PHED 1121 Beginning Jogging  
Fall 2015 Sections 91417  
ON-LINE DISTANCE LEARNING SYLLABUS  
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Please read this syllabus thoroughly and retain it for future reference. It contains valuable information about this distance learning course.

COURSE DESCRIPTION
This course is designed for the student who desires cardiovascular fitness by means of a medium to high impact method of exercise. Maximum cardiorespiratory fitness can be achieved by jogging/running. The heart rate is elevated to the appropriate target zone for peak conditioning. Fitness/wellness concepts and jogging skills will be introduced.

1 credit hour (3 Lab.) Coordinating Board Academic Approval Number 3601085128

COURSE EDUCATIONAL OBJECTIVES
1. Evaluate personal cardiorespiratory fitness and health behaviors by utilizing established criteria for physical fitness and wellness.
2. Design and implement an active cardiorespiratory program to improve personal fitness and health behaviors.
3. Describe the importance of cardiorespiratory fitness and wellness as part of a healthy lifestyle and demonstrate evidence for the interaction of lifestyle and disease.
4. Identify methods for attaining lifelong wellness.
5. Discuss the contribution of physical activity to overall physical, social, mental, and emotional well-being.
6. Demonstrate an understanding of the following basic wellness concepts: nutrition principles, principles of weight control, and stress management principles.

Core Curriculum Intellectual Competencies
Critical Thinking – Think and analyze at a critical level
Course Prerequisites: None

COURSE MATERIALS  Pedometer or other optional tracking device  
Text: Stanson, Commit to be fit: A balanced approach to total health and fitness. 2004 pre-published. Available at no charge on e-campus.  
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As a student, you are required to
1. Complete two cardiorespiratory assessments.
2. Develop a personal fitness goal contract, and a personal fitness jogging/running program.
3. Develop and implement a personalized plan for stress reduction, nutrition and weight control.
4. Complete and turn in weekly logs of your jog/run exercise activities.
5. Complete and turn in laboratory activities.
6. Submit (2) repeatable online open book learning tests on e-campus

UNITS
The class is divided into Units. Each unit will last about a week or two. In each unit it will list all the assignments, homework and test that will need to be completed along with the due dates for each assignments. It is designed to guide you through the course in an organized and efficient manner. The textbook reading assignment for any given week is clearly stated in the guide. **Due dates** are provided in the units. **Assignments are due by 11:59 p.m. Central time on the due date.** In short, the units enables you to stay on track.

1) **MAKING CONTACT & TURNING IN / RECEIVING ASSIGNMENTS**
   Throughout the semester, you will be submitting assignments on e-campus. All assignments are sent through e-campus and go directly into your grade center for grading. DO NOT send any assignments through e-mail. Please follow the directions in the ecampus assignments section. A green exclamation mark (!) will appear in your grade book indicating to me that it requires grading. Also, please Do not Send scanned, zip or PDF files. If questions arise, contact me by phone or e-mail, (see the listing at the beginning of this syllabus). The turnaround Time for my response is usually 24 hours M-F and 48 hours on weekends. The turnaround time for grading assignments is 48 hours from the due date deadline.

2) **LAB ACTIVITIES**
   You will complete laboratories as identified in the Units and described in your textbook. The labs help you assess your health status, health risks, physical fitness, stress level, nutrition, and weight. All labs are described in detail in your textbook or optional external web pages. If you have any questions about the labs, contact your instructor. Lab due dates are listed on the course calendar and are always **due by 11:59 p.m. Central**

3) **ONLINE LEARNING TESTS**
   You will complete two repeatable open book online learning tests on e-campus. The tests cover material on general wellness, fitness and nutrition found in your textbook. Refer to each “Unit” for the exact textbook chapters for the tests. Check the Units for the test dates & deadline.

4) **FITNESS ASSESSMENT/EVALUATION**
   You will complete two fitness assessments during the semester. The initial assessment helps you determine your status in three of the five health-related components of physical fitness: **The three we will assess are:** cardiorespiratory endurance, flexibility, and body composition. The assessment results form the basis for your personal fitness goals from which you develop your personal jogging program.

5) **FITNESS PROGRAM**
   Based on the results of your fitness assessment, you will establish personal fitness goals (lab 1) and a personal jog/run fitness plan. Your jog/run fitness plan is the foundation for achieving your personal fitness goals. By implementing your plan, you will work to achieve your goals and fulfill your contract. Due dates for your fitness plan are listed in the course calendar and grade center.

6) **JOGGING FOR FITNESS 5-DAY EXERCISE LOGS**
   You will complete and submit five… 5-day exercise logs of your fitness activities. Forms to log your fitness activities are provided on e-campus or you may upload your results from a GPS enabled smart phone or similar device (optional). The due date for logs is identified in the course calendar and your grade center.

7) **STRESS REDUCTION**
   You will determine your stress level and develop a plan to achieve your personal goals for stress reduction. The due date for your plan is listed in the course calendar and your grade center.

8) **NUTRITION AND WEIGHT CONTROL**
You will analyze your nutritional habits and determine your Body Mass Index to estimate your health risk classification based on your body weight. You will develop a plan to achieve your personal goals in this area. The due date for your plan is listed in the course calendar and your grade center.

9) GRADING & DEADLINE POLICIES
Each graded activity is worth a maximum number of points. Refer to the E-campus "My grades" button for the possible point values of each assignment. Points will be deducted for assignments that are incomplete, contain errors, or late. Late assignments (received past 11:59 p.m. central time) or late testing will receive partial credit (50%). Contact your instructor if you have any questions about your progress in the course or computation of your course grade.

10) DROP POLICY
IT IS YOUR RESPONSIBILITY TO DROP A COURSE OR WITHDRAW FROM THE COLLEGE. FAILURE TO DO SO WILL RESULT IN RECEIVING A PERFORMANCE GRADE, USUALLY A GRADE OF "F." The last day to withdraw with a “W” is May 3, 2013 (also see Richland web page).

11) OTHER CAMPUS INFORMATION: For those that may be on campus periodically, you are allowed to use the fitness center free of charge.
RICHLAND FITNESS CENTER HOURS: Monday – Thursday 7:00 am – 7:00 pm Friday 7:00 am – 5:00 pm

Grade scale:
90% - 100% = A
80% - 89% = B
70% - 79% = C
60% - 69% = D
59% or less = F

See assignment points and due dates in your e-campus Blackboard grade center
Final Grade reports are available online. Log onto e-Connect at www.econnect.dcccd.edu/ by using your student identification number.

Library Link: http://www.rlc.dcccd.edu/lrc/rlclib.htm
Tech support link: FAQs and support site
Distance learning homepage link: http://www.rlc.dcccd.edu/dl/
For Institution Policies, please refer to the Richland website www.richlandcollege.edu/syllabusinfo/syllabiInformation.pdf

Students are encouraged to discuss academic goals and degree completion with their instructors. Degree plan advising is available throughout the semester. Information about academic advising locations at Richland is available at under the Step 6 tab at www.richlandcollege.edu/admissions/process.php

Richland College’s Quality Enhancement Plan ~
Learning to Learn:
Developing Learning Power

Syllabus Change Disclaimer:
Richland College is piloting its Quality Enhancement Plan (QEP) in select classes.
The QEP provides techniques, practices, and tools to help students develop the
habits, traits or behaviors needed to be effective and successful lifelong learners in
college and in life. For more information, please log onto
http://www.richlandcollege.edu/qep2013/.

The instructor reserves the right to amend the syllabus as necessary