

PHED 105, Physical Fitness and Wellness, Syllabus (3 credits)

COURSE DESCRIPTION

This course equips students to incorporate theories and practices of physical fitness and wellness into their everyday lives. It introduces five major components of health and fitness: cardiorespiratory fitness, muscular strength/endurance, flexibility/joints, stress, and nutrition/weight management. Students also explore biblical perspectives on health as a foundation for developing a God-honoring fitness and wellness program.

REQUIRED TEXTS & RESOURCES

Pamela S. Diehl Johnson and L. Delyte Morris. *Physical Fitness and the Christian: Exercising Stewardship*. Dubuque, Iowa: Kendall/Hunt Publishing, 2005

ISBN-10: 1465203109 **ISBN-13:** 978-1465203106

NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can found at www.Point.edu/Bookstore.

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

Week	Learning Activity	Due Dates
Getting Started	Introduce Yourself Forum	Due Sunday
1	Honoring God through physical fitness and wellness	
	Reading – Chapters 1 and 2 in the textbook	Week 1 Day 1
	Discussion	Week 1 Day 1
	Forum 1	Week 1 Day 2
	Video	Week 1 Day4
	Handout	TBA
	Activity	TBA
2	The Cardiorespiratory system :Structure and Function	
	Reading- Chapters 3 and 4 in the Textbook	Week 2 Day 1
	Discussion	Week 2 Day 1
	Forum 2	Week 2 Day 2
	Journal	Week 2 Day 3
	Video	Week 2 Day4
	Handout	TBA

	Activity	TBA
3	Conditioning the Cardiorespiratory System and Exploring the Musculoskeletal System	
	Reading- Chapters 5 and 6 in the textbook	Week 3 Day 1
	Discussion	Week 3 Day 1
	Forum 3	Week 3 Day 2
	Journal	Week 3 Day 3
	Video	Week 3 Day4
	Handout	TBA
	Activity	TBA
4	Conditioning for Muscle Strength and Muscle Endurance and Establishing the importance of flexibility	
	Reading- Chapters 7 and 8 in the textbook	Week 4 Day 1
	Discussion	Week 4 Day 1
	Forum 4	Week 4 Day 2
	Journal	Week 4 Day 3
	Video	Week 4 Day4
	Handout	TBA
	Activity – Practicing warming up and cooling down	TBA
5	Stress and the Steward	
	Reading- Chapter 9 in the textbook	Week 5 Day 1
	Discussion	Week 5 Day 1
	Forum 5	Week 5 Day 2
	Journal	Week 5 Day 3
	Video	Week 5 Day4
	Handout	TBA
	Activity	TBA
6	Healthy food choices, diet and nutrition from a biblical perspective	
	Reading- Chapters 10 and 11 in the textbook	Week 6 Day 1
	Discussion	Week 6 Day 1
	Forum 6	Week 6 Day 2
	Journal	Week 6 Day 3
	Video	Week 6 Day4
	Handout	TBA
	Activity	TBA
7	So... Now What?	
	Reading- Chapters 11 and 12 in the textbook	Week 7 Day 1
	Discussion	Week 7 Day 1
	Forum 7	Week 7 Day 2
	Journal	Week 7 Day 3
	Presentations	TBA

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded

assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Introduce Yourself Forum	5
Weekly Journals (7 weekly journals- 30 points each)	210
Lab and Participation (7 weekly activities -30 points each)	210
Forums (7 weekly activities-30 points each)	210
Paper (1 response paper- 215 points)	215
Group Presentation (1 group presentation- 150 points)	150
Total Points:	1000

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

COURSE GOALS AND OBJECTIVES		Program Objective(s)
Goal 1: Upon completion of this course, the student will employ wellness principles and physical fitness into their lives.		
	Objective 1.1: The student will identify and apply the structure and function of the body's performance.	1.1, 1.3, 1.4, 1.7, 1.8
	Objective 1.2: The student will identify practical ways to improve their own fitness practices.	
	Objective 1.3: The student will develop a personal and realistic physical fitness plan.	
Goal 2: The student will formulate a biblical perspective of the body pertaining to physical fitness and wellness principles.		
	Objective 2.1: The student will practice and explain key elements of physical discipline through a biblical perspective.	1.5, 1.7, 1.8, 2.1, 2.2
	Objective 2.2: The student will apply the principles of physical fitness and relate it to the temple of the Holy Spirit.	
	Objective 2.3: The student will analyze the benefits of a physically active lifestyle through the strengthening of the mind, body, and soul by glorifying God.	

Goal 3: The student will discover methods and resources to monitor nutrition and support a healthy lifestyle.		
	Objective 3.1: Students will analyze a healthy diet and nutritional eating habits.	1.2, 1.4, 2.3, 2.4
	Objective 3.2: Students will monitor their own nutritional intake, while managing their weight.	
	Objective 3.3: Practice and apply a healthy lifestyle through physical activity and wellness principles.	
Goal 4: The student will recognize the various aspects of stress and coping mechanisms.		
	Objective 4.1: Students will identify the various effects of stress.	1.2, 1.3, 1.6, 2.2
	Objective 4.2: Students will to identify stressors in their lives and articulate healthy stress management techniques.	
	Objective 4.3: Students will analyze the benefits of dealing of with stress from a biblical perspective.	

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be

disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is

expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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