

HPER 2150
Aerobic Conditioning
Fall 2011

INSTRUCTOR:	Dr. Ayers	EMAIL:	s.ayers@wmich.edu
OFFICE:	1046 SRC	PHONE:	269.387.2712
OFFICE HOURS:	T, R: 9:30-10:30a & by appt.	FAX:	269.387.2704
COURSE:	SRC 3013 & 1076, 11:00-11:50a T, R		
COURSE WEB SITE:	http://homepages.wmich.edu/~sayers		

COURSE DESCRIPTION

This one credit lecture/lab course introduces prospective physical education teachers to the foundations and components of health-related fitness, provision of developmentally appropriate health-related content and the assessment of health-related fitness. Physical Best certification is offered at the end of this course.

REQUIRED MATERIALS

- 1) HR monitor and pedometer (both provided via course fee)
- 2) Daily Fitness and Nutrition Journal
- 3) NASPE (2011). *Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide* (3rd ed.). Champaign, IL: Human Kinetics. ISBN: 978-0-7360-8116-0
- 4) Cooper Institute for Aerobic Research. (2010). *FITNESSGRAM test administration manual* (updated 4th ed.). Champaign, IL: Human Kinetics. ISBN: 978-0-7360-9992-9
- 5a) NASPE (2011). *Physical Best Activity Guide: Elementary Level* (3rd ed.). Champaign, IL: Human Kinetics. ISBN: 978-0-7360-8117-7

OR

- 5b) NASPE (2011). *Physical Best Activity Guide: Middle & High School Levels* (3rd ed.). Champaign, IL: Human Kinetics. ISBN: 978-0-7360-8118-4
- 6) The required Physical Best certification fee is \$35 for AAHPERD members, \$55 for non-members.

DUE online when test taken

COURSE OBJECTIVES

Each candidate will attain a minimum criterion of 70% to demonstrate the following competencies, by identifying on a written test and/or demonstrating in a laboratory experience, mastery of:

1. Components of health-related fitness for school-age children, including cardiovascular endurance, muscular strength, endurance and flexibility, and body composition.
NASPE Beginning Teacher Standards 1.1, 1.3, 3.3, 3.7
2. Basic training principles of physical conditioning and the implementation of developmentally appropriate training protocols in K-12 physical education settings.
NASPE Beginning Teacher Standards 1.1, 1.2, 1.3, 2.2
3. The development of alternative curriculum and instructional strategies for the promotion of school-age children's physical activity and health-related fitness.
NASPE Beginning Teacher Standards 1.1, 1.2, 1.3, 3.3, 3.4, 3.5, 3.7, 6.2
4. Assessment issues and techniques typically associated with school-age children's physical activity and health-related fitness programming in schools.
NASPE Beginning Teacher Standards 4.2, 5.1, 5.2, 5.3, 6.1, 6.2
5. Concept of personal fitness by demonstrating age and gender-appropriate Healthy Fitness Zone values as identified on the FITNESSGRAM.
NASPE Beginning Teacher Standard 2.2
6. Ability to use FITNESSGRAM tests, software and reports to develop an individual fitness program.
NASPE Beginning Teacher Standards 2.2, 4.3, 5.1, 5.2, 5.3

ATTENDANCE

Students are expected to attend all course-related sessions to earn available points. In case of an absence, assigned class work will be accepted only if prior arrangements are made with the instructor. Individual circumstances will be given consideration only if the instructor is contacted **before** the day of the absence. Call or email! Attending all course-related meetings (ON TIME) and participating fully will add an additional 2% onto the final course grade. **Class begins promptly at 11:00am EST.**

APPROPRIATE ATTIRE

During lab classes students are expected to wear clean, appropriate attire (shorts/warm-ups and t-shirts that fit, have only appropriate logos/terms/graphics, with no holes or rips) for participation. **A polo shirt and professional shorts/pants (not jeans or cargo pants) must be worn when teaching.**

ETIQUETTE: The use of cell phones, iPods or other non-class-related equipment is prohibited. Laptops may be used for notes during class, but accessing any non-class websites will result in loss of that privilege. Please remove all hats when entering class. Side conversations are discouraged; please avoid distracting others. If you wish to share information, raise your hand and your contributions will be welcomed. Questions are welcomed and encouraged, as information that is unclear to you may also be unclear to others.

ACADEMIC INTEGRITY/DISHONESTY

Academic honesty is central to WMU's educational mission. It enables each of us to fulfill our potential, learn effectively with and from one another, acquire specialized knowledge and skills, become informed, responsible and creative thinkers and have pride in our institution's standing. To these ends I require that students in this class represent their own work accurately and truthfully without cheating, fabrication, falsification or forgery, multiple submission, plagiarism, complicity and computer misuse, according to the policies in WMU's Student Code that pertain to Academic Integrity (<http://catalog.wmich.edu>). If there is reason to believe you have been involved in academic dishonesty you will be referred to the Office of Student Conduct. You will be given an opportunity to review the charge(s). If you believe you are not responsible you will have the opportunity for a hearing.

This particular class includes take-home and group/partner assignments. Although you may discuss these with others in this class, **the final answers that you turn in for grading must be written independently by you, and reflect your own efforts, knowledge, understanding and expression of ideas.** Use of others' work without full referencing constitutes academic dishonesty (plagiarism), so ensure complete and accurate citations of all material submitted by but not produced by you to avoid penalty. In addition, offering or providing your work to others is also a form of academic dishonesty (complicity). If you have questions or are confused about what is or is not appropriate regarding this, or other issues of academic integrity, please consult with me during office hours or after class. I am available at those times to discuss anything pertaining to this course. The WMU Writing Center can give you additional help with paraphrasing and citing sources correctly. If you observe other students in this class engaging in any form of academic dishonesty I invite you to approach me in confidence about it. **If you are found responsible for academic dishonesty, you will fail this course.**

Please see the following links to access the Code of Honor and general academic policies on issues including but not limited to diversity, religious observance and student disabilities:

www.wmich.edu/disabilityservices

<http://osc.wmich.edu>

<http://www.wmich.edu/registrar>

FITNESS

As future physical educators you must possess fitness knowledge, including the ability to provide instruction, perform fitness activities, assess knowledge and fitness, and develop individualized fitness plans. Based on these expectations, each individual will complete the FITNESSGRAM test to determine her/his current fitness level. If an individual is within the age and gender HFZ on the curl-ups, push-ups, PACER, body composition, and Back-Saver sit-and-reach tests, full credit for this component of the grade will be earned. If an individual cannot reach the HFZ in all five areas, s/he has the opportunity to improve

the areas of weakness and be re-tested before the end of the course. See related information on the course web site.

Fitness and Nutrition Journal (FNJ): Part of being a quality physical educator is serving as a role model for your students. To assess your current activity and diet habits, self-report journal entries will be collected throughout the semester. All recording will be completed in your Daily Fitness and Nutrition Journal and verified as noted on the syllabus.

Personal Fitness Plan: As a future teacher you should start considering yourself a role model and examine your own level of physical activity/fitness. To assist in this process, you will develop a personal fitness plan using the Daily Fitness and Nutrition Journal.

PHYSICAL BEST HEALTH/FITNESS SPECIALIST CERTIFICATION

This certification is designed to identify those individuals with extensive knowledge about providing health-related fitness instruction in K-12 settings. This certification can be one more way to make you stand out from other job candidates upon graduation. The on-line, open-book test will serve as the final exam in this course and requires the use of your Physical Best books and class notes.

ACADEMIC REQUIREMENTS

Students must be present in class to submit assignments. **No late work will be accepted.** Unless otherwise stated, all assignments are due on the indicated date at the beginning of class. If students are dissatisfied with a grade, any discussion of that grade must occur within one week of receipt to be reconsidered. NO grades will be changed after that one week ‘grace period.’

<u>GRADE COMPONENT</u>	<u>GRADE %</u>	<u>GRADING SCALE</u>
Assignments/Class activities/Quizzes	30	92 - 100% = A
Lab activities	30	89 - 91% = BA
Fitness and Nutrition Journal (FNJ)	20	80 - 88% = B
Fitness	10	77 - 79% = CB
Physical Best certification test	10	70 - 76% = C
		67- 69% = DC
		60- 66% = D
		<60% = E

HPER 2150 Tentative Block Schedule

Date	Tuesday	Date	Thursday
9/6	Course Orientation, PAR-Q	9/8	Knowledge Pre-test
9/13	Meet in 1076 LAB 1 Fitness Testing: FITNESSGRAM	9/15	Meet in Computer Lab LAB 2 Fitness Data Management Assigned Reading: Fitnessgram Manual, pg. 113-132
9/20	Goal Setting PHAT Exercise Assigned Readings: pg. 13-36, JOPERD article	9/22	Foundations of Health-Related Fitness Assigned Reading: pg. 1-36 DUE: FNJ check 1 (p. 2-4, 24-25, 61-67)
9/27	Quiz 1: Foundations of H-R Fitness Training Principles Assigned Reading: pp. 37-49	9/29	Aerobic Fitness Assigned Reading: pg. 71-92 DUE: THRZ practice worksheet
10/4	Meet in 1076 LAB 3 Aerobic Lab	10/6	Quiz 2: Aerobic Fitness Muscular Strength/Endurance Assigned Reading: pg. 93-112 DUE: FNJ check 2 (p. 25, 79)

Date	Tuesday	Date	Thursday
10/11	Meet in 1076 LAB 4 Strength/Endurance Lab	10/13	Quiz 3: Muscular Strength/Endurance Flexibility Assigned Reading: pg. 113-125
10/18	Meet in 1076 LAB 5 Flexibility Lab	10/20	Quiz 4: Flexibility Nutrition, Body Composition Assigned Reading: pg. 51-67, 127-143 DUE: FNJ check 3 (p. 26, 80)
10/25	Meet in 1076 LAB 6 Nutrition, Body Composition Lab	10/27	Quiz 4: Nutrition, Body Composition Group preparation for Teaching Labs DUE: FNJ check 4 (6-week ck-up; p. 27, 28, 81)
11/1	Meet in 1076 LAB 7 Dry Run: Activity set-up, group organization, etc. DUE: FNJ check 5 (p. 29, 82) Individual activity outlines for CV acts.	11/3	Meet in 1076 LAB 8 Student activities I DUE: FNJ check 5 (p. 29, 82) Individual activity outlines for MS/E acts.
11/8	Meet in 1076 LAB 9 Student activities II DUE: Individual activity outlines for Flex acts.	11/10	Meet in 1076 LAB 10 Student activities III DUE: Individual activity outlines for BComp acts.
11/15	Meet in 1076 LAB 11 Student activities IV (get F'gram codes)	11/17	Meet in 1076 LAB 12 Fitness Testing: FITNESSGRAM DUE: FNJ check 6 (p. 30, 83) Peer instruction reflection (1 pg)
11/22	Assessment Principles Assigned Reading: pg. 207-222 DUE: Pre-/Post-test Fitnessgram reports	11/24	THANKSGIVING BREAK
11/29	Assessing Health-related Fitness Assigned Reading: pg. 223-236	12/1	Personal fitness plan project work
12/6	Quiz 5: Assessment Review Personal Fitness plans & progress DUE: FNJ check 7 (12-week; p. 31, 32, 73-78)	12/8	Course wrap-up, student evaluations Knowledge Post-test
Mon 12/12	8-10a.m. final: Physical Best Certification Test (open book and notes) in COMPUTER LAB DUE: \$35 or \$55 Certification fee online		