and citations are integrated into argument.
• Transitions between paragraphs occur but may lack originality.
• Competent use of language; sentences are solid but may lack development, refinement, style.
• Occasional minor mechanical errors may occur, but do not impede clear understanding of material.
• No serious mechanical errors (fragments, run-ons, comma-splices, etc.).

“D” range: Marginal achievement; only meets minimum standards (Note: the “D” grade is a passing grade; work that is not of “passing quality” should receive grade “F”.)

• Significance of content is unclear.
• Lacks sufficient examples or relevance of examples may be unclear.
• Support material may not be clearly incorporated into argument.
• Expression is occasionally awkward (problematic sentence structure).
• Mechanical errors may at times impede clear understanding of material.
• May have a few serious mechanical errors, but no recurring serious mechanical errors (fragments, run-ons, comma-splices, etc.).

“F” range: Failure to meet minimum standards

• Ignores assignment.
• Lacks significance.
• Lacks coherence.
• Includes plagiarized material (unintentional or intentional).
• Lacks focus.
• Difficult to follow due to awkward sentence or paragraph development.
• Mechanical errors impede understanding.
• Problems with writing at the college level.

STUDENT RESPONSIBILITIES

1. If you are having difficulty with the course, computer problems, and/or personal problems, notify the instructor as soon as possible.
2. The faculty must be contacted prior to any due date to negotiate possible alternative arrangements.
3. As an online learner, you are responsible for determining the pace and schedule of your coursework. Be prepared to spend a significant amount of time completing this course. If you were to attend an on-campus class, you would be spending 40-48 hours in the classroom alone.
4. In order to be fair to all students in the class, the due dates for each assignment will be strictly adhered to. All written submissions must be typed in 12-point font and double-spaced. The papers should be logically organized.
5. Formal papers should conform to the MLA format.
6. Back up every piece of work you do on a disk or floppy and make a hard
copy. If you experience computer difficulties, you are responsible for
solving your own technical problems.
7. Odd things happen in cyberspace: emails get lost; servers disconnect
temporarily; etc. Don’t wait for the last moment to get things done. Allow
time to meet deadlines. You are responsible for getting the work to me on
time.

**ATTENDANCE REQUIREMENTS**

Please know that this course does require students to attend the course on a
weekly basis. Please refer to the student handbook for the requirements for
attendance for online classes.

**CLASS PARTICIPATION REQUIREMENTS**

This course requires the student to participate in the online discussion threads
and Classlive Pro sessions. You will be graded on your participation. At least 5%
of your grade will be based on participation. Please refer to the Class
Participation page in the Course Home for the grading rubric for the
participation and a description of the netiquette policies required to be followed
in all discussion posts.

1. Always respond to the person by name in your discussion post.
2. Always provide a citation to support your statements if it’s not a well-
known and accepted fact.
3. Check your work for typographical and grammatical errors before you
submit your posts.
4. Make sure to avoid acronyms or abbreviations that are not commonly
used in the general population.
6. Never provide student names, email or contact information to anyone.
7. Never send spam to your classmates or instructor.
8. Never solicit online for anything, even for volunteers. Check with your
instructor first to see if it would be appropriate to post.
9. Check your files for viruses before you upload them to the online
classroom.
10. Keep your files that you upload small if possible and use a common word
processor such as Microsoft Word.
11. Never use ALL CAPS unless you really mean it. It’s shouting on the web.
12. Be courteous. Flaming emails and posts will be immediately removed and
would impact your participation and final grade.

**SUBMITTING WORK**
Most of your work will be online in the discussion threads, online quizzes and exams, and Classlive Pro sessions and interactive activities. However, each week you will have 1 course assignment that will be required to be uploaded to the Dropbox each week. You must upload your homework to the DropBox by the due date and time. Late work will not be accepted. The Course Assignment must be submitted in a format that is 100% compatible with Microsoft Word 2006 or later and must be formatted using the MLA standards. When the assignment is assigned in week 1, you will be given a list of Web sites that contain examples and tutorials on MLA formatting. Each week you will work on a draft portion of the paper and in the final week you will assemble and edit and submit the final paper. Only the final paper will receive an official numeric grade, although you will receive feedbacks for the draft assignments.

STUDENT SERVICES

Library: The NU Library System (NULS) purchases access to several databases of full text articles from scholarly journals. Go to http://www.nu.edu/library and click on “Journal Articles”. Student’s user names are the first three letters of their first name and the first three letters of their last name (i.e. John Smith = JOHSMI). Student’s passwords are their birthdays in yy/mm/dd format

Math Center: jisbell@nu.edu

Writing Center: wonline@nu.edu

PRE-COLLEGE PROGRAMS GENERAL POLICIES:

Ethics: Ethical behavior is required of every student. Students are also expected to identify ethical policies and practices relevant to course topics.

Netiquette: You will be participating in online discussion, asking each other questions, and commenting on the discussion postings of others. It is important that you abide by the proper rules of “Netiquette” while interacting online. Imagine that the virtual class is like a face-to-face class wherein tolerance and respect for all participants is encouraged and the language used to express ideas reflects sincere effort and neither contains profanity nor abusive verbiage. Students who do not conduct themselves properly will be held responsible for their online behavior. Here is a sample link to an informative source on Netiquette: http://www.albion.com/netiquette/corerules.html

Technology: Students are expected to be competent in using word-processing, spreadsheet, and presentation software in this course. Use of the Internet and E-Mail is required.

Help Desk: Please feel free to contact the eCollege Help Desk if you have trouble logging in or technical difficulties.
**Plagiarism:** Students are required to cite the use of materials written by others in all written communications for courses. The use of ideas, words, or phrases without proper attribution constitutes plagiarism. Plagiarism is the presentation of someone else’s ideas or work as one’s own. Students found plagiarizing are subject to the penalties outlined in the Policies and Procedures section of the NUVHS Catalog, which may include a failing grade for the work in question or for the entire course. The burden of proof rests on the student, not the instructor, in other words, the student will be required to prove that plagiarism has not occurred. In adequately or improperly cited work will receive no credit. Plagiarism is a violation of the NUVHS’s Code of Student Conduct and is subject to discipline up to and including dismissal from the College.

**Diversity:** Learning to work with and value diversity is essential in every degree program. Students are required to act respectfully toward other students and instructors throughout the course. Students are also expected to exhibit an appreciation for multinational and gender diversity in the classroom and develop leadership skills and judgment appropriate to such diversity in the workplace.

**Disability:** National University Division of Pre-College Programs complies with the American Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. If you need accommodations due to documented disability, please contact the Coordinator of Student Services at (866) 366-8847. Information received by this office is confidential and is only released on the ‘need-to-know’ basis or with your prior written consent.

**NUVHS Expected Schoolwide Learning Results (ESLRs):**

It is anticipated that NUVHS students will be:

**Engaged Learners**
1. Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
2. Develop an understanding of their own preferred learning styles to enhance their overall academic potential
3. Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

**Critical Thinkers**
1. Effectively analyze and articulate sound opinions on a variety of complex concepts
2. Illustrate a variety of problem-solving strategies that strengthen college
preparation and workforce readiness

3. Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

1. Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
2. Express concepts and ideas in a variety of forms
3. Enhance communication skills through the use of media rich or other technology resources

Global Citizens

1. Appreciate the value of diversity
2. Understand the range of local and international issues facing today's global community
3. Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century