PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

LIFETIME FITNESS
PHED 1010

Class Hours: 0.0     Credit Hours: 1.0
Laboratory Hours: 2.0     Date Revised: Fall 02

Catalog Course Description:
Theory, knowledge and practical experience in principles of wellness relating to the healthful aspects of lifetime fitness.

Entry Level Standards:
The student should be able to effectively communicate with instructor and peers, complete assignments according to instructor specifications, and read and write at the required level.

Prerequisites:
None

Textbook(s) and Other Course Materials:

Textbooks:
Concepts of Physical Fitness; Corbin, Charles, Lindsey, Ruth & Greg Welk; Dubuque, 2000.
PHED 1010 Fitness Journal: Jackson, Joan; Monroe, Leigh

Personal Equipment:
Athletic wear and athletic shoes

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Locker Assignments/Syllabus Review/ Health, Wellness, Fitness, and Healthy Lifestyles/ Self Management skills (Lecture)</td>
</tr>
<tr>
<td>2</td>
<td>Preparing for Physical Activity/ How Much Physical Activity is enough? / Learning Self-Planning Skills (Lecture)</td>
</tr>
<tr>
<td>3</td>
<td>The Health Benefits of Physical activity/ Lifestyle Physical Activity (Lecture)</td>
</tr>
<tr>
<td>4</td>
<td>Body Composition Pretest pp. 5-7 Fitness Journal/ Body Composition (Lecture)</td>
</tr>
<tr>
<td>5</td>
<td>Nutrition Lecture/ Managing Diet and Activity for Health Body Fatness (Lecture)</td>
</tr>
<tr>
<td>6</td>
<td>REVIEW FOR MIDTERM / MIDTERM</td>
</tr>
<tr>
<td>7</td>
<td>Flexibility Lecture/Flexibility Workout</td>
</tr>
<tr>
<td>8</td>
<td>Strength Lecture/ Strength Workout</td>
</tr>
<tr>
<td>9</td>
<td>Strength Lecture/ Strength Workout</td>
</tr>
<tr>
<td>10</td>
<td>Strength Lecture/ Strength Workout</td>
</tr>
<tr>
<td>11</td>
<td>Cardiovascular Assessment/ Cardiovascular Workout</td>
</tr>
</tbody>
</table>
II. Course Objectives*:

A. Demonstrate knowledge of and engage in warm-up and cool-down activities. II.2
B. Demonstrate knowledge of etiquette and safety while training for physical fitness. I.5
C. Demonstrate knowledge of physical fitness and wellness terminology. I.5
D. Formulate physical fitness program. II.2
E. Evaluate and correct errors in walking, stretching, and weight lifting form and execution. II.2
F. Demonstrate knowledge of physical fitness equipment and facilities. I.5
G. Demonstrate knowledge of and employ healthy eating habits for nutrition. I.5
H. Maintain accurate logs and/or journals. II.2
I. Demonstrate knowledge of body composition, cardiovascular, strength, and flexibility tests and measurements pertaining to fitness goals. I.5
J. Demonstrate knowledge of and engage in flexibility activities. II.2, I.5
K. Demonstrate knowledge of and engage in muscular strength and/or muscular endurance. II.2, I.5
L. Demonstrate knowledge of and engage in cardiovascular endurance activities.
M. Demonstrate knowledge of and engage in activities that factor into improving and/or maintaining a healthy body composition. II.2, I.5
N. Demonstrate an understanding of the components, importance, and benefits of physical fitness. I.5

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Listen to and participate in lectures and discussions regarding factual information relevant to physical fitness and wellness. Communication Outcome
2. Read and demonstrate knowledge of the health-related components of physical fitness. Communication Outcome
3. Analyze, evaluate, and modify behavior to improve personal health and wellness. Personal Development Outcome, Active Learning Strategy
5. Appreciate the intrinsic value of physical fitness as an element of a live-time commitment to physical fitness and wellness. *Transitional Strategy, Personal Development Outcome*

*Strategies and outcomes listed after instructional processes reference Pellissippi State’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

**IV. Expectations for Student Performance***:

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

1. Understand medical considerations before embarking on a physical fitness program. B
2. Understand wellness as a multi-dimensional concept. C
3. Understand the significance of maintaining healthy fitness levels. N
4. Define and demonstrate an understanding of hypokinetic conditions. N
5. Demonstrate knowledge of the health related components of physical fitness. C, I, J, K, L, M, N
6. Understand how to use self-management skills to adhere to healthy lifestyle behaviors. D
7. Demonstrate knowledge of heat-related problems. B
8. Demonstrate knowledge of and engage in effective warm-up activities. A, B, C, D, J
9. Demonstrate knowledge of and engage in effective cool-down activities. A, B, C, D, J
10. Wear proper clothing and footwear for safe, comfortable cardiovascular, flexibility, and muscular strength workouts. B
11. Describe the metabolic benefits of physical fitness. I, L, N
12. Describe the psychological benefits of physical fitness. I, L, N
13. Describe the four primary risk factors associated with coronary heart disease. L, N
14. Calculate target heart rate. L
15. Locate and monitor exercising and resting heart rates. I
16. Define flexibility; understand why it is a health related component of physical fitness. L
17. Demonstrate knowledge of and engage in a variety of different stretching methods. B, E, J
18. Describe how to stretch safely. B, E, F, J
19. Describe the benefits of muscle fitness. K, N
20. Demonstrate knowledge of and engage in a progressive resistance exercise program. A, B, E, F, K, N
21. Describe the adverse effects of anabolic steroid use. B
22. Describe how to prevent injury while engaging in a progressive resistance exercise program. A, B, E, F, K
23. Describe questionable exercises and safe alternatives. B
24. Describe the acronym FITT for building cardiovascular fitness. L
25. Describe the Overload Principle. D, K, L
26. Describe the Principle of Progression. D, K, L
27. Describe the Principle of Specificity. D, K, L
29. Describe the Principle of Diminishing Returns. D, K, L
30. Use the physical activity pyramid in developing a physical fitness plan. D
31. Demonstrate knowledge of self-planning skills for lifetime physical activity. D
32. Demonstrate knowledge of physical activity, fitness and disease prevention and treatment. N
33. Demonstrate knowledge of lifestyle physical activity. L, M
34. Describe somatotyping. C, M
35. Engage in bioelectrical impedance analysis. M
36. Engage in skinfold body-fat analysis. M
37. Describe the RICE acronym to remember first aid treatment. B
38. Describe BMR as a factor in maintaining a healthy body composition. C, M
39. Describe the function and importance of protein in a well-balanced, nutritional diet. G, M
40. Describe the function and importance of fat in a well-balanced, nutritional diet. G, M
41. Describe the function and importance of carbohydrates in a well-balanced, nutritional diet. G, M
42. Describe the function and importance of water in a well-balanced, nutritional diet. G, M
43. Describe the function and importance of vitamins in a well balanced, nutritional diet. G, M
44. Employ the food guide pyramid in developing a health-eating plan. D, G, I, M
45. Engage in flexibility and stretching exercises. A, B, F, K, L, M
46. Maintain accurate fitness profiles. H
47. Maintain an accurate nutritional log. H
48. Maintain an accurate fitness log. H
49. Demonstrate knowledge of and engage in stress management, relaxation, and time management techniques. C, D, N
50. Engage in a cardiovascular fitness program. A, B, D, E, F, H, I, J, L
51. Participate in cardiovascular fitness assessments to establish baseline fitness levels and improvement. L

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures: 40 points

Written Examinations:
Midterm 20 points  
Final 20 points  

B. Laboratory Expectations: 20 points  
Fitness Journal: 20 points  

C. Field Work: Attendance and Participation: 40 points  
Attendance: 10 points  
Participation: 20 points  
Fitness goals: 10 points  

D. Other Evaluation Methods: Extra Credit  
Articles on a course related subject - 1 point each (maximum of 5 points)  
Five-seven page paper on course related subject - 5 points  

E. Grading Scale:  
A 93 -100 points  
B+ 92 - 88 points  
B 87 - 83 points  
C+ 82 - 78 points  
C 77 - 73 points  
D+ 72 - 68 points  
D 67 - 62 points  
F 61 below points  

VI. Policies:  

A. Attendance Policy:  
After three absences, 4 points will be subtracted from the student's attendance grade. Students with eight or more absences will not pass this course. Students who fail to participate in assigned activities will be counted as absent. Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meeting in order to receive credit for the course. Individual department/programs/disciplines, with the approval to the vice president to Academic and Student Affairs, may have requirements that are more stringent.  

B. Other Policies:  

Make-up policy:  
1. After one week, students will not be allowed to make-up written examinations.  
2. With documentation, students will be allowed to make up absences. Make-up sessions should be supervised and consist of activities engaged in during the sessions that the student missed.  

Injury Policy:  
Students injured during class must inform the instructor immediately. An accident/incident report must be filed. This applies to all injuries no matter how minor.