

**Course Syllabus**  
**KINE 2202 Creating a Wellness Lifestyle**  
**Fall 2013**  
**12:00-12:50 MW**  
**Nurs 104**

**COURSE DESCRIPTION**

This course provides information regarding the components of physical fitness: cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. In addition, nutrition, disease control, stress management, proper diet and exercise procedures are emphasized. Pre-selected physical activities will be conducted during many of the class sessions to allow the application of principles taught in the lecture sessions. Students are expected to design and implement a wellness plan during the class.

**COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION**

The course fulfills the 2-hour Smith College requirement and is required for Kinesiology majors. It is recommended this course be taken during the first or second year of enrollment.

**INSTRUCTOR INFORMATION**

Name: Dr. Kylee Short  
E-mail: kshort@hbu.edu  
Office Phone: 281.649.2386  
Office Location: N125  
Office Hours: MWF 10:00-12:00; TTH 10:30-12:30; or by appointment

Name: Dr. Renae Schumann  
E-mail: rschumann@hbu.edu  
Phone: 281.649.3680  
Office Location: N112  
Office Hours: By appointment (see Lauren)

**LEARNING RESOURCES**

Course Text(s): *Physical Activity for Health & Fitness* by Jackson  
*Physical Activity for Health & Fitness – Lab Manual*

**RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY**

University mission and purpose statement from the Houston Baptist University Catalog, 2008-2010 (p. 16-17):  
“The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, ‘Jesus Christ is Lord’”.

“...Committed to providing a responsible and intellectually stimulating environment that:

- fosters spiritual maturity, strength of character, and moral virtue as the foundation for successful living
- develops professional behaviors and personal characteristics for life-long learning and service to God and to the community
- meets the changing needs of the community and society
- remains faithful to the ‘**Nature of the Institution**’ statement”

“...Promotes learning, scholarship, creative endeavor, and service”.

In accordance with the university purpose (including its commitment to academic excellence, the Christian faith, personal growth, respect for all persons, a sense of community, and career preparation), this course endeavors to;

1. provide a supportive atmosphere for students from all backgrounds which fosters intellectual and social interaction in the teaching-learning process.
2. encourage academic excellence, freedom, and objectivity.
3. promote the development of critical and creative thinking, compassion, responsibility, and continuing interest in learning.

## RELATION TO COLLEGE GOALS AND PURPOSES

The School of Nursing & Allied Health emphasizes the inclusion of multiple learning approaches, challenging criteria, and the use of reliable and fair evaluations. “In accordance with the University Purpose, this course endeavors to:

1. Provide a supportive atmosphere for students from all backgrounds which fosters intellectual and social interaction in the teaching-learning process;
2. Encourage academic excellence, freedom, and objectivity;
3. Promote the development of critical and creative thinking, compassion, responsibility, and continuing interest in learning and wellness.”

## RELATION TO DEPARTMENTAL GOALS AND PURPOSES

The Kinesiology Department emphasizes the goals of the School of Nursing and Allied Health with the inclusion of multiple learning approaches including a challenging criteria and the use of reliable, fair evaluations. The School of Nursing and Allied Health also subscribes to the following beliefs:

1. Treat students with respect and kindness.
2. Assessment and standards should be consistent, challenging, fair, and performance-based.
3. Students should be actively involved in learning with activities designed for a variety of learning styles.
4. Students will have the opportunity to develop interpersonal communication, critical thinking, and technology skills.

## COURSE OBJECTIVES

### Overview/ purpose of the course:

Human Wellness is designed to enhance the student’s ability to make wise decisions regarding their lifestyle. Information in the areas of fitness, health, nutrition, and stress is investigated. The student, after evaluating their wellness status, will be encouraged to make adaptations in their lifestyle to move toward better health. Students will submit a Dietary Recall assignment, and an Exercise Program Log.

### Technology, writing, or oral objectives:

Students will access online assessments pertaining to diet and nutrition behaviors and other web-based learning activities. Students will be required to submit written assignments assigned by the professor.

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

As a result of the course, the student will have the opportunity to apply, and put into practice, up-to-date concepts of Human Wellness in their lives. The intent is to encourage and apply wellness concepts through their lifespan.

## TEACHING STRATEGIES

The course will include lectures; discussions and interactions; demonstrations; active student participation. Students will be involved in individual authentic assessments of health and wellness components. There will be assignments completed in class, others outside of the class, and there will be an exercise/fitness activity log to complete, and a dietary log to complete. Each student will retain assigned lab/activity documentation in a personal file folder.

## ASSESSMENT OF LEARNING

### Student Appraisal

Assignments & Lab Activities	150 pts
Attendance	50 pts
Exams (4@ 75 points)	300 pts
<u>Exercise Log</u>	<u>50 pts</u>
Total:	550 pts.

A = 90%  
B = 80%  
C = 70%  
D = 60%  
F = <60%

## **CLASS POLICIES**

### Absence and tardy policies

Regular attendance in class is important for student success, and it is university policy that students must attend class. **Absences are recorded beginning from the first class session after the student has enrolled in the course. Professors are not obligated to allow students to make up work they miss due to unexcused absences. Any student who does not attend at least 75% of the scheduled class sessions will receive a grade of “F” for the course, regardless of his/her performance on other assessments such as tests, quizzes, papers, or projects.** Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the college or school may also apply additional attendance requirements as necessary. Please see the catalog currently in use for the university’s policy on classroom absences caused in the course of student representation of the university, such as athletics, chorale, and mock trial activities.

**Students will be allowed two (2) absences. Upon the third absence, the attendance grade will be decreased 10 points for each missed class period. Any missed assessments will be given a zero.**

### Classroom Behavior Expectations

The classroom environment is to be conducive to learning and is under the authority of the instructor. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil behavior in the classroom and show appropriate respect for the instructor and other students. Inappropriate behavior toward the instructor, in or out of the classroom, may result in a directive to the offending student to leave the classroom or the course entirely.

Classroom behaviors that disturb the teaching-learning experiences include the following behaviors: activated cellular phone or other device, demands for special treatment, frequent episodes of leaving and then returning to the class, excessive tardiness, leaving class early, making offensive remarks or disrespectful comments or gestures to the instructor or other students, missing deadlines, prolonged chattering, sleeping, arriving late to class, dominating discussions, shuffling backpacks or notebooks, disruption of group work, and overt inattentiveness. It is at the discretion of the instructor as to whether laptops will be allowed for use in the classroom. **Cell phones are to be turned off and put away. Do not place them on your desktop or use them during class. Students that do this will be asked to leave.**

### Early Alert

As an instructor, I am committed to your success, not only in this class, but in all aspects of HBU life. To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented an *Academic Early Alert Referral System (EARS)*. If I think you would benefit from some of these special programs or services available to you, I will make the appropriate referral. You, in turn, will be expected to take advantage of the help offered to you.

### Email Policy

All university and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another

email address. **Your emails should be in a professional format with correct spelling, capitalization, and grammar.**

#### Grievance Procedures

The Academic Grievance Policy may be found in the catalog currently in use, in the Academic section of the HBU Forms section of the HBU Portal, and on the Registrar's page on the HBU Website.

#### Children in Classroom

In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for enrolled students only unless the instructor approves other arrangements in advance.

#### Incomplete Grades

Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. **Students with excessive absences, which will result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.**

#### Late work

Late work is unacceptable. Important Notice for Excused Absences: If a student is excused from class due to a university sanctioned event or approved occasion, the student is responsible for handing in the assignments **PRIOR** to the due date.

#### Learning Disabilities/Academic Accommodations:

Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester that he/she will be requesting accommodations. In order to request and establish academic accommodations, the student should contact the Coordinator for Learning Disability Services at [504@hbu.edu](mailto:504@hbu.edu) to schedule an appointment to discuss and request academic accommodation services. Academic Accommodations must be applied for and written each semester. If academic accommodations are approved, a Letter of Accommodations will then be sent to the professor(s). Please refer to the website, [www.hbu.edu/504](http://www.hbu.edu/504) for all accommodation policies and procedures.

<b>Class Date</b>	<b>Topic</b>	<b>Class Assignment Due</b>
Mon, Aug 26	Course Overview	
Wed, Aug 28	Introduction to Health	Read: Chapter 1 – The Physical Activity, Health, and Fitness Connection
Mon, Sept 2	Labor Day	
Wed, Sept 4	Introduction to Health Continued and Physical Activity and Fitness: Cardiovascular Fitness	Read: Chapter 2 – Cardiorespiratory Fitness
Mon, Sept 9	Wellness Center Tour	
Wed, Sept 11	Cardiovascular Fitness	Lab #3 pgs 15-22 (15 points)
Mon, Sept 16	Physical Activity and Fitness: Muscular Fitness	Read: Chapter 3 – Muscular Fitness
Wed, Sept 18	Muscular Fitness	
Mon, Sept 23	Fitness Testing	Lab #4 pg 23-25 (15 points)
Wed, Sept 25	Exam #1 (75 points)	Chapters 1-3
Mon, Sept 30	Physical Activity and Weight Control: Obesity	Read: Chapter 4 - Obesity
Wed, Oct 2	Obesity – Body Composition Activity	Lab #5 pgs 27-41 – including online lab experience (15 points)
Mon, Oct 7	Physical Activity and Weight Control: Nutrition	Read: Chapter 5 - Nutrition
Wed, Oct 9	Nutrition	Lab #6 pgs 43-59 (30 points)
Mon, Oct 14	Physical Activity and Weight Control: Weight Control	Read: Chapter 6 – Weight Control
Wed, Oct 16	Weight Control	Lab #7 pgs 61-67 – including online lab experience (15 points)
Mon, Oct 21	Exam #2 (75 points)	Chapter 4-6

Wed, Oct 23	Physical Activity and Healthy: Cardiovascular Disease	Read: Chapter 7 – Cardiovascular Disease
Mon, Oct 28	Cardiovascular Disease	Lab #2 pgs 9-13 – including online lab experience (15 points)
Wed, Oct 30	Physical Activity and Healthy: Musculoskeletal Health	Read: Chapter 8 – Musculoskeletal Health
Mon, Nov 4	Musculoskeletal Health	Lab #10 pg 99-101 – including online lab experience (15 points)
Wed, Nov 6	Physical Activity and Healthy: Cancer and Diabetes	Read: Chapter 9 – Cancer and Diabetes
Mon, Nov 11	Cancer and Diabetes	Lab #9 pgs 79-87 – including online lab experience (15 points)
Wed, Nov 13	Exam #3 (75 points)	Chapter 7-9
Mon, Nov 18	Lifetime Physical Activity, Health, and Fitness: Mental Health	Read: Chapter 11 – Mental Health
Wed, Nov 20	Mental Health	Lab #8 pgs 69-77 – including online lab experience (15 points)
Mon, Nov 25	Lifetime Physical Activity, Health, and Fitness: Healthy Aging	Read: Chapter 12 – Healthy Aging
Wed, Nov 27	Healthy Aging	Exercise Log Due (50 points)
Mon, Dec 2	Lifetime Physical Activity, Health, and Fitness: Leading a physically active life	Read: Chapter 13 – Leading a Physically Active Life
Wed, Dec 4	Leading a physically active life and course wrap-up	
TBA	Exam #4 (75 points)	Chapters 11-13

**ADDITIONAL COMMENTS REGARDING THE SIGNIFICANCE OF THE COURSE IN TERMS OF HISTORY, MOMENT, MOVEMENT, TRENDS, TIMELINESS, BODY OF BASIC KNOWLEDGE, ETC.**

It is the intent of this professor to provide a positive learning experience for each student, to encourage constructive behavior changes and life-long practices, and to create the most optimistic and affirmative environment possible, while helping the student grow as an individual and a professional.

**PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS**

*Dr. Kylee J. Short*

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Instructor's Signature

*August 26, 2013*

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Date