



PET 4380 Applied Exercise Science

CRN, 001, 3 Credits

College of Education,

Department of Teaching and Learning

COURSE SYLLABUS

<i>Instructor:</i>	Rebecca Wylie	<i>E-Mail:</i>	rwylie1@mail.usf.edu
<i>Term:</i>	Spring2020	<i>Dates:</i>	1/13/20 - 5/7/20
<i>Delivery Method:</i>	Online	<i>Location:</i>	Online
<i>Course Prerequisites/ Minimum Technical Skills & Requirements:</i>	In order to take courses online at USF, you will need to be able to demonstrate proficiency at basic computer skills, maintain reliable internet access, and meet the computer system requirements listed here: http://www.usf.edu/innovative-education/resources/student-services/technical-requirements.aspx		
<i>Virtual Office Hours:</i>	If you need to “meet” with me virtually, we can do so via Skype or Canvas. Email me for details.		

I. Instructor Contact Information and Communication

If you need to contact me, please email me at rwylie1@mail.usf.edu. I will try my best to reply within 24 hours. If you have not received a reply from me within 48 hours, please email me again as sometimes emails get sent to my Spam folder. If you need to meet with me face to face, email me and we will set up a time to meet virtually either through Skype, Zoom or Canvas.

II. First Week Attendance Policy

In order to complete the First Week Attendance Policy, please upload a quick biography introducing yourself on CANVAS. You must submit this biography by Thursday January 16th by 11:59 pm or you will be dropped from the class. When creating your biography, be sure to tell us your name, your major, and an interesting fact about yourself. You can find further instructions under the Introduction Module.

III. University Course Description

This course will explore the application of physiological and kinesiological principles to teaching physical education. Specific changes and adaptations of children as a result of exercise will be examined. Restricted to majors. Not repeatable.

IV. Course Purpose

This course is designed to explore physiological adjustments and adaptations that occur as a result of regular physical activity and the application of physiological and kinesiological principles to teaching physical education. The focus will be on the effect of physical activity on lifetime health and fitness as well as the kinesiological basis of

physical activities. The specific changes and adaptations of children as a result of exercise will also be examined.

V. Course Structure

This course is completely online and is completed through a series of modules. Each module consists of readings from the text, a presentation highlighting some of the important components from the reading, a quiz and/or a “lab” exercise as well as a weekly discussion. Learning is assessed through quizzes, lab exercises, lab responses, weekly discussions and response, a critical task, and a cumulative final exam.

VI. Course Objectives

The purpose of this course is to provide an overview of growth, motor development, and motor learning to those wishing to work with physically active individuals at various life stages.

VII. Student Learning Outcomes

Goal 1. The development of an understanding of the acute and chronic physiological changes associated with regular physical activity and their benefits to overall health. (FSM 8.5, 8.6; NASPE 1; AP 2)

Students will be able to:

- Identify risk factors for coronary heart disease and other chronic diseases.
- Identify lifestyle behaviors that contribute to reduced chronic diseases
- Describe the role of physical activity in reducing the risk of cardiovascular disease and other chronic diseases.
- Identify and define the health-related components of physical fitness.
- Discuss training principles.
- Identify the acute and chronic physiological changes associated with aerobic exercise.
- Describe problems associated with exercise in the heat.
- Explain the physiological differences with aerobic exercise in youth.
- Define the different types of muscle contraction
- Identify types of dynamic and static muscular training.
- Define principles of resistance training.
- Describe short-term and long-term effects of anabolic steroid use.
- Identify health benefits of resistance training
- Discuss the appropriateness of resistance training in youth.
- Explain the physiological differences with muscular strength and endurance exercise in youth.
- Describe the function and importance of each of the macronutrients and micronutrients.
- Discuss the dietary guidelines for Americans.
- Define body composition and the difference between essential and storage fat.
- Discuss ways to evaluate body composition.
- Differentiate between obesity and overweight.
- Discuss the trends in obesity in our society especially among youth.
- Discuss the health implications of being obese and overweight.
- Identify principles of weight management.
- Define various forms of disordered eating and eating disorders.

Goal 2. The use of technology to measure cardiovascular response to different types of exercise.
(FSM 8.6, 8.12; CF 3, 4; NASPE 7, 8, 9; AP 6)

Goal 3. The development of appropriate fitness strategies to enhance specific aspects of fitness.
(FSM 8.6; CF 2, 3, 4; NASPE 1, 6, 7, 8, 9; AP 5)

VIII. Required Course Materials

All course materials in Canvas are required unless indicated as optional content.

Physiology of Sport and Exercise (7th ed). W. L. Kenney, J. H. Wilmore, & D. L. Costill.
Human Kinetics

IX. Basis for Final Grade

Grades are earned according to a straight grading scale; grades will not be assigned on a curve.
Grades will be awarded based on the total possible points attained by each student.

Assessment	Points
Heart Rate Project (Chalk and Wire)	100
*Final Exam (Chalk and Wire)	100
Tests (3) (100 pts each)	300
Quizzes (9) (10 pts each)	90
Labs/Activities (13) (15 pts each)	195 points
Labs/ Activity Responses (13) (15 pts each)	195 points
First Week Attendance Discussion	10
Total	990

The plus/minus grading system will be used.

A+	97 – 100	B+	87 – 89.4	C+	77 – 79.4	D+	67 – 69.4
A	93 - 96.9	B	83 - 86.9	C	73 - 76.9	D	63 - 66.9
A-	89.5 – 92.9	B-	79.5 – 82.9	C-	69.5 – 72.9	D-	60 – 62.9
F	Below 59.9						

X. Instructor Feedback Policy & Grade Dissemination:

I will respond to email communication relevant to the subject matter within 48 hours of the date received. I will also provide feedback on assignments within one week of the posted deadline, and feedback on final papers within two weeks of the posted deadline. Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using "Grades" in Canvas.

XI. Course Policies: Grades

Late Work Policy: All assignments must be submitted by the due date. Late work for any reason will be penalized by 20% each day it is late. Assignments will not be accepted more than one week past the original due date. Students must complete ALL assignments to pass the course. Assignments must be submitted at the beginning of the class period. Computer and printer problems are not excuses for assignments not being ready. Early papers will be accepted, but will not be returned earlier than the rest of the class papers. All assignments must be typed or machine printed on white, non-lined paper except when noted by the instructor. Assignments must be submitted in hard copy in class and selected assignments must be submitted on Canvas as well. The due date for Canvas submission is the same as for the hard copy submission. Therefore, you must submit your Canvas assignment before the beginning of class in which the assignment is due. All assignments are to be individual efforts unless directions state otherwise.

Extra Credit Policy: There is no Extra Credit in this class.

Critical Task: The critical tasks must be satisfactorily completed (3 or better on each criterion) in order to pass the course. If any criterion of the Critical Assignment needs to be redone due to not receiving a satisfactory score, it must be re-done and submitted within three class periods from the time you receive your assignment grade. If it is not, 20% of your original grade on that portion of the assignment will be deducted for each day (not class meeting) it is late.

Make-up Exams Policy: Exams must be taken at the scheduled time. Exceptions for extenuating circumstances will be determined on a case by case basis. If the student knows he/she will be absent for an exam date, arrangements to take the exam at an alternate time must be made prior to the date that it is scheduled. An exam not taken at the regularly scheduled time might be different from the one given to the rest of the class.

Grades of "Incomplete": For USF Tampa undergraduate courses and USFSM undergraduate and graduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I"

grades not removed by the end of the time limit will be changed to “IF” or “IU,” whichever is appropriate.

Final Examinations Policy: *All final exams are to be scheduled in accordance with the University’s final examination policy.*

XII. USF Institutional Policies

USF Undergraduate Academic Policies- <http://www.usf.edu/undergrad/students/academic-policies.aspx>

USF Graduate Academic Policies- http://www.grad.usf.edu/policies_sect7_full.php

Academic Integrity of Students:

Academic integrity is the foundation of the University of South Florida System’s commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one’s own efforts. The final decision on an academic integrity violation and related academic sanction at any USF System institution shall affect and be applied to the academic status of the student throughout the USF System, unless otherwise determined by the independently accredited institution.

Disruption to Academic Process:

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

Student Academic Grievance Procedures:

The purpose of these procedures is to provide all undergraduate and graduate students taking courses within the University of South Florida System an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An “academic grievance” is a claim that a specific academic decision or action that affects that student’s academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

Disability Access:

Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.

Sexual Misconduct/Sexual Harassment Reporting:

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF System Policy 0-004](#)). The USF Center for Victim Advocacy and Violence Prevention is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. Contact the USF Center for Victim Advocacy and Violence Prevention: (813) 974-5757.

Religious Observances. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, at the beginning of the term.

End of Semester Student Evaluations:.

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Campus Emergencies:

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Blackboard Collaborate Ultra, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor the Canvas site for each class for course specific communication, and the main USF, college, and department websites, emails, and MoBull messages for important general information.

XIII. Student Expectations and Course Policies**Online Proctoring (optional based on use):**

All students must review the syllabus and the requirements including the online terms and video testing requirements to determine if they wish to remain in the course. Enrollment in the course is an agreement to abide by and accept all terms. Any student may elect to drop or withdraw from this course before the end of the drop/add period.

Online exams and quizzes within this course may require online proctoring. Therefore, students will be required to have a webcam (USB or internal) with a microphone when taking an exam or quiz. Students understand that this remote recording device is purchased and controlled by the student and that recordings from any private residence must be done with the permission of any person residing in the residence. To avoid any concerns in this regard, students should select private spaces for the testing. The University library and other academic sites at the University offer secure private settings for recordings and students with concerns may discuss location of an appropriate space for the recordings with their instructor or advisor. Students must ensure that any recordings do not invade any third-party privacy rights and accept all responsibility and liability for violations of any third-party privacy concerns. Setup information will be provided prior to taking the proctored exam. For additional information about online proctoring you can visit the [online proctoring student FAQ](#).

Turnitin.com (optional based on use):

In this course, turnitin.com will be utilized. TurnItIn is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>. Essays are due at turnitin.com the same day as in class.

Netiquette Guidelines:

1. Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
2. Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
3. Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
4. Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
5. Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines:

1. Use the subject line effectively by using a meaningful line of what your email or discussion is about.

2. Keep your emails and postings related to the course content. You should not post anything personal on a discussion board, unless is requested by the instructor.
3. Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

XIV. Course Technology & Student Support

Academic Accommodations:

Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SDS website at <http://www.usf.edu/student-affairs/student-disabilities-services/> .

Academic Support Services:

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the Office of Student Success website at- <http://www.usf.edu/student-success/>

Canvas Technical Support:

If you have technical difficulties in canvas, you can find access to the canvas guides and video resources in the “Canvas Help” page on the homepage of your canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

XV. Important Dates to Remember

All the dates and assignments are tentative and can be changed at the discretion of the professor. <http://www.usf.edu/registrar/calendars/>