

# SYLLABUS



**FTES 138 999 Cardio Development  
Fall 2020**

# FTES 138 999 Cardio Development

## Consortium of Adventist Colleges and Universities

### Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

### Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

### Other Assistance

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Enrollment and withdrawal questions	<a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a>	(269) 471-6323
Technical assistance with online courses	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Exam requests and online proctoring	<a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>	(269) 471-6566
Distance Student Services - any other questions	<a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a>	(269) 471-6566

## Part 1: Course Information

### Course Descriptions

This course is offered for 1 semester credit; therefore it is expected that you will spend 45 hours total on this course, which translates to approximately 3 hours per week. This course is an activity course that focuses on the three areas of physical fitness. It will include the following components: cardio endurance and development, muscular strength training, flexibility, personal fitness program development, and physical fitness assessment. The course will also provide students with many alternative ways to workout using modern methods and exercises.

### Required Text/Material

- Pedometer
- Resistance bands, dumb bells, jump rope & yoga mat

### Credit Hours and Commitment

This course is offered for 1 semester credit; therefore it is expected that you will spend 45 hours total on this course, which translates to approximately 4 hours per week. Activities on this include working out, reading, accessing instructional materials, interacting with your instructor, and completing homework. Due to the physical fitness nature of the course, you must plan to progress steadily on a weekly basis to complete the course. Suggested schedules to accomplish this work are included in this syllabus.

A recommended weekly schedule to divide your time is provided:

- Labs: 1.5 hours
- Activities & activity logs: 1.5 hours
- Readings & other assignments: 0.5 hours
- Studying for Upcoming Exams: 0.5 hours

### **Student Learning Outcomes**

Upon successful completion of this course, you the student should be able to:

- SLO1: Evaluate his or her current level of physical fitness.
- SLO2: Develop a regular exercise program, in pursuit of a wholesome way of life.
- SLO3: Identify the three principles of physical fitness and how they are applied to overall wellness.
- SLO4: Discuss the significance of developing a regular exercise program that will increase muscular strength, cardiovascular fitness, and flexibility.
- SLO5: Execute the three principles of physical fitness at least three times a week.
- SLO6: Plan for the future by setting goals.

## **Part 2: Course Methods and Delivery**

### **Methods of Instruction**

Methods of instruction include assigned readings from the course material, reflections on readings, video presentations, discussion forums, and homework assignments. This course also has a midterm and final exam. Regular participation in the course is essential to good performance.

### **Technical Requirements**

- Internet connection (DSL, LAN, or cable connection desirable).

### **LearningHub Access**

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here:

<https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email [dlit@andrews.edu](mailto:dlit@andrews.edu) or call (269) 471-3960.

## Part 3: Course Requirements

**Important Note:** This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

### Assessment Descriptions

**Assigned Readings:** Readings are drawn from online materials. The course schedule below lists the reading assignments and their due dates.

**Labs:** There are 12 labs for this course. Seven of the labs are from assigned readings and five of the labs are assessment labs (PAR-Q, Muscular Strength, Heart Rate, Pedometer, & Goals). All labs can be found and downloaded from LearningHub.

**Activity Logs:** There are 14 activity logs for this course. An activity log must be submitted each week. Students must name the workout they chose and give a brief description of activities performed. Students are not allowed to perform the same workout more than three times. Students have three options to choose from:

1. The instructor’s workouts. These workouts are Word Documents. They are placed in an organized folder labeled “Workouts”.
2. Instructional videos. A variety of instructional videos have been placed in an organized folder labeled “Videos”.
3. Student Choice (SC). SC is only offered every other week. Students are allowed to perform their own workouts but they must give a detailed account of what they did.

This is an activity class therefore working out on a weekly basis is crucial. All activity logs can be found and downloaded from LearningHub.

**Discussion Forums:** This course contains 7 discussion forums. Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

**Exams:** This course contains a midterm and a final exam. This is a hands-on activity class. There are no textbooks or weekly quizzes. To ensure the student is obtaining knowledge and learning new methods there will be two video presentations.

The midterm will consist of a 10-15 minute video presentation of a workout the student has developed for himself or herself. In video 1 the student must implement the 3 components of physical fitness. The student will demonstrate they have proper knowledge of each exercise.

The final exam will be a 10-15 minute instructional video. In video 2 the student will act as a fitness instructor. The viewer, in this case the professor, should be able to follow along with the workout.

For more details see rubric. To learn how to submit a video assignment, go to LearningHub under the section titled, "Course Overview" and click on [How to Submit a Video Assignment](#).

**Evaluation Paper:** Submit a typed, one-page (double-spaced, 12 font, Times New Roman) report responding to the following questions:

1. How do you feel about working out on a regular basis?
2. What positive effects have you noticed?
3. What were your obstacles and how can you overcome them?
4. Which changes do you want to make to your current plan?
5. How do you plan to continue making your fitness a priority?

Please write at a 'college level'. Check your spelling and grammar and have someone proofread it before you turn it in.

### **Rubrics**

Please refer to the course in LearningHub for rubrics.

**Schedule for FTES 138 Cardio Development:**

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Week	Lessons	Assigned Reading	Activities and Writing Assignments
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement
1 Aug 24-27	Assessing current activity level & preparing for physical activity		Lab 1: PAR-Q Activity Log 1 Discussion Forum 1 <b>Due Thursday, Sept 3, 11:55 pm</b>
2 Aug 28 – Sept 3	Identify the three components of physical fitness and how they relate to the FITT Principle	Physical Fitness & FITT principle PowerPoint lesson	Lab 2 Activity Log 2
3 Sept 4-10	Counting target heartrate and ratings of perceived exertion	American Heart Association Link	Lab 3: Heart Rate Activity Log 3 Discussion Forum 2
4 Sept 11-17	Body Composition The importance of cardiovascular fitness		Lab 4A: Fitness Calculator Lab 4B: Breaking Bad Habits Activity Log 4
5 Sept 18-24	The importance of strength training	Read Strength Training Article	Lab 5: ST Article Activity Log 5
6 Sept 24 – Oct 1	Evaluating Muscular strength	Read Lab 6 Muscular Strength Assessment	Lab 6: Muscular Strength Assessment Activity Log 6
7 Oct 2-8	The importance of flexibility	Read Flexibility Article	Lab 7: Flexibility Activity Log 7
8 Oct 9-15	Midterm Maintenance		Midterm Video Activity Log 8
9 Oct 16-22	Avoiding Strength Plateaus Maintenance	Read Strength Plateaus article	Lab 9: Fit Facts Activity Log 9 Start Pedometer Challenge
10 Oct 23-29	The importance of maintaining physical activity Maintenance		Activity Log 10 Discussion Forum 3 Continue Pedometer Challenge
11 Oct 30 – Nov 5	Maintenance		Activity Log 11 Discussion Forum 4 Continue Pedometer Challenge
12 Nov 6-12	Maintenance		Activity Log 12 Discussion Forum 5 Continue Pedometer Challenge
13 Nov 13-19	Maintenance		Lab 13: Pedometer Challenge Activity Log 13 Discussion Forum 6
14 Nov 20-26	Maintenance		Activity Log 14 Discussion Forum 7 <b>Due Friday, Nov 27, 5:00 pm</b>
15 Nov 27 – Dec 3	Planning for the future and setting goals		Lab 14: Goals Personal Fitness Evaluation Paper Activity Log 15
16 Dec 4-10	<b>FINAL EXAM – VIDEO 2</b>		

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

## Part 4: Grading Policy

### Graded Course Activities

Percent %	Description
35	Labs
35	Activity Logs
20	Exams
5	Discussion Forum
5	Evaluation Paper
100	Total Percent Possible

### Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

### Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

## Part 5: Course Policies

### Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/weblmsc/moodle/public/incompletes.html>.

### Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

### Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

### Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

***[Source: University of Maryland, Communications Department]***

### **Academic Accommodations**

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to [success@andrews.edu](mailto:success@andrews.edu) or fax it to (269) 471-8407.
3. Email [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu) to inform the School of Distance Education that a disability has been reported to Student Success.

### **Commitment to Integrity**

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

### **Commitment to Excellence**

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

### **Honesty**

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.