

**FLORIDA INTERNATIONAL UNIVERSITY
DEPARTMENT OF TEACHING AND LEARNING**

SPRING 2017

PEP 4102: APPLIED CONCEPTS OF FITNESS & HEALTH

Saturdays 9:30am- 12:15pm

PC 212

INSTRUCTOR NAME: Professor Noemi Zaharia

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Office hours: by appointment only/ before or after class time

REQUIRED TEXT AND MATERIALS:

Book: Fahey, T.D.; Insel, P. M.; & Roth, W.T. (2011). Fit & Well Core Concepts and Labs in Physical

Fitness and Wellness. New York, McGraw Hill. 12th Edition

ISBN 978125975126

I. COURSE DESCRIPTION:

This course emphasizes fitness concepts related to the development of motor skills and health-related fitness. Knowledge and directed practical experiences will enable the student to assess and further develop abilities in basic movement skills, sport skills, motor fitness and physical fitness components as related to body & weight management, fitness and sport. Additionally, concepts related to overall health, wellness and disease will be discussed including nutrition, weight control, stress and psychological constructs related to motivation, exercise adherence, etc.

II. COE CONCEPTUAL FRAMEWORK:

The College of Education believes that it is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, and professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised, 2007). The theme for the College of Education is: **facilitating personal, intellectual, and social renewal within diverse populations and environments** (Theme of the Conceptual Framework of the College of Education – Revised, 2007). Our charge is to prepare professionals who have the knowledge, abilities, and habits of mind to facilitate and enhance learning and development within diverse settings; promote and facilitate the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning; and, develop professional partnerships in the larger community (Mission Statement of the Conceptual Framework of the College of Education – Revised, 2007).

Three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. These outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes are aligned with state and other professional standards.

The learning outcomes for all candidates in the COE unit (initial and advanced) are guided by

content, process and dispositions outcomes. These outcomes may be considered as the road map for the unit to achieve its vision; they provide the conditions through which the unit strives to reach its ends. The learning outcomes, therefore, may be construed as the characteristics of the way of life the unit envisions for its graduates.

The Content Outcome – the concepts, knowledge and understandings candidates must have in their respective field of study. This may be visualized metaphorically as stewards of the discipline in which candidates are expected to:

- Know their content and pedagogical content.
- Know how to use this knowledge to facilitate learning.
- Engage in cross-disciplinary activities to ensure breadth and depth of knowledge.
- Know how to experiment with pedagogical techniques through inquiry, critical analysis, synthesis of the subject, and the integration of technology.
- Know how to evaluate the results of their experimentation.

The Process Outcome – the requisite generic skills needed to be able to apply the content and pedagogical content - - reflective inquirers. This means that candidates' professional development in the unit as reflective inquirers is shaped by their ability to:

- Reflect on practice and change approaches based on own insights.
- Reflect on practice with the goal of continuous improvement.
- Think critically about issues through a form of inquiry that investigates dilemmas and problems and seek resolutions that benefit all involved.
- Be sensitive to and understand individual and cultural differences among students.
- Collaborate with other professional educators, families, and communities.
- Foster learning environments that take into account technological resources.
- Use the richness of diverse communities and an understanding of the urban environment to enhance learning.
- Use knowledge to help learners foster global connections.

The Dispositions Outcome – the dispositions, that is, habits of mind (intellectual, and social) that render professional actions and conduct more intelligent. These dispositions, i.e., habits of pedagogical “mindfulness” and thoughtfulness (reflective capacity) create a form of interconnectedness by which the unit's candidates have a disposition toward enhancing the growth of all learners through the application of their thinking to things already known (content, process skills) for the purpose of improving social conditions. This requires that teachers and other school personnel demonstrate commitments to patterns of intellectual activity that guide their cognitive and social behavior in educational settings with students, colleagues, families, and communities, thus enhancing their conduct in the world of practice – mindful educators.

These dispositions/habits of mind that make professional conduct more intelligent include candidates:

- Adopting a critical eye toward ideas and actions (Being Analytical).
- Withholding judgment until understanding is achieved by being thoughtful in his/her actions. (Managing Impulsivity).
- Working to see things through by employing systematic methods of analyzing problems (Persisting).
- Thinking about his/her own thinking (Reflective Thoughtfulness).
- Thinking and communicating with clarity and precision (Communicating Accurately).
- Showing curiosity and passion about learning through inquiry (Being Inquisitive).

- Showing a sense of being comfortable in situations where the outcomes are not immediately known by acting on the basis of his/her initiative and not from needing a script (Taking Responsible Risks).
- Recognizing the wholeness and distinctiveness of other people's ways of experiencing and making meaning by being open-minded (Being Open-minded).
- Taking time to check over work because of his/her being more interested in excellent work than in expediency (Striving for Accuracy).
- Abstracting meaning from one experience and carrying it forward and applying it to a new situation by calling on his/her store of past knowledge as a source of data to solve new challenges (Applying Past Knowledge to New Situations).
- Showing sensitivity to the needs of others and to being a cooperative team member (Thinking Interdependently), and,
- Showing a sense of care for others and an interest in listening well to others (Empathic Understanding) (Costa & Kallick, 2004)

III. PROGRAM STANDARDS/COMPETENCIES COVERED IN COURSE

This course is aligned with the standards, principles, competencies, and practices of: National Association for Sport and Physical Education (NASPE), Interstate New Teacher and Assessment Consortium (INTASC), and Florida Educator Accomplished Practices (FEAP). Florida Reading endorsement Competencies are not infused in this course, but in other program courses.

Florida Educator Accomplished Practices (FEAPs)

<http://coserver03.fiu.edu/efolio/feap.htm>

FEAP (a).3.d: Modifies instruction to respond to pre-conceptions or misconceptions

FEAP (a).3.e: Relate and integrate the subject matter with other disciplines and life experiences

Florida Department of Education—Physical Education K-12 (FLDOE)

<http://www.fldoe.org/asp/ftce/pdf/63PhysEduK-12.pdf>

6- Knowledge of lifetime health, wellness, and physical fitness

Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

1 – Understands the central concepts, tools of inquiry, and structures of the discipline... and can create learning experiences that make subject matter meaningful.

3 – Understands how learners differ in their approaches to learning and creates instructional opportunities adapted to diverse learners.

5 –Uses understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning and self-motivation.

9 –Is a reflective practitioner

National Association for Sport and Physical Education (NASPE)

3- Participates regularly in physical activity

4- Achieves and maintains a health-enhancing level of physical fitness

Other elements of Uniform Core Curriculum

- b. Math computational skills acquisition and measures to improve P-12 computational performance
- k. write and speak in a logical and understandable style with appropriate grammar

IV. COURSE OBJECTIVES/LEARNING OUTCOMES

Upon completion of this course, the student will be able to:

- Assess personal levels of fitness, motor fitness, sport skill, and movement qualities.
- Execute a personal program for improvement or maintenance of designated components of physical fitness, motor fitness, sport skill, and movement qualities.
- Describe and discuss the health benefits of a fitness program and the effects of training on the functioning of the body.
- Identify and describe the various components of physical fitness, motor fitness, sport skill and movement qualities to a variety of sports and movement forms.
- Be able to implement a plan for weight control
- Describe how nutrition plays a role in personal fitness

V. STUDENT RESPONSIBILITIES/PERFORMANCE GOALS

CHECKING YOUR EMAIL:

Please check your e-mails DAILY. If you have concerns or questions, it is your responsibility to ask me prior to the due date. I am very willing to help you if you contact me in a timely manner. I will not respond if you email me at the last minute.

Class Attire:

Teaching attire: Anytime you are teaching in front of a group, you must dress PROFESSIONAL. If you are teaching in the **classroom setting**, dress as if you are going to a job interview. If you are teaching in the **Physical Education/Outdoor setting** you must wear a collared POLO shirt (any FIU colors) and Khaki Pants or shorts of appropriate length. NO other exceptions will be made. Failure to follow the above instructions will result in a deduction of points as I see fit.

Professionalism:

It is expected that all students will demonstrate professionalism, diligence, and responsibility with respect to preparation for class, assignment submissions, class attendance, and other class policies. Professionalism, diligence, and responsibility include regular and prompt attendance, completing work to prepare for class, and completing assignments. To maintain participation points students must: Meet requirements for participation. Participate in daily lectures. Refrain from using her/his cell phone (calling or texting). Refrain from surfing the web for un-related information or using social media while in class. Remain in class until it is dismissed. Productively contribute to the class through other means. Participate in all group activities. Complete all assignments at the assigned due date, including any additional required but non-graded assignments. Behave in a professional manner in class. All the above and below are subject for points deduction off the professionalism grade.

PEP4102 is a required course for both Physical Education Programs. My expectations for your

professional behavior are high no matter where you are in the program. You are in a position to act as a representative of this university and particularly of the program.

You should make every effort to be clear and concise when talking with others, especially with professionals in the field, professors, FIU staff, and other students. Conduct yourself in a professional manner at any FIU function, in the hallways, and especially in the classroom.

VI. COURSE REQUIREMENTS AND GRADING STANDARDS (SUBJECT TO CHANGE)

GRADING SCALE: Final grades are based on a strict percentage rating:

A = 93% and above

A- = 90-92%

B+ = 87-89%

B = 83-86%

B- = 80-82%

C+ = 77-79%

C = 73-76%

C- = 70-72%

D+ = 67-69%

D = 63-66%

Final grades will be calculated utilizing the following scale. Extra credit will not be given to push any student over to the next grade. You get what you earn. Please do not beg for extra credit. Turn in quality work on time; ask for help when needed, get the job done!

LECTURE POINT SPREAD

EXAM- Midterm	25
EXAM- Final	35
Fitness journal and analysis	10
Nutrition journal and analysis	10
Presentation	10
Lesson plan for presentation	5
Attendance and Professionalism	5
TOTAL	100

VI. COURSE REQUIREMENTS AND GRADING STANDARDS (Subject to Change)

- ***ASSIGNMENT DUE DATES: NO LATE ASSIGNMENTS WILL BE ACCEPTED.***
- ***RESUBMITTING ASSIGNMENTS: If I request that you resubmit an assignment, you have 2 DAYS from the time I send you the message to complete this task.***

Exams/Assessments: Midterm exam- 25 points and Final exam- 35 points = (60 points)

Two exams, a mid-term and final will be administered during the term. They should be consid-

ered comprehensive rather than cumulative.

ANALYSIS AND PRESCRIPTIONS- USING THE SUPERTRACKER

MyFitnessPal This is where you will also print the reports that are required for this assignments. More information to follow.

1. Nutritional Diary/Habits: (10 points)

Each student will keep a personal nutritional diary for **4 WEEKS**. You will record everything that you consume; food and beverages. You must include portion sizes and/or how much you consumed, and any other notes that you deem appropriate.

On a separate sheet of paper, after completion of your diary, re-read it, analyze it and write down what nutritionally healthy and/or unhealthy habits you have noticed. Finally, on that same page, write down what changes will you be making now that you have analyzed your nutritional habits.

2. Physical Activity Diary/Habits: (10 points)

Each student will keep a personal activity diary for **4 WEEKS**. You will record any and all types of physical activity you participate in. Record: 1. Type (weight training, cardio, flexibility, cleaning, heavy lifting of boxes, etc.) be specific as to what exercise/activity was done, 2. Intensity (low, moderate, high) and 3. Amount of time of activity. On a separate sheet of paper, after completion of your diary, re-read it, analyze it and write down what changes will you be making now that you have analyzed your fitness habits.

3. Lesson Plan (5 points) and Presentation, (10 points)

Each student will prepare 1 lesson plan following a directed format.

1. The lesson must demonstrate a knowledge of the subject matter covered and should include a very complete “lesson focus.” In addition, some type of assessment must be included within the lesson.
2. The lesson needs to be 10 minutes long, exactly.
3. Teach a fitness exercise or sport that you are passionate about or you want to learn yourself. Topics will cover a variety of sport and fitness activities that can be designed to support the development and maintenance of fitness such as: aerobics (step and other), circuits training, “sport” for fitness, etc.
4. These lessons should be highly interactive which means everyone will be participating (you and your client/clients/students). You should be very well prepared and knowledgeable about your topic. Part of an effective lesson includes having the appropriate materials ahead of time.

IX. ACADEMIC INTEGRITY STATEMENT:

Code of Academic Integrity

Introduction

This Code of Academic Integrity was adopted by the Student Government Association on November 28, 2001 and reflects the values articulated in the Student Code of Standards. Florida In-

ternational University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University.

Pledge

As a student of this university: I will be honest in my academic endeavors. I will not represent someone else's work as my own. I will not cheat, nor will I aid in another's cheating.

All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Student Code of Conduct (FIU-2501)

The policies, regulations and requirements contained in this Student Code of Conduct may be revised in order to serve the needs of the University Students, faculty and staff, and to respond to changes in the law. The University or the Florida International University Board of Trustees may make changes in policies, regulations and other requirements. The ultimate responsibility for knowing University requirements and regulations rests with the Student. For the latest Student Code of Conduct, please refer to the website of the Office of Student Conduct & Conflict Resolution (SCCR) at <http://www2.fiu.edu/~sccr/>.

Standards of Student Conduct [See all standards at <http://www2.fiu.edu/~sccr/>]

(1) Student Code of Standards

A University is a learning community following a tradition more than 1,000 years old. Florida International University (the University) is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service.

The University Student Code of Standards and the Statement of Philosophy were developed to embody the values that we hope our students, faculty, staff, administration and alumni will demonstrate. At the same time, the University is strongly committed to freedom of expression. Consequently, the Student Code of Standards and the Statement of Philosophy do not constitute University policy and are not intended to interfere in any way with an individual's academic or personal freedoms. We hope, however, that individuals will respect these common principles thereby contributing to the traditions and scholarly heritage left by those who preceded them making Florida International University a better place for those who follow.

As a member of the University community, we would hope that you would:

- Respect the tradition of academic inquiry, the University's rules of conduct, and its mission.
- Respect the opinions and differences of all members of the FIU community.
- Practice civility and demonstrate conduct that reflects the values of the institution.
- Respect the rights and property of the University and its members.

·Be diligent and honest in your personal and academic endeavors.

Undergraduate Academic Misconduct Definitions and Procedures

Introduction

Undergraduate students at Florida International University are expected to adhere to the highest standards of integrity in every aspect of their lives. Honesty in academic matters is part of this obligation. Academic integrity is the adherence to those special values regarding life and work in an academic community. Any act or omission by an undergraduate student, which violates this concept of academic integrity and undermines the academic mission of the University, shall be defined as academic misconduct and shall be subject to the procedures and penalties that follow.

Definition of Academic Misconduct

Academic misconduct is defined as the following intentional acts or omissions committed by any FIU undergraduate student:

Cheating: The unauthorized use of books, notes, aids, electronic sources; or unauthorized use of on-line exams, library materials or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers (or on-line examination) or course materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct.

Plagiarism: The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct.

Misrepresentation: Intentionally lying to a member of the faculty, staff, administration, or an outside agency to gain academic advantage for oneself or another, or to misrepresent or in other ways interfere with the investigation of a charge of academic misconduct.

Misuse of Computer Services: The unauthorized use of any computer, computer resource or computer project number, or the alteration or destruction of computerized information or files or unauthorized appropriation of another's program (s).

Bribery: The offering of money or any item or service to a member of the faculty, staff, administration or any other person in order to commit academic misconduct.

Conspiracy and Collusion: The planning or acting with one or more fellow students, any member of the faculty, staff or administration, or any other person to commit any form of academic misconduct together.

Falsification of Records: The tampering with, or altering in any way any academic record used or maintained by the University.

Academic Dishonesty: In general, by any act or omission not specifically mentioned above and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity.

Any violation of this section shall first require a determination as to whether the act or omission constitutes academic misconduct.

X. DISABILITY RESOURCE CENTER (<http://drc.fiu.edu/>)

The Disability Resource Center's mission is to provide FIU students with disabilities the necessary supports to successfully complete their education and participate in activities available to all

students. If you have a diagnosed disability and need assistance or instructional accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center (GC) 190.

XI. POLICY FOR ASSIGNING AN INCOMPLETE “I” GRADE

An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student’s own negligence. An incomplete must be made up as quickly as possible, but no later than two (2) consecutive semesters after the initial taking of the course or it will automatically default to an “F” or the grade that the student earned in the course. There is no extension of the two (2) semester deadline. You must not register again for the course to make up the incomplete. If you have an incomplete grade on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.

In such cases where the course instructor determines that it is appropriate to award a student a grade of “I”, the following steps must be followed. Using an Official University Form, the course instructor will report the following:

1. The grade earned by the student to date.
2. The missing work and the percentage of the final grade it represents (this requires the details of the specific missing assignment).
3. The date the instructor expects the missing work to be submitted or in the case of an examination made up.
4. The justification for awarding the grade of “I”.
5. Have the student sign the form.
6. Submit the form to the Department Chair and Dean, and maintain a copy for instructor records and provide a copy for the student.
7. Upon satisfying the requirements for a grade, the instructor will sign off on the form and attach it to the change of grade form she or he will submit

ORIENTATION MEETING DATES FOR SPORTS AND FITNESS INTERNSHIP 2016 – 2017

All prospective interns must attend one orientation meeting. This meeting will provide students will all information needed to secure a spot for internship. After attending the meeting, you will receive the Internship packet via email from Professor Lugo with all the documents and instructions needed to complete the remainder of the steps below. Students looking to complete their internship in the summer must attend a meeting no later than in the spring semester prior to that summer. Students looking to complete their internship in the fall must attend a meeting no later than that summer semester prior to the fall. Students looking to complete their internship in the spring must attend a meeting no later than that fall semester prior to the spring. Students are permitted to attend an orientation meeting earlier than the semester before they go out.

NO ORIENTATION MEETING, NO INTERNSHIP!!!

MEETING DATES

Meetings DURING the spring FOR Summer 2017 or fall 2017 internship

1. Thursday, January 12, 2017
2. Thursday, February 16, 2017
3. Thursday, March 23, 2017 (last available meeting for summer 2017 internship)

Meetings DURING the spring and summer FOR fall 2017 internship

1. Thursday, April 20, 2017 (spring)
2. Thursday, May 11, 2017 (summer) (last available meeting for fall 2017 internship)

****NO MEETINGS ARE HELD IN THE MONTHS OF NOVEMBER, DECEMBER, JUNE AND JULY**

***** All meetings will be held in ZEB 212, conference room at 3:30 pm sharp!**

PAPERWORK DEADLINES

For summer 2017 = Friday, April 7, 2017 no later than 3:00 pm

For fall 2017 Interns = Friday, June 2, 2017 no later than 3:00 pm

Forms are due no later than the above date. All students will place completed paperwork in Professor Lugo's mailbox in ZEB 212. No students will be permitted to complete internship if paperwork is not in on time and done correctly and completely! Any questions, please email Professor Lugo, Internship Coordinator at shannonlugo@dadeschools.net