

**Moravian College**  
**Concepts of Fitness and Wellness, PE 107.2H**  
**Fridays, 8:55-10:05 PM**  
**Johnston Hall Classroom 138**  
**Spring, 2010**

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**“PHYSICAL FITNESS IS NOT ONLY ONE OF THE MOST IMPORTANT KEYS TO A HEALTHY BODY, IT IS THE BASIS OF DYNAMIC AND CREATIVE INTELLECTUAL ACTIVITY.” ~ JOHN F. KENNEDY**

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**Course Objectives**

Concepts of Fitness and Wellness: A Comprehensive Lifestyle Approach is designed to provide the cognitive and behavioral skills students need to adopt a healthy lifestyle- based on personal needs- that will promote lifetime health, fitness, and wellness. Rather than tell the student what to do, the course will provide the student with information to become a good problem solver/decision maker and to make informed choices about his or her lifestyle.

**Expected Outcomes**

- Students will demonstrate a knowledge of the cognitive and behavioral skills needed to adopt a comprehensive healthy lifestyle.
- Students will acquire and be able to apply the physical and self-management skills to make informed choices about their individual lifestyles.

**Required Textbook**

Corbin, Charles et al (2009). Concepts of Fitness and Wellness: A Comprehensive Lifestyle Approach (8<sup>th</sup> ed.), Boston:McGraw-Hill

**Course Requirements**

1. Class attendance and lab work is required – since the class only meets once per week, full attendance is expected and each class missed will drop 5% off final grade (for example - participation is worth 25% of your final grade, one missed class will drop highest possible participation grade to 20% out of 25%, and so forth with additional missed classes). Alternative plans must be made for all missed assignments.
2. Preparation for each class is an expectation - fitness and wellness activities will take place throughout semester and all students are expected to be prepared to fully participate.
3. Active participation is an expectation during class and activity sessions. Active participation includes but is not limited to the following: volunteering thoughtful answers and discussion on a regular basis, effort exerted in assessment activities,

genuine energy in all class discussions and activities. **Please turn off cell phones. If a cell phone is seen being used in class; you will be deducted 5 points from your class participation and attendance points.**

4. Academic Honesty – The minimum penalty for violations will be a zero on the assignment but could be the maximum of a zero for the course. You are required to read the entire Academic Honesty Policy, found in the Student Handbook. In short, you need to know that cheating and plagiarism will not be tolerated. Plagiarism is the misrepresentation of someone else's work as your own. This includes such instances as quoting directly from a published work without giving the author credit (i.e. proper citation), inserting the author's words as your own, using or "borrowing" another student's work, buying a paper from a professional service, etc. It is your responsibility to be familiar with what constitutes plagiarism and, in the event of uncertainty, to ask in a constructive manner about an assignment in question before it is due in a final version. You are also required to keep all note cards and rough drafts on papers and assignments until given a final grade for that course. Evidence of plagiarism and cheating will be dealt with in accordance with the college policy on academic honesty found in the Student Handbook. In the event of a suspected infraction – in fairness to your peers and the standards of the college – it is my job to send the materials in question to the Academic Affairs Office. You may meet with Dean Carol Traupman-Carr to discuss the charge and the procedures for appealing, but she alone does not make a decision on whether or not to uphold the charge or the penalty.

**Method of Evaluation** (grading scale- 90-100=A, 80-89=B, 70-79=C, 60-69=D, below 60=F)

1. 25% Class Participation
2. 30% Papers – Fitness Plan and Wellness Paper
3. 15% Lab Activities/Assignments
4. 20% Group Oral Report
5. 10% Quizzes – two will be given at the end of each section (Fitness & Wellness) and will include all topics discussed in class, including oral report topics presented by peers.

NOTE: It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for the course.

### **Learning Services**

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

### **Schedule (subject to change based on Oral Report Topics)**

January 21<sup>st</sup>: Course Overview, Lifestyle and Wellness Assessment, Oral Report topic assignments

January 28<sup>th</sup>: Introduction to Physical Activity and Cardiovascular Fitness Assessment

February 4<sup>th</sup>: Active Aerobics, Sports and Recreational Activities

February 11<sup>th</sup>: Stretching & Flexibility  
February 18<sup>th</sup>: Muscle Fitness  
February 25<sup>th</sup>: Body Composition & Nutrition  
March 4<sup>th</sup>: Personal Fitness Quiz and Paper Due  
March 18<sup>th</sup>: Special Topic – Fast Food Nutrition (Supersize Me)  
March 25<sup>th</sup>: Introduction to Wellness  
April 1<sup>st</sup>: Making Informed Choices  
April 8<sup>th</sup>: Stress Management  
April 15<sup>th</sup>: Use and Abuse of Tobacco, Alcohol, Drugs  
April 22<sup>nd</sup>: Wellness and Moravian College; Wellness Quiz and Paper Due  
April 29<sup>th</sup>: TBD

### **Group Oral Presentation**

- Worth 20% of final grade - 15% on group's presentation and 5% based on participation in classmates' presentations

Each presentation is required to use the following:

- 20 minutes with each member dividing the time equally (NOTE: grades will be given individually based on participation in the project). The presentation should not be entirely on the history or summary of the topic. The 20 minutes should be broken down as follows:
  - 5-7 minutes – summary of topic
  - 5-7 minutes – how the topics relates to college students and the decision-making process
  - 5-7 minutes – class activity
- Visual aids and/or hand-outs for the class (Power Point presentations recommended) – but should merely be used to enhance the presentation. **NO DIRECT READING FROM POWER POINT SHEETS!!!**
- Class activity required – create an activity that will require class involvement and improve overall understanding of concept.
- Minimum of three references (including textbook).
- Discussion question from class – bonus points will be given to members of class with relevant and intuitive questions.
- **Topic should be presented as if the group was “teaching” it to college freshmen**
- Possible topics include but not limited to: Flexibility & Stretching, Cardiovascular Fitness, Benefits of Fitness Activities, Muscle Fitness , Use and Abuse of Tobacco , Use and Abuse of Alcohol, Use and Abuse of Drugs, Nutrition, Body Piercing/Tattoos, Mental Health/Depression, Eating Disorders, Lifetime Sports, Concussions, Dietary Supplements, Sexually Transmitted Diseases, Cancer & Diabetes, Stress Management, Orthopedic Injuries (ACL, etc.)

### **Guidelines for Written Fitness Paper**

- Worth 15% of final grade
- Papers are due by the end of class on Monday, March 1<sup>st</sup>.

- Length of paper: minimum 2 typed pages plus 4 week fitness program (outline for each week)
- References – paper must have a minimum of 2 sources (including textbook) using APA format
- Paper should be individualized to your personal fitness assessment data, current habits, and desired outcomes. Students should use data from the lab exercises, textbook, outside sources (i.e. fitness journals), classroom lectures/discussions, personal and/or family history, knowledge of own behaviors, etc.
- Be sure to include current data, fitness plan, and expected outcomes for the 4 week program (be specific). The following concepts should be included: FIT formula, threshold and target zones, cardiovascular fitness, stretching & flexibility, strength training, circuit training, body composition and current assessments for all concepts performed.

#### Description of Paper: DESIGN A PERSONAL FITNESS PROGRAM

- I. Introduction – Explain the components of fitness and how they affect your lifestyle. Also, introduce the purpose of designing a personal fitness program
- II. Body – The design of your fitness program
  - a. Identify need – assess your current level using lab activities
  - b. Set your goal – choose area(s) that you would like to improve
  - c. Exercise prescription – define parameters of mode, frequency, intensity and duration (be sure to include the calculation of your Target Heart Rate)
- III. Conclusion – summarize program and discuss motivation techniques
- IV. Fitness program (outline for 4 weeks) – warm-up, cardiovascular, muscle strength and/or endurance training and cool-down (make sure to include stretching)

#### **Guidelines for Written Concept Paper**

- Worth 15% of final grade
- Papers will be turned in on Monday, April 26<sup>th</sup>, 2010
- Length of paper: 2 FULL pages minimum – typed or hand-written
- The theme of the paper is a personal letter written to one of the following individuals (feel free to change the name to hide identity):
  1. Friend/family member suffering from one of the following topics:
    - Alcohol abuse
    - Drug abuse – any type (street, prescription, supplements)
    - At-risk for a sexually transmitted disease
    - Suffering from a life-threatening disease – cancer, diabetes
    - Heavy tobacco user
  2. Friend/family member suffering from depression and possibly at-risk for suicide.
  3. An open letter to a friend/family member/acquaintance who has committed suicide or passed away due to one of the issues listed in #1. This letter, though difficult to write, is written to discuss the writer's feeling and emotions

as it relates to the incident. Although the letter will never be read by the intended reader, the purpose is to express the consequences of the incident and how it affected the writer and all the people associated with the victim.

Letter should be individualized to his/her personal health assessment data, family history, and lifestyle risk behaviors. Students should use data from the lab exercises, classroom lectures/discussions, personal family history, knowledge of personal behaviors, etc. Be sure to include current risk behaviors, lifestyle behavior plan, and expected outcomes in 10-20 years (be specific).

**NOTE: The paper/letter must include CONCEPTS of wellness. It is not just a personal letter. You must show knowledge (scholarly) in the subject area that you are addressing in the letter.**