

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST
• AREA E: Lifelong Learning, Self-Development and Information Literacy
See GE Handbook for information on each section of this form**

ABSTRACT

Course Abbreviation and Number: KINE 306	Course Title: Exercise Fitness and Health	
Number of Units: 3		
College or Program: <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input checked="" type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2014	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input checked="" type="checkbox"/> hybrid <input checked="" type="checkbox"/> fully on-line
Course Proposer (please print): Lea Roberg Chao	Email: lchao@csusm.edu	Submission Date: 3/14/14

1. Course Catalog Description:

Examine the relationship between an active lifestyle and health and the prevention of chronic disease through positive lifestyle choices Includes in depth evaluation of personal fitness levels and dietary intake.


2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES



 Course Proposer Date Department Chair date
 Please note that the department will be required to report assessment data to the GEC annually. 

 Date	Support <input checked="" type="checkbox"/> Do not support* <input type="checkbox"/>	Date	Support <input type="checkbox"/> Do not support* <input type="checkbox"/>
Library Faculty		Impacted Discipline Chair	
Date	Support <input type="checkbox"/> Do not Support* <input type="checkbox"/>	Date	Approve <input type="checkbox"/> Do not Approve <input type="checkbox"/>
Impacted Discipline Chair		GEC Chair	

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Lea Roberg-Chao Phone: lchao@csusm.edu Email: 760-750-8264

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Part A: E Lifelong Learning and Self-Development General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Lifelong Learning and Self-Development GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
<p>E1.1 Describe the physiological, social/cultural, and psychological influences on their own well-being.</p>	<p>Students critically examine and research the global impact of chronic disease on humans around the world and in the US, and how cultural factors affect its impact.</p> <p>Students also participate in an in-depth discussion of the role of genetics versus environmental factors in shaping healthy behaviors.</p> <p>This class is taught in a way that allows students to easily evaluate their own lifestyle choices but also provides them with strategies for helping others create positive change in their lives. Students also learn to appreciate an individual's stage of readiness for change and the importance of serving as a positive role model for healthy behaviors.</p> <p>In-depth discussions about the epidemic of childhood obesity and the role of parents, adults, and society in combating this national crisis are also included.</p> <p>Students also learn about the process of chronic disease and how their current choices will affect their future health.</p>	<ul style="list-style-type: none"> ○ Lab assignments <ul style="list-style-type: none"> ○ Assignments that include cognitive, affective, and psychomotor components. Students complete the physical fitness test (psychomotor), analyze their performance based on national norms (cognitive), and evaluate their lifestyle choices and current values and behaviors that contribute to their status (affective). ○ Online reading, homework, and quizzes <ul style="list-style-type: none"> ○ Text Publishers online learning system includes homework assignments, and multiple choice quizzes that assess reading comprehension and ensure that students are keeping up with their reading. This requires a deeper level of understanding and inquiry than merely skimming the material before coming to class. ○ Midterm and final exams <ul style="list-style-type: none"> ○ 100-item multiple choice exams that assess student's cognitive learning toward course objectives ○ Final research paper and oral presentation <ul style="list-style-type: none"> ○ 5-page research paper on a topic of their choice related to fitness, a sports-related injury, or chronic disease. Students are evaluated on writing mechanics, content, use of appropriate references and research paper organization.

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		<ul style="list-style-type: none"> ○ As part of their research paper, students present a short 10-minute PowerPoint presentation and oral report on the most relevant information gleaned from their research. This allows all students to benefit from their research and also gives students important practice in public speaking. ○ Use of the Forums <ul style="list-style-type: none"> ○ Students are required to participate in at least two different discussion topics via Moodle (Cougar Courses) Forums. Here they will engage in reflective writing and debate with other students in response to supplemental topics posed by the instructor.
<p>E1.2 Identify and actively engage in behaviors that promote individual health, well-being, or development.</p>	<p>Students complete four exercise labs in which they critically evaluate their fitness using standardized assessments, make comparisons to national norms, discuss personal behaviors that have influenced their current level of fitness/wellness, and devise strategies that they can employ on an individual basis to affect positive change in their lives to improve their status.</p> <p>Students explore internet resources and use web-based programs to evaluate their personal diet and energy expenditure and investigate controversial health issues.</p> <p>Students also engage in online forums in which to start and contribute to discussions relating to course topics.</p>	<ul style="list-style-type: none"> ○ Lab assignments <ul style="list-style-type: none"> ○ Assignments that include cognitive, affective, and psychomotor components. Students complete the physical fitness test (psychomotor), analyze their performance based on national norms (cognitive), and evaluate their lifestyle choices and current values and behaviors that contribute to their status (affective). ○ Use of the Forums <ul style="list-style-type: none"> ○ Students are required to participate in at least two different discussion topics via Moodle (Cougar Courses) Forums. Here they will engage in reflective writing and debate with other students in response to supplemental topics posed by the instructor. ○ Final research paper and oral presentation

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		<ul style="list-style-type: none"> ○ 5-page research paper on a topic of their choice related to fitness, a sports-related injury, or chronic disease. Students are evaluated on writing mechanics, content, use of appropriate references and research paper organization. ○ As part of their research paper, students present a short 10-minute PowerPoint presentation and oral report on the most relevant information gleaned from their research. This allows all students to benefit from their research and also gives students important practice in public speaking.
<p>E1.3 Describe the value of maintaining behaviors that promote health, well-being and development throughout their lifespan.</p>	<p>Many of the concepts covered in the course (e.g., physical self-worth, self-confidence, value of physical activity behaviors) rely on the importance of understanding the integrated nature of human existence (e.g., biopsychosocial). By its very nature, the study of human wellness provides an in-depth investigation of the physiological and behavioral factors that shape an individual's choices and ultimately, their health outcomes. These choices begin in childhood and are influenced by both genetics and environment, including one's social/cultural values and background. Students learn about this process in the context of the entire lifespan.</p>	<ul style="list-style-type: none"> ○ Online reading, homework, and quizzes <ul style="list-style-type: none"> ○ Text Publishers online learning system includes homework assignments, and multiple choice quizzes that assess reading comprehension and ensure that students are keeping up with their reading. This requires a deeper level of understanding and inquiry than merely skimming the material before coming to class. ○ Midterm and final exams <ul style="list-style-type: none"> ○ 100-item multiple choice exams that assess student's cognitive learning toward course objectives
<p>E1.4 Describe how their well-being is affected by the university's academic and social systems and how they can facilitate their development</p>	<p>The dimensions of wellness include; Social, Spirituality, Physical, Occupational, Environmental, Emotional, and intellectual components.</p>	<ul style="list-style-type: none"> ○ Online reading, homework, and quizzes <ul style="list-style-type: none"> ○ Text Publishers online learning system includes homework assignments,

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<p>through active use of campus resources and participation in campus life.</p>	<p>Wellness concepts are not innate; rather, they must be learned, preferably in the academic setting. The application and support of these concepts requires individual insight and community support:</p> <p>The content of the course provides theoretical and practical knowledge aimed towards achieving personal wellness, and with that encourages utilization of services and resources on campus.</p>	<p>and multiple choice quizzes that assess reading comprehension and ensure that students are keeping up with their reading. This requires a deeper level of understanding and inquiry than merely skimming the material before coming to class.</p> <ul style="list-style-type: none"> ○ Midterm and final exams <ul style="list-style-type: none"> ○ 100-item multiple choice exams that assess student's cognitive learning toward course objectives ○ Use of the Forums <ul style="list-style-type: none"> ○ Students are required to participate in at least two different discussion topics via Moodle (Cougar Courses) Forums. Here they will engage in reflective writing and debate with other students in response to supplemental topics posed by the instructor.
<p>E2.1 Students will demonstrate their critical thinking skills by locating, analyzing and synthesizing information.</p>	<p>Students are required to locate and analyze reliable sources of information including both peer-reviewed and authoritative sources to meet the requirement of the course research assignment.</p> <p>Students will select a controversial health topic of interest, research, and write a comprehensive paper including a review of current literature, presentation of controversial points of view, supported by the literature reviewed. In this way, students are able to form an educated opinion about a topic of personal relevance.</p> <p>As an ancillary to their research project, students prepare a 5-minute PowerPoint presentation and deliver an oral report of the</p>	<ul style="list-style-type: none"> ○ Final research paper and oral presentation <ul style="list-style-type: none"> ○ 5-page research paper on a topic of their choice related to fitness, a sports-related injury, or chronic disease. Students are evaluated on writing mechanics, content, use of appropriate references and research paper organization. ○ Students will work with the Education Librarian for approximately 5 hours (in class presentation, online chat, appointments) to assist them in locating information. ○ As part of their research paper, students present a short 5-minute

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	<p>most relevant information gleaned from their research paper. Camtasia Relay Voice Overlay technology is utilized in Hybrid and Online course formats.</p>	<p>PowerPoint presentation and oral report on the most relevant information gleaned from their research. This allows all students to benefit from their research and also gives students important practice in public speaking.</p>
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Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
<p>Students will communicate effectively in writing to various audiences. (writing)</p>	<p>Students evaluate aerobic and muscular fitness, flexibility, body composition, and dietary intake. Each laboratory includes a written evaluation of their fitness assessment and a comparison to national norms. In response to their performance, students identify their current stage of readiness for change (self-awareness), and devise appropriate strategies to affect positive change in their lives in order to improve their evaluation (self-efficacy).</p> <p>5-page research paper on a topic of their choice related to fitness, a sports-related injury, or chronic disease. Students are evaluated on writing mechanics, content, use of appropriate references and research paper organization.</p> <p>In Addition, Moodle (Cougar Courses) based Forums will require students to generate topic discussions and respond to peer's postings related to an assigned topic. Chapter homework assignments, delivered via online course text supplement, require students to generate conceptual understanding or course content and respond in essay format.</p>	<ul style="list-style-type: none"> ○ Lab assignments <ul style="list-style-type: none"> ○ Assignments that include cognitive, affective, and psychomotor components. Students complete the physical fitness test (psychomotor), analyze their performance based on national norms (cognitive), and evaluate their lifestyle choices and current values and behaviors that contribute to their status (affective). ○ Use of the Forums <ul style="list-style-type: none"> ○ Students are required to participate in at least two different discussion topics via Moodle (Cougar Courses) Forums. Here they will engage in reflective writing and debate with other students in response to supplemental topics posed by the instructor. ○ Final research paper and oral presentation <ul style="list-style-type: none"> ○ 5-page research paper on a topic of their choice related to fitness, a sports-related injury, or chronic disease. Students are evaluated on writing mechanics, content, use of appropriate references and research paper organization. ○ As part of their research

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		<p>paper, students present a short 10-minute PowerPoint presentation and oral report on the most relevant information gleaned from their research. This allows all students to benefit from their research and also gives students important practice in public speaking.</p>
<p>Students will think critically and analytically about an issue, idea or problem. (critical thinking)</p>	<p>Students Have an opportunity to explore the research process and to utilize technology to locate reliable scientific information. Within this framework, KINE 306 challenges students to develop analytic and critical thinking skills as they objectively assess their own level of fitness and wellness, and apply their didactic knowledge of the five principles of training to determine how to best affect and maintain positive change in their lives.</p> <p>Students will select a controversial health topic of interest, research, and write a comprehensive paper including a review of current literature, presentation of controversial points of view, supported by the literature reviewed. In this way, students are able to form an educated opinion about a topic of personal relevance.</p> <p>In Addition, Moodle (Cougar Courses) based Forums will require students to generate topic discussions and respond to peer's postings related to an assigned topic.</p>	<ul style="list-style-type: none"> ○ Lab assignments <ul style="list-style-type: none"> ○ Assignments that include cognitive, affective, and psychomotor components. Students complete the physical fitness test (psychomotor), analyze their performance based on national norms (cognitive), and evaluate their lifestyle choices and current values and behaviors that contribute to their status (affective). ○ Use of the Forums <ul style="list-style-type: none"> ○ Students are required to participate in at least two different discussion topics via Moodle (Cougar Courses) Forums. Here they will engage in reflective writing and debate with other students in response to supplemental topics posed by the instructor. ○ Final research paper and oral presentation <ul style="list-style-type: none"> ○ 5-page research paper on a topic of their choice related to fitness, a sports-related injury, or chronic disease. Students are evaluated on writing mechanics, content, use of appropriate references and research paper organization. ○ As part of their research paper, students present a

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		<p>short 10-minute PowerPoint presentation and oral report on the most relevant information gleaned from their research. This allows all students to benefit from their research and also gives students important practice in public speaking.</p>
<p>Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)</p>	<p>Do not complete. This information is provided in Part A.</p>	<p>Do not complete. This information is provided in Part A.</p>

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Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All E courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Students will examine the importance of exercise in reducing the global burden of chronic disease. In addition, students will examine the social and environmental connections to exercise, including the impacts of culture and the built environment.</i>

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	<p>Students evaluate aerobic and muscular fitness, flexibility, body composition, and dietary intake. Each laboratory includes a written evaluation of their fitness assessment and a comparison to national norms. In response to their performance, students identify their current stage of readiness for change (self-awareness), and devise appropriate strategies to affect positive change in their lives in order to improve their evaluation (self-efficacy).</p> <p>5-page research paper on a topic of their choice related to fitness, a sports-related injury, or chronic disease. Students are evaluated on writing mechanics, content, use of appropriate references and research paper organization.</p> <p>In Addition, Moodle (Cougar Courses) based Forums will require students to generate topic discussions and respond to peer's postings related to an assigned topic. Chapter homework assignments, delivered via online course text supplement, require students to generate conceptual understanding or course content and respond in essay format.</p>
Courses in this area highlight the students' self-development and promote the acquisition of skills that will allow the student to be a life-long learner. Courses that examine human development across the lifespan will not satisfy the Area E requirement unless the students' own growth is the focal point of the course.	Wellness is defined as the integration of physical, psychological, social, spiritual, emotional, and environmental health. The entirety of this class is focused on introspection and evaluation of the factors that shape the individual, with subsequent application to the family, community, nation, and world. Furthermore, emphasis is placed on maintaining high

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	levels of wellness throughout the lifespan.
Courses will focus on the interdependence of the physiological, social/cultural, and psychological factors which contribute to students' own personal development.	In this course, the biopsychosocial model is applied in studying human development as it applies to lifestyle choices and physical activity behaviors. This course provides students with the basic knowledge of the components of fitness and physiological systems, and how their lifestyle behaviors and choices affect their overall wellness
Content will cover factors that promote and detract from students' ability to achieve optimal individual health, well-being or development across various points in their lives.	Course contents are relevant to student's personal lives and their education as a whole. They will leave the class with theoretical and practical knowledge that will not only help them personally, but that is directly applicable to members of their families and communities as well. Students also will learn to identify things about themselves that they had never identified previously (self-awareness) as well as specific strategies to facilitate personal growth and improvement (self-efficacy) that can be applied over a life span.
These courses will include at least 5 hours of class time dedicated specifically to information literacy instruction taught in collaboration with library faculty.	A required component of the course research assignment is the attendance of a Librarian Lecture delivered at the start of the term; the lecture is designed to assist students in generating research sources that meet the standards of peer-reviewed and Authoritative sources. The Librarian student relationship is established and designed to continue throughout the student's research process.
Specifically, under the context of academic research, students will be able to articulate their information need, formulate a search strategy, use the appropriate tool to find information, evaluate information, and integrate these sources into their research assignments.	Students complete a 5-page research paper using a minimum of 9 resources, that are required to include both peer-reviewed/scholarly and authoritative sources, on a controversial health topic related to Wellness, Fitness, or Nutrition (i.e. Should athletes be allowed to use steroids and other performance enhancing drugs? Should the US government provide access to free health care for all of its citizens?). In this paper they must utilize knowledge gained in class regarding the scientific method and scientific writing to present a current review of the literature, discuss controversial views, rationalize their own view, and follow strict APA style.
Courses will require assignments that will assist the student in understanding how to use information in an academic and scholarly community.	Students utilize the internet as a primary information gathering tool and are encouraged to use interlibrary loan and consultation to obtain primary journal articles if they do not appear in print in the CSUSM library. They are also allowed to use reputable online websites and professional organizations as relevant resources. Resources are held to a strict standard of reliability, and must include both Peer-reviewed scholarly and authoritative sources. A Librarian lecture at the start of

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	<p>the term is aimed toward supplying students with a clear understanding of what defines those sources and avenues to find them, They are also provided with an overview of APA guidelines in order to meet the assignment standards.</p> <p>Extensive feedback on writing style, grammar and usage; spelling, and paper organization are provided by the instructor.</p>
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CSUSM

Department of Health and Human Services and Education

Kinesiology Department

Spring 2014

KINE 306—Exercise, Fitness and Health (Hybrid)

Class Times:

Tuesday 1:00-2:15 P.M

Location: University Hall 439

Instructor:

Lea Roberg Chao, M.P.H.

Office: University Hall 326 Phone: 760-750-4125

General course questions: Use "General Course Questions Forum"-Located at the top of the Cougar Courses KINE 306 Home Page

Email: lchao@csusm.edu

Office Hours: Tues/Thurs 3:00-4:00 P.M. and by Appointment

Course Description:

Examine the relationship between an active lifestyle and health and the prevention of chronic disease through positive lifestyle choices Includes in depth evaluation of personal fitness levels and dietary intake.

Pre-requisite: None

Required Textbook and Online Supplement:

**LL A Wellness Way of Life w/ CNCT Plus Access Card
10th Edition**

By Gwen Robbins , Debbie Powers , Sharon Burgess

Publication Date: Dec 17, 2012

ISBN: 0077799771 / 9780077799779

Online Supplement Only

**Connect Plus Wellness 1 Semester Online Access for A WELLNESS WAY OF LIFE
10th Edition**

By Gwen Robbins

Publication Date: Dec 19, 2012

ISBN: 0077411587 / 9780077411589

Text Only

**LL A Wellness Way of Life
10th Edition**

By Gwen Robbins , Debbie Powers , Sharon Burgess

Publication Date: Nov 13, 2012

ISBN: 0078022606 / 9780078022609

Online Supplement Link:

[KINE 306 Spring 2014 McGraw Hill Connect Online Course Link](#)

LEARNING OUTCOMES FOR THIS CLASS:

- 1. Demonstrate a broad understanding of health and wellness, components of fitness, and the importance of exercise in reducing the global burden of chronic disease.** Students will participate in multiple online forums and will complete a research paper that demonstrates their understanding of injury and chronic disease. Students will also demonstrate mastery of this material on formal examinations.
- 2. Demonstrate an appreciation for the importance of personal responsibility in your own fitness and wellness and as a role model for others.** Students will complete physical fitness tests and compare their data to national norms, evaluate their lifestyle choices and current values and behaviors that contribute to their status.
- 3. Perform basic fitness testing, data evaluation, and dietary analysis and demonstrate the ability to translate this information into a personalized fitness and wellness program for apparently healthy persons.** Students will perform fitness and nutrition evaluations on themselves and will demonstrate the ability to interpret their results in laboratory assignments. This will include the design of a personalized fitness and wellness program.

4. Evaluate relevant problems in health and wellness, including various disease states, potential treatments, and ways to optimize health. Students will complete a research paper and present their results on an injury or chronic disease of their choice. Students will also participate in online forums and demonstrate mastery of this material in formal examinations.

5. Demonstrate an understanding of the research process and how to locate and utilize reliable health information resources. Students will complete a research paper on a topic of their choice. Students will also participate in a group project that involves research to locate information that will allow them to accurately evaluate common assumptions in health and wellness (Check the Facts assignment).

LEARNING OUTCOMES FOR ALL GENERAL EDUCATION AREA E COURSES:

1	Describe the physiological, social/cultural, and psychological influences on your own well-being.
2	Identify and actively engage in behaviors that promote individual health, well-being, or development.
3	Describe the value of maintaining behaviors that promote health, well-being and development throughout a person's lifespan.
4	Describe how their well-being is affected by the university's academic and social systems and how you can facilitate their development through active use of campus resources and participation in campus life.
5	Demonstrate critical thinking skills by locating, analyzing and synthesizing information.

LEARNING OUTCOMES FOR ALL GENERAL EDUCATION COURSES:

1	Students will communicate effectively in writing to various audiences.
2	Students will think critically and analytically about an issue, idea or problem.
3	Students will find, evaluate and use information appropriate to the course and discipline.

LEAP (Liberal Education and America's Promise) AND CSUSM SPECIFIC GOALS:

LEAP 1	Knowledge of Human Cultures and the Physical and Natural World
LEAP 2	Intellectual and Practical Skills
LEAP 3	Personal and Social Responsibility
LEAP 4	Integrative Learning
CSUSM 1	Exposure to and critical thinking about issues of diversity
CSUSM 2	Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts

Course Format:

- This is a Hybrid course. Students will be required to attend class in person one time a week; other course requirements will be met online. Please note that although the online assignments will have some flexibility, there will be occasions in which students must take Exams on a specific date during a specific time period.
- I expect you to complete the assigned readings. Assignment will cover material complementary, but not identical to, the readings, I encourage you to ask questions via "Course Communication Forum" about concepts that were not clear in the readings. Your learning experience, and that of your peers, will be enhanced by these thoughtful discussions.
- Successful completion of the course requires that you attend to the course work daily and take the examinations on their scheduled dates and times. **I will not entertain any requests for extensions on required course work based on busy schedules or work schedules.**
- This is a Cougar Courses "Enhanced" class. All course materials are available at <http://cc.csusm.edu> . You will need your student ID and password to login to the class. If you have trouble, contact me or the student help desk: 760-750-6505.
- This course's Text is supplemented with Online Course content McGraw Hill Connect Online . You will need to purchase an access code to access the required supplement.
- All assignments will be electronically submitted through Cougar Courses and Connect Online. Email or hard copy assignment submissions will have the grade lowered by **10%**, unless instructor has requested submission in that format.
- All students are required to use the "General Course Communication Forum" to communicate with the course instructor, as well as other students regarding anything related to the course. Direct communication via instructor email is acceptable if the topic is of a private nature.

General Course Information

(Detailed instructions for these assignments will be reviewed in class and available on Cougar Courses.)

Check The Facts

This is a Group Project. You will choose a controversial health topic, and then Check the Facts. Your investigation of the topic will either result in a confirmation of the facts or you will disprove the claim; on occasion the result will be inconclusive. You will then present your group findings to the class on a scheduled date during the semester using Camtasia Relay(Voice Overlay System). Your class presentation will be

supported by a Power Point presentation using Voice over. As part of this assignment, you will work with the Education Librarian for approximately 5 hours (in class presentation, online chat, appointments) to assist you in locating information.

Exams and Quizzes

Series of short answer, multiple choice, essay and fill-in questions. Student will be required to apply all information discussed in in class, and any assigned reading. Test and Quizzes will be administered via computer using McGraw Hill Connect Online. The Midterm and Final will be delivered on a specific date and time window-No Exceptions, so plan ahead.

Required Attendance

Because this is an Online Course you will be required to attend all class meetings. I again emphasize that daily maintenance and course work is strongly suggested in order to keep up with the hybrid format.

Course Work

Due to the Hybrid Course format, be aware that approximately half of your course work will be online in the "Connect" text supplement and other online work in addition to class attendance and other course related assignments.

University Writing Requirement

All students will be required to submit 2 documentary reflections (approximately 500 words each), a final paper ("Check the Facts" - approximately 1000 words), and will be involved in 5-6 informal online forums throughout the semester (approximately 500-1000 words). Together, these assignments will meet the University requirement of 2500 words for a 3 unit course.

Forums

A space where you exchange ideas, share thoughts, and learn by actively interaction with one another. There are several types of forums.

Informal Forums: (ungraded, not required)

"General Course Communication Forum" (Located at the top of CC)-

Use this forum to help each other with questions about the class. You can post a question or post an answer to someone's question. I will also respond.

"Connect Online Questions and Concerns" (located at the top of CC)-

Use this forum to report any questions of concerns related to "Connect" if it

has not been resolved by the Connect "HELP" located within the Connect system.

Formal / Academic Forums: (graded & required)

“Reflection Forums” – These forums will be assigned to in class topics and are meant for you to express your personal perspective on the prompt and to reply respectfully to others. There is no need to bring in academic material BUT your submissions do need to be well written and respectful. The “tone” needs to be as if you were in a small group discussion in a classroom. You will post your own submission and reply to 3 others. The length can be small paragraph for your own posting and a few lines to a small paragraph for replies.

Assignments:

Forums #1 and # 2

Grading Reflective Postings:

Full credit include replies that explicitly references ideas in the post, gives personal commentary in constructive way, may correct an incorrect posting in a respectful way, elaborates on the ideas and questions posed in the post, reflects a good understanding of the course material, and/or brings up course material that the original post did not include but was relevant. The reply contains material that explicitly uses more than 3 of the readings.

Partial credit includes brief elaboration of the ideas and questions posed in the post and/or a personal response that may or may not clearly tie to the original post but relevant to the module. The reply references at least one of the readings.

No credit reply includes brief encouragement, a statement of agreement or disagreement, unclear or offensive responses, and/or no reply.

******Your Reflection posting should thoroughly address the prompt, be thoughtful, and interesting. Your personal replies should engage the content of what the student had posted, ask questions, and generally seem as if you are engaged in the ideas presented.

“Academic Forums” – These forums are definitely more formal. In both posting and replies, you **MUST INCLUDE A VARIETY OF COURSE MATERIAL**. Correctly citing, using citations, and quotes are great ways to make sure you demonstrate your academic and critical thinking abilities. These forums are worth more than the

reflection forums. Your posting should be at least a medium paragraph (and up to 3 paragraphs or so) and at least a small paragraph for replies.

Assignments:

Check The Facts - References

Grading Academic Postings:

Full credit includes posts that have: thoughtful commentary that specifically includes references and/or discussion to the reading and module material; personal connections when relevant; introduces new ideas and questions; and thoroughly addresses the prompt. Post was on-time. Several of the readings are referenced.

Partial credit includes posts that have: reference to some type of course material, some personal reference but maybe not clearly connected to course material or prompt, and/or thoroughly addresses the prompt. One or two of the readings are referenced.

No credit post includes incorrect or partial posts, no reference to relevant material, irrelevant ideas, and/or no post.

Note: Correct grammar or syntax are not graded but if they impede the understanding of your post or reply, then the quality of your post or reply is diminished and you will lose points. See me if you have concerns about this.

Managing McGraw Hill, "Connect" Online

As a requirement for the course you need to purchase and register for the online text supplement. You will be responsible for managing and submitting assignments by scheduled due dates. Each week you will have a series of assignments related to the assigned text Chapters. Assignments will consistently be due every Thursday by 8:00 A.M. I will not entertain requests for time extensions due to busy schedules or work schedules.

Technical Issues with "Connect"

As much as I would like to guarantee that there will be no technical or content errors within the Connect content, there likely will be. Please following the following procedures when problems arise:

1) Always first Contact "HELP" link within Connect. They are helpful and can likely solve your problem on the spot.

2) Second, if necessary, post Issue in the "Connect Problems and Concerns Forum" posted at the top of the CC page. I follow your posts and will address the problem or make adjustments.

Technical problems will not be held against you if reported properly. The following procedures will be considered in the determination.

1) Issue is reported and documented with Connect-HELP or Connect Forum within 24 hours of occurrence.

2) In some cases, whether or not any other class mates had the same issue.

3) An attempt was made on the question(s).

Assignments	Points
Syllabus Quiz	20
Check The Facts Topic Submission	10
Check The Facts References	15
Check The Facts Paper	100
Check The Facts Power Point Presentation	50
Choose My Plate Assignment	30
Documentary Reflection Forum #1	20
Documentary Reflection Forum #2	20
"Connect" Online Assignments	600
Midterm 1	100
Midterm 2	100
Attendance	150
Final	150
Total Points	1365

Tentative Course Schedule:

Topic		Location	Assignment
Wellness	Week 1		
	Week 2	CC-Assignments	Check The Facts Topics
		CC-Forums	Forum #1-Ted Talk-100+ Years
		Connect-Online	CH 1 Understanding Wellness
		Connect-Online	CH 1 Quiz
Fitness	Week 3	CC-Quizzes	Syllabus Quiz
		Turnitin	References

		Connect-Online	CH 2 Changing Behavior
		Connect-Online	CH 2 Quiz
	Week 4	Connect-Online	CH 3 Developing and Assessing Physical
		Connect-Online	CH 3 Quiz
	Week 5	Connect-Online	CH 4 Maximizing Cardiorespiratory Fitn
		Connect-Online	CH 4 Quiz
	Week 6	Connect-Online	CH 5 Developing Flexibility
		Connect-Online	CH 5 Quiz
	Week 7	Connect-Online	Midterm 1 Chapters 1-5
		Connect-Online	CH 6 Developing Muscular Fitness
		Connect-Online	CH 6 Quiz
Prevention	Week 8	Connect-Online	CH 7 Exploring Special Exercise Consid
		Connect-Online	CH 7 Quiz
		Connect-Online	CH 8 Preventing Common Injuries
		Connect-Online	CH 8 Quiz
	Week 9	Connect-Online	CH 9 Maximizing Heart Health
		Connect-Online	CH 9 Quiz
	Week 10	Connect-Online	CH 10 Coping with Stress
		Connect-Online	CH 10 Quiz
	Week 11		SPRING BREAK
	Week 12	Connect-Online	Midterm 2 Chapters 6-10
		Connect-Online	Outdoor Labs Due
Nutrition		CC-Assignments	ChooseMyPlate
		Connect-Online	CH 11 Eating for Wellness
		Connect-Online	CH 11 Quiz
	Week 13	Connect-Online	CH 12 Achieving A Healthy Weight
		Connect-Online	CH 12 Quiz
		CC-Forums	Forum #2-Weight of The Nation
	Week 14	Connect-Online	CH 13 Preventing Cancer
		Connect-Online	CH 13 Quiz
		Connect-Online	CH 14 Understanding Substance Abuse...
		Connect-Online	CH 14 Quiz
Health Choices	Week 15	Connect-Online	CH 15 Preventing STI's
		Connect-Online	CH 15 Quiz
	Week 16	Connect-Online	CH 16 Exploring Lifetime Wellness
		Connect-Online	CH 16 Quiz
		Connect-Online	Final Exam

Group	Presentation
	Dates
1	18-Feb
2	25-Feb
3	4-Mar
4	11-Mar
5	18-Mar
6	25-Mar

7	8-Apr
8	15-Apr
9	22-Apr
10	29-Apr
11	6-May

Grading Scale:

A 93-100%
A- 90-92%
B+ 87-89%
B 83-86%
B- 80-82%
C+ 77-79%
C 73-76%
C- 70-72%
D+ 67-69%
D 63-66%
D- 60-62%
F 0-59%

- "I's" will only be given in individual/extreme circumstances.

Writing Requirement:

- An important skill practiced in this course is written communication that is appropriate, concise, and clear. Students will demonstrate this proficiency by meeting high standards of clarity, accuracy, and brevity in all submitted work.
- Work must be typed and should not be submitted with errors in spelling, grammar, or punctuation.
- Acceptable Submission Format: APA Style: Publication Manual of the American Psychological Association
- Students will put Full Name as seen on registration, Section, Date and Assignment Title on all work submitted. 10 points will be deducted if no name is found on submitted work. Policy on late work or missed exams:
- I will only accept late work in the event of extenuating circumstances. Late work, turned in any time after the due date and time, may be turned in until the last day of class, for a maximum of 50% credit. Notification of missed assignment(s) must be submitted in person or electronic mail prior to scheduled due date and can only be made up for full credit if a valid Dr.'s note or legal/official documentation is provided.

• Missed exams may ONLY be made up if valid Dr.'s note or legal/official documentation is provided. Exam MUST be completed prior to returning to the next class meeting and will be arranged with instructor. Notification of missed exam must be submitted in person or electronic mail prior to scheduled exam. Quizzes given in class or any in-class assignments that you miss cannot be made up.

Attendance and Participation:

Credit Hour

Procedures:<http://www.csusm.edu/policies/active/documents/Credit%20Hour.html>

Under Federal Regulations, students should plan on devoting a minimum of 45 hours per semester for each unit of credit through attending class, working online, and other out-of-class work. A three unit class would require 135 hours.

KEEPING UP WITH ASSIGNMENTS AND SUBMITTING ON TIME IS EXPECTED.

Valid Excuse: Extensions on assignments will only be granted if a valid Dr.'s note or legal/official documentation is provided. (Some extraordinary circumstances will be considered as a valid excuse)

Online Etiquette / Netiquette

As part of the requirements of this course, you are to contribute to the forum discussion: post a thoughtful paragraph in response to the assigned task, read the posts of your classmates, and post a thoughtful response to the entry of at least two of your peers. Each unit contains a detailed explanation of your posting on the forum.

A few words about communication and online discussion are in order. As you can imagine, some conversations easily become emotional, especially if we touch on people's deeply held beliefs. Unfortunately, online posting can mislead one into thinking that cyberspace is an "anything goes" kind of forum. This isn't the case. Civil interaction is as much expected here as in the "traditional" classroom. Below I provide some guidelines for communicating more effectively online. I will deduct points from posts that violate the spirit of these suggestions.

IF I DEEM THE COMMENTS ESPECIALLY EGREGIOUS, I WILL DROP YOU FROM THE CLASS.

Keep in mind:

1) There will be disagreement (and this is good, otherwise we will be bored).

2) Disagreement can be very constructive; it encourages us to reconsider our own positions and either recommit, expand, or discard them.

3) I must at all times read the debate of an IDEA and not making a personal attack on an individual. Note that this is a skill to learn like any other-- how to debate and get your point heard.

Academic Honesty Policy:

- Students must read the University Policy regarding academic misconduct at the following link (http://lynx.csusm.edu/policies/procedure_print.asp?ID=187). To paraphrase that document, "Cheating and plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, put on probation, or given a less severe disciplinary sanction." All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

- Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

- Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Disabled Students:

- Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS), (760) 750-4905, at this link: <http://www.csusm.edu/dss/>. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality Americans with Disabilities Act: • Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.