



MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: February 25, 2021

SUBJECT: Curriculum Proposal #20-21-18

Writing Intensive Course : PHED 3350: Physical Activity and Fitness Education

cc: Richard Stephens
Lori Schoonmaker
Stephanie Gabor
Laura Ransom
Jan Kiger
Richard West

Writing Intensive Course (WIC) Proposal

PHED 3350: Physical Activity and Fitness Education

The Curriculum Committee meets on the fourth Tuesday of each month during the academic year to review all proposals that have been submitted. All WIC proposals are due in the Office of Academic Affairs on or before the second Tuesday of the month to ensure there is enough time for review.

Instructions: To apply for a Writing Intensive course designation, completely answer all the WIC proposal questions below. Email the WIC proposal and a Word or PDF copy of the new or updated syllabus to Susan.Ross@fairmontstate.edu

Proposal Number:	#20-21-18
Department:	Health & Human Performance
Preparer/Contact Person:	Richard West/Jan Kiger
Telephone Extension:	304-367-4663/304-367-4984
Date Originally Submitted:	January, 14 2021
Revision (indicate date and label it rev#1, rev#2, etc.)	
Implementation Date Requested:	Fall 2021

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- 1) **Writing is Part of the Objectives and Outcomes of the Course.** How do writing assignments and writing instruction further the learning objectives or learning outcomes of this course? Where in the syllabus are there are statements about the critical role writing plays in the course?

Course Structure

Writing Intensive Course

This course is writing intensive due to the requirement of clear, effective, and concise writing to communicate the exercise principles of frequency, intensity, time, and type to both clients and colleagues. The purpose of writing in this course is to provide the opportunity to critically analyze the most effective manner to communicate these exercise principles in a practical setting. The conversion of the theoretical constructs to a field experience requires the student to evaluate their word selection and organization to effectively deliver the exercise experience. The revision portion of the course permits students the opportunity to revise their writing choices to bring a clearer understanding after the review process.

The fields of physical education and exercise science require effective instruction in verbal communication, kinesthetic demonstration, written instruction and documentation. For practitioners to provide clear and concise instruction, they must master practice the skill of writing to create, manage, and revise their thoughts. Practitioners must also write in a manner that permits proper documentation of actions for future review or to communicate effectively with colleagues. Actively practicing and reviewing their writing skills will enhance a practitioner's skill set.

Course Learning Outcomes

9. Students will demonstrate the ability to critically evaluate the creation of exercise prescription, delivery of instruction, and document subjective feelings through writing and revision.	1. Prescription Plans 2. Exercise Journal 3. Video Reflection
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See Appendix A for complete course syllabus.

- 2) **Writing is a Significant Part of the Coursework.** What types of writing (e.g., research papers, critical essays, technical documents, lab reports, essays, journaling, etc.) will be assigned? Explain how these assignments meet the requirement that writing be a significant part of the course work, including details about group writing assignments, if any. Include the required length for each writing assignment and demonstrate how the 20 pages (or equivalent 5000-word count) for finished writing will be met.

The student will have the opportunity to develop their critical thinking and writing skills during three specific assignments: (1) Prescription Plans, (2) Exercise Journal, and (3) Video Reflections.

Projects

Exercise Journal (40 points). The student will keep an exercise journal throughout the semester and document Workout: (1) Frequency, (2) Intensity, (3) Time, (4) Type, (5) Date, and (6) Subjective Feelings experienced during the workout. The journal will document the student's progression toward the Fitnessgram Fitness Tests at the conclusion of the semester. Each journal entry must address all areas of the prompt and be a minimum of one page in length.

Prescription Plans (30 points each). A written instructional plan will be designed by each student for each unit. Student's will be evaluated on each portion of the Lesson Plan according to the rubric posted in Blackboard. Students will critically analyze and create a prescription plan that addresses the prompt with the specific client population. Once submitted the instructor will provide feedback for plan improvement. Students will then submit revised plans for grading (see revision policy under Course Policies and Guidelines).

Video Reflection (25 points) A written summary will be completed using reflective practices associated with analysis of the student's teaching episodes. Students will complete a video reflection form to aid the students in their reflection. The students will evaluate their instruction and write a complete summary reflecting on areas of analyzing content delivery, possible adjustments for future instruction, and identification of appropriate delivery.

Minimum of 49 pages of written work. Prescription plans and video reflections often approach three pages in length. The written work for the course will more likely be 75-80 pages in length with resubmissions.

See Appendix A for complete course syllabus.

- 3) Writing is Learned Through Revision. Indicate which assignment(s) students will be required to revise and resubmit after feedback from the instructor. Indicate who will be providing the feedback. Include an example of the assignment instructions you are likely to use for this assignment or assignments.

Projects

Prescription Plans (30 points each). A written instructional plan will be designed by each student for each unit. Student's will be evaluated on each portion of the Lesson Plan according to the rubric posted in Blackboard. Students will critically analyze and create a prescription plan that addresses the prompt with the specific client population. Once submitted the instructor will provide feedback for plan improvement. Students will then submit revised plans for grading (see revision policy under Course Policies and Guidelines).

Assignment: Students will create and exercise prescription plan for the scenario provided below utilizing the Exercise Prescription Plan Template. The plan will address the principles of (F)requency, (I)ntensity, (T)ime, and (T)ype for the assigned client throughout the entirety of the plan: (1) Objectives & Critical Elements, (2) Learning Activities and Teaching Strategies, (3) Assessment and Modifications and, (4) Management. Additionally, your submission will also be evaluated on the clarity and accuracy of the Writing and Instruction throughout the plan. The assignment is due on the date identified in the syllabus. Students may resubmit their assignment according to the Revision Policy stated below until the designated date stated in the syllabus.

Scenario: Students will create an *Agility Workout* for a 21-year-old collegiate athlete. The female is a softball player with no history of severe injury and no current injury or pain. The client's goal is to improve lateral movement to field more effectively. The initial client assessment showed that all vitals were in the appropriate range for safe exercise. The client has no experience with an agility specific type of training. The workout should be 45-60 minutes in length.

Course Policies and Guidelines

Revision Policy

Once the student submits their *Exercise Plan*, they will follow the following revision steps for each assignment.

1. Review the instructor's comments on the rubric and exercise plan to plan for revisions.
2. Set up an appointment to meet the instructor to review the revisions and corrections necessary within one week (required).
3. Visit the LEAD Writing Center to assist with any questions or issues to improve revisions.
4. Revised Exercise Plan is due two weeks from the original due date listed in the syllabi. The original graded submission and rubric MUST also accompany the new submission (required).
 - a. The second submission will be returned with comments on the rubric and exercise plan for final revisions (3rd submission is optional).
 - b. The student may set up an appointment to meet the instructor to review the revisions and corrections necessary (optional).
 - c. Visit the LEAD Writing Center to assist with any questions or issues to improve revisions.
 - d. Final submissions are due by the date designated in the syllabus (3rd submission optional).
 - e. All students MUST submit twice for each exercise plan (original and revised submission).
 - f. Students will have the option to submit a third time to improve their grade.
 - g. All submission grades will be averaged to achieve final grade.
 - h. Significant revisions must be made during the second submission or a score of zero will be recorded.

See Appendix A for complete course syllabus.

See Appendix B for complete assignment and rubric.

- 4) **Writing is Taught and Practiced.** What types of writing instruction will be experienced by students? How much class time will be devoted to explicit writing instruction and at what points in the semester? What types of writing support and resources will be provided to students?

The student will have the opportunity to develop their critical thinking and writing skills during three specific assignments: (1) Prescription Plans, (2) Exercise Journal, and (3) Video Reflections

See Appendix A for complete course syllabus.

See Appendix B for complete assignment and rubric.

Students will be encouraged to utilize the LEAD Writing Center. See syllabus statement below.

Math/Writing Center

The Math/Writing Center located in the Ruth Ann Musick Library, 2nd Level offers free drop-in tutoring for all students by professional math and writing tutors. Math help is available for all math courses and math related topics. Help is available with course content, study procedures, problem solving strategies, and overcoming math anxiety.

The LEAD Center: Using the writing resources provided by the Learning Enrichment and Academic Development (LEAD) Center will improve your writing skills as well as your assignments and will provide you with a tremendous advantage. The Writing Center offers walk-in consultation for all writing assignments including essays, research papers, technical documents, and literary analysis. Professional tutors offer help with all stages of the writing process, and the software program Writers Workbench offers essay analysis and individual modules on grammar/mechanics/word choice and sentence structure.

All students using the Math/Writing Center and/or the Tutoring Center should bring their student ID cards. Hours for the center are available on the "Tutorial Services" website. For additional information concerning the center and tutoring at off-campus sites, contact the Director of Tutorial Services at 304-367-4722.

<https://www.fairmontstate.edu/academics/tutoring-services>

- 5) **Writing is a Significant Part of the Course Grade.** How will students' final course grade depend on their writing performance? What percentage of the course grade will depend on the quality and level of the student's writing compared to the percentage of the grade that depends on the course content?

Course Structure

Writing Intensive Course

The course provides the opportunity for writing in three separate assignments: (1) Prescription Plans, (2) Exercise Journal, and (3) Video Reflections. The Prescription Plan allows the student to create, submit, and revise exercise prescription that may be shared with clients, colleagues, or future review. The Exercise Journal provides the student the opportunity to document subjective feelings alongside exercise prescription in the attainment of a personal goal. The Video Reflections allow the students to analyze and critically review their performance while communicating the success and deficiencies within the performance. The writing portion of the course will provide a minimum of 49 pages of written work throughout the semester. However, more than likely the student will submit 75-80 pages of written work after submissions. The written portion of the course will account for 305 of the 775 available points or 39% of the final grade.

Evaluation and Grading Scale

Assignment	Points/Percent
Peer Instruction (2)	150
MC/ML's	120
Exercise Journal	40
Skills Test	100
Program Plan	100
Prescription Plans (8)	240
Video Reflection	25
Total Points	775

See Appendix A for complete course syllabus.

See Appendix B for complete assignment and rubric.

Appendix A: Course Syllabus

Fairmont State University
Department of Health and Human Performance
PHED 3350- Physical Activity and
Fitness Education
Spring 2021

Instructor Name and Title: Richard (Rick West)
Phone: O: 304-367-4663/C: 304-692-9145
E-mail: richard.west@fairmontstate.edu
Office Location: 312 Colebank Hall
Office Hours: MTRF 11:00am-12:00am & W 1:00pm-2:00pm
Classroom Location: By Arrangement

Description

This course introduces students to the foundations and components of health-related physical activity and fitness programming across the lifespan. Emphasis is placed on applying theoretically and developmentally appropriate health-related fitness education concepts, training principles, assessments, and physical activities in the instructional setting.

Course Prerequisites

ENG 1101, ENG 1102, & PHED 3312

Textbook and Course Materials

No Required Text

Additional lecture readings & videos will be posted on blackboard

Technology Requirements

The PowerPoint lecture presentations, links to articles, assignments, quizzes, and rubrics are located on the Blackboard site for the course. To participate in learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations (transcripts provided).
- Reliable Internet access and an FSU email account.
- A current Internet browser that is compatible with Blackboard (Chrome is the recommended browser for Blackboard or Firefox).
- Microsoft Word as your word processing program; and
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

If your computer does not have Microsoft Word, Office 365 ProPlus package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 ProPlus, log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the (help@fairmontstate.edu)

Course Learning Outcomes

Course-Level Outcomes	Methods of Assessment
1. Describe and apply physiological, biomechanical, and psychological/behavior concepts related to skillful movement, physical activity and fitness.	1. Prescription Plans 2. Exercise Journal
2. Demonstrate and Describe contemporary fitness education philosophy and the role of physical education in addressing the physical activity and health-related fitness needs of individuals across the lifespan.	1. Skills Peer Teaching
3. Modify and describe exercise according to recommendations that support developmentally appropriate physical activity and fitness programming and improved health outcomes across the lifespan.	1. Prescription Plans 2. Video Reflection
4. Modify and describe exercise according to chronic diseases, musculoskeletal injuries/conditions, and their implications for physical activity and fitness programming and assessment.	1. Prescription Plans 2. Skills Test 3. Video Reflection
5. Plan a physical activity program and related learning activities for children, adolescents, and special populations based on relevant physiological principles, professional guidelines, and individual needs.	1. Program Plan
6. Implement learning experiences that require students to use technology to meet health-related physical activity and/or fitness objectives.	1. Prescription Plans 2. Skills Peer Teaching

7. Implement a safe and supportive instructional environment that promotes participation in regular physical activity and achievement of health-enhancing levels of physical fitness through the use of a variety of teaching strategies and styles.	<ol style="list-style-type: none"> 1. Prescription Plans 2. Skills Peer Teaching 3. Exercise Journal
8. Use valid and reliable checklists, tests, and technology to assess the physical activity levels (e.g., direct observation, pedometers, activity logs) and physical fitness status (e.g., heart rate monitors, sit-n-reach test, Pacer test) of individuals across the lifespan.	<ol style="list-style-type: none"> 1. Skills Test
9. Students will demonstrate the ability to critically evaluate the creation of exercise prescription, delivery of instruction, and document subjective feelings through writing and revision.	<ol style="list-style-type: none"> 1. Prescription Plans 2. Exercise Journal 3. Video Reflection

Course Structure

The course is intended to be a Face-to-Face course. At times during the semester there may be opportunities for the Face-to-Face interaction to be virtual. The majority of these virtual meetings will take place via WebEx. All class meetings that have a virtual component will be recorded in the case that someone's internet connectivity is poor. The attendance policy listed will be in effect whether the class is in person or virtual, so please see that policy for details. Additionally, there may be portions of the course in which independent study takes place in an online format. Please check all announcements and assignments to determine the proper requirements.

Writing Intensive Course

The course is writing intensive due to the requirement of clear, effective, and concise writing to communicate the exercise principles of frequency, intensity, time, and type to both clients and colleagues. The purpose of writing in this course is to provide the opportunity to critically analyze the most effective manner to communicate these exercise principles in a practical setting. The conversion of the theoretical constructs to a field experience requires the student to evaluate their word selection and organization to effectively deliver the exercise experience. The revision portion of the course permits students the opportunity to revise their writing choices to bring a clearer understanding after the review process.

The fields of physical education and exercise science require effective instruction in verbal communication, kinesthetic demonstration, written instruction and documentation. In order for practitioners to provide clear and concise instruction they must master practice the skill of effectively writing to create, manage, and revise their thoughts. Practitioners must also write in a manner that permits proper documentation

of actions for future review or to communicate effectively with colleagues. Actively practicing and reviewing their writing skills will enhance a practitioner's skill set.

The course provides the opportunity for writing in three separate assignments: (1) Prescription Plans, (2) Exercise Journal, and (3) Video Reflections. The Prescription Plan allows the student to create, submit, and revise exercise prescription that may be shared with clients, colleagues, or future review. The Exercise Journal provides the student the opportunity to document subjective feelings alongside exercise prescription in the attainment of a personal goal. The Video Reflections allow the students to analyze and critically review their performance while communicating the success and deficiencies within the performance. The writing portion of the course will provide a minimum of 49 pages of written work throughout the semester. However, more than likely the student will submit 75-80 pages of written work after revisions. The written portion of the course will account for 305 of the 775 available points or 39% of the final grade.

Tips for Success in an Online Portion of a Course

1. **Participate.** Discussions and group work are a critical part of the course. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** Make time for your online learning and participation in discussions each week. Give yourself plenty of time to complete assignments including extra time to handle any technology related problems.
3. **Login regularly.** Log in to Blackboard several times a week to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when group submissions are due.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use Blackboard notification settings.** Be sure to enable announcements in Blackboard to ensure you receive timely notifications in your email or via text.
6. **Ask for help if needed.** If you need help with Blackboard or other technology, contact IT Commons at help@fairmontstate.edu. If you are struggling with a course concept, reach out to me, and/or your classmates for support.

Assignments/Assessments

General Assignment Information

- All coursework (assignments, exams, etc.) is secured in Blackboard.
- All assignments and exams are due on the day indicated on the course schedule.
- All online quizzes and tests are secured in Blackboard.
- Complete rubrics will be provided in Blackboard

Projects

Skills Peer Teaching (100/50pts). Using materials from class and student research. The peer teaching demonstrations incorporate planning, instruction, assessment, and reflection. Students will teach assigned sports and games, utilizing instruction plans and demonstrating instructional strategies appropriate to the content as well as effective instructional skills. All lesson plans must be brought to class on the day the student is teaching. If a student fails to bring an instructional plan to class, they will receive zero points for his/her teaching day as the student will not be allowed to teach without an instructional plan. Students will teach two lessons. The first will be a half lesson (i.e. Introduction/Learning Activity) and the second will be a full lesson.

Program Plan (100pts). Complete a cycle of a program plan utilizing the instructional plans, strategies, and assessments necessary to evaluate the effectiveness of the program.

Exercise Journal (40pts). The student will keep an exercise journal throughout the semester and document Workout: (1) Frequency, (2) Intensity, (3) Time, (4) Type, (5) Date, and (6) Subjective Feelings experienced during the workout. The journal will document the student's progression toward the PACER Skills Test at the conclusion of the semester. Each journal entry must address all areas of the prompt and be a minimum of one page in length.

Prescription Plans (30pts. Each). A written instructional plan will be designed by each student for each unit. Student's will be evaluated on each portion of the Lesson Plan according to the rubric posted in Blackboard. Students will critically analyze and create a prescription plan that addresses the prompt with the specific client population. Once submitted the instructor will provide feedback for plan improvement. Students will then submit revised plans for grading (see revision policy under Course Policies and Guidelines)

Skills Tests (100pts.) will be used to determine the proficiency of skills. Students will both demonstrate and verbally describe skills learned throughout the semester. Two skills will be given. One evaluating the skills proficiency of the student's skill and the second evaluation the student's ability to identify proper skill delivery.

Video Reflection (25pts.) A written summary will be completed using reflective practices associated with analysis of the student's teaching episodes. Students will complete a video reflection form to aid the students in their reflection. The students will evaluate their instruction and write a complete summary reflecting on areas of analyzing content delivery, possible adjustments for future instruction, and identification of appropriate delivery.

Mental Challenges/Motor Labs

Mental Challenges/Motor Labs (2-3pts. Each). (MC's) are in-class applications given at the instructor's discretion. MC/ML's serve to enhance students understanding of course content through a variety of learning experiences. Full credit for MC/ML's **can only be completed during assigned period**. Make-up MC's will be made available for a reduced score.

Evaluation and Grading Scale

All grades will be posted on Blackboard. You are strongly encouraged to check you scores in Blackboard regularly. A final letter grade will be assigned based on percentages.

Assignment	Points/Percent
Peer Instruction (2)	150
MC/ML's	120
Exercise Journal	40
Skills Test	100
Program Plan	100
Prescription Plans (8)	240
Video Reflection	25
Total Points	775

Grading Scale

90-100 = 697 – 775 points = A

80-89 = 620 – 696 points = B

70-79 = 542 – 619 points = C

60-69 = 465 – 541 points = D

Below 60 = 0 – 464 points = F

Course Policies and Guidelines

Communication with Instructor

Email Communication-The best way to contact me outside of class is through email. I will do my best to respond to your emails within 24 hours. If I will be traveling and unable to answer emails, I will let you know via blackboard announcement posting.

Please consider whether the content of the email is better for email or face-to-face. Good content for emails would be questions that can be answered in a paragraph or less. Topics that would require continued conversation would be more appropriate face to face. For example, asking the instructor what you missed in class is a topic more appropriate for face to face rather than email. Additionally, if you have an issue or concern that cannot be effectively addressed in class or through email, you are encouraged to schedule an appointment.

Email Etiquette-Please use proper salutation, punctuation, capitalization, complete sentences, and a signature in your emails. Otherwise, your email may not receive a reply. Remember that even though it may come from your phone, texts and emails have a different etiquette.

Texts-You are more than welcome to text me. I would ask you to consider the following. Texts are very quick answers that need to be viewed sooner than later. For example, *Professor West this is Jason from class, are we meeting in the gym today*, would be a great text. Please consider the following: the time of day of your text, be sure to put your name and class in the text, and the importance of the information. If you have a question that is more important it is probably more appropriate for an email.

Announcements-Typically there will be at least two announcements per week. The first sets the expectations for the week and the second wraps up the week. The announcements will have important information so please be sure to read very carefully.

Attendance Policy

Attendance – Students are expected to attend, be punctual, and participate fully in each class session. Regular attendance is necessary to the successful completion of this course and is an integral part of a student’s educational experience. During each class session, students will engage in course learning activities that require active participation. If students are not present, they will not be able to participate in the associated tasks that contribute to their overall course grade.

In the administration of its attendance policy, Fairmont State University distinguishes two kinds of excused absences: (1) the institutional absence, resulting from participation in an activity in which the student officially represents the University; (2) the unavoidable absence, resulting from illness, death in the family, or other causes clearly beyond the student’s control. Other types of student absences may be regarded as either excused or unexcused at the discretion of the course instructor.

Absence from class diminishes the student's ability to understand the course content, how to complete course assignments, and meet course expectations. Therefore, for each absence after three, students will lose 10% points from their overall course grade. Also, arriving to class at 9:35 a.m. or later will result in a tardy, two tardies will count as an absence unless a late arrival was beyond a student's control for a legitimate reason (a determination that will be made by the course instructor).

Revision Policy

Once the student submits their *Exercise Plan*, they will follow the following revision steps for each assignment.

1. Review the instructor's comments on the rubric and exercise plan to plan for revisions.
2. Set up an appointment to meet the instructor to review the revisions and corrections necessary within one week (required).
3. Visit the LEAD Writing Center to assist with any questions or issues to improve revisions.
4. Revised Exercise Plan is due two weeks from the original due date listed in the syllabi. The original graded submission and rubric **MUST** also accompany the new submission (required).
5. The second submission will be returned with comments on the rubric and exercise plan for final revisions (3rd submission is optional).
6. The student may set up an appointment to meet the instructor to review the revisions and corrections necessary (optional).
7. Visit the LEAD Writing Center to assist with any questions or issues to improve revisions.
8. Final submissions are due by the date designated in the syllabus (3rd submission optional).
9. All students **MUST** submit twice for each exercise plan (original and revised submission).
10. Students will have the option to submit a third time to improve their grade.
11. All submission grades will be averaged to achieve final grade.
12. Significant revisions must be made during the second submission or a score of zero will be recorded.

Assignment Deadlines and Make-up Policy

Assignment Deadlines – All course assignments have due dates. Completion of all assignments by the date noted on the course schedule is expected. The student is held completely responsible for submitting assignments on time. **Late work is NOT accepted unless previous agreements are made between the course instructor and student and approved.** If for some reason you are unable to complete an assignment on time due an excused absence (see information regarding acceptable excused absences); notify the course instructor via email **prior to the assignment due date** describing your circumstances so arrangements can be made. If approved, **all**

assignments are to be made up within five (5) school days of the original assignment due date. Failure to do so will result in a score of zero (0) points on the assignment.

Assignment Submission

Assignment Submission – All projects noted on syllabus are to be submitted through Blackboard by the due date. Submissions emailed to the instructor are not considered complete and will not be graded until submitted via Blackboard.

University Policies

<https://www.fairmontstate.edu/academicaffairs/syllabus-statements>

Academic Integrity

Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as:

- the obtaining of information during an examination.
- the unauthorized use of books, notes, or other sources of information prior to or during an examination.
- the removal of faculty examination materials.
- the alteration of documents or records; or
- actions identifiable as occurring with the intent to defraud or use under false pretense.

Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

Copyright Notice

Many of the materials created for this course are the intellectual property of Fairmont State University and Richard A. West. These include, but are not limited to, the syllabus, lectures, printed handouts, and pages and files on the Blackboard course space whose intellectual ownership is not otherwise indicated. Except to the extent not protected by copyright law, any use, distribution, or sale of such materials in any format—printed or electronic—requires the permission of the instructor. Please be aware that it is a violation of University policy to reproduce, for distribution or sale, class

lectures or class notes, unless copyright has been explicitly waived by Fairmont State University and Richard A. West.

COVID-19 Provisions

Following guidance from the CDC as well as State and Local Officials, Fairmont State reserves the right to determine the method of delivery of class content and modify classroom configuration to comply with COVID-19 safety guidance. The University also reserves the right to institute mandatory safety protocols including requiring students to wear masks at all times while in the classrooms.

Social Justice

Fairmont State University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran's status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise let me know and make appropriate arrangements with the Office of Accessibility Services (304-367-4141).

Title IX

Title IX makes it clear that violence and harassment based on sex, gender, and gender identity are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources at [FairmontState.edu/Title-IX](https://www.fairmontstate.edu/title-ix), by calling 304.367.4386, or by emailing HR@fairmontstate.edu.

Clean Air – FSU is a tobacco-free and vapor-free campus.

Academic Support and Resources

<https://www.fairmontstate.edu/academicaffairs/syllabus-statements>

Accessibility Services

Through collaboration with institutional allies, networks, and community partners, Accessibility Services leadership contributes to the development of equitable higher education experiences for all students who have disabilities. These services are available to any student, full or part-time, who has a need because of a documented disability. It is the student's responsibility to register for these services and to provide any necessary documentation to verify a disability or the need for accommodations.

Students must provide their professors with a copy of their academic accommodation letter each semester in order to receive accommodations. Faculty, students, and the Office of Accessibility Services must cooperate to ensure the most effective provision of accommodations for each class. Accessibility Services is located in the Turley Student Services Center (304) 367-4141.

<https://www.fairmontstate.edu/student-services/accessibility-services>

Counseling Services

The counselors in Student Affairs offer professional assistance with personal problems, problems of social relationships and the understanding of oneself and others. The staff consists of professionals trained in clinical practice and counseling who are experienced in dealing with issues common to college students. These services are available to all students in the belief that they often find significant benefit in counseling as a means of increasing self-awareness, maximizing potential and making the college experience more productive and meaningful. Contacts with the Counseling Services are held in strict confidence. Appointments may be made by calling 304-367-4141 or in person at the Turley Student Services Center.

<https://www.fairmontstate.edu/student-services/counseling-services>

Math/Writing Center

The Math/Writing Center located in the Ruth Ann Musick Library, 2nd Level offers free drop-in tutoring for all students by professional math and writing tutors. Math help is available for all math courses and math related topics. Help is available with course content, study procedures, problem solving strategies, and overcoming math anxiety.

The LEAD Center: Using the writing resources provided by the Learning Enrichment and Academic Development (LEAD) Center will improve your writing skills as well as your assignments and will provide you with a tremendous advantage. The Writing Center offers walk-in consultation for all writing assignments including essays, research papers, technical documents, and literary analysis. Professional tutors offer help with all stages of the writing process, and the software program Writers Workbench offers essay analysis and individual modules on grammar/mechanics/word choice and sentence structure.

All students using the Math/Writing Center and/or the Tutoring Center should bring their student ID cards. Hours for the center are available on the “Tutorial Services” website. For additional information concerning the center and tutoring at off-campus sites, contact the Director of Tutorial Services at 304-367-4722.

<https://www.fairmontstate.edu/academics/tutoring-services>

Technical Support

If you have problems with your computer, technology, IT-related questions, support, including Blackboard, please contact the Tech Commons of Information Technology Service Desk at (304) 777-1800 or submit an online request through the Help@fairmontstate.edu The Service Desk is open Monday – Friday from 8:00 AM – 6:00 PM (Eastern Daylight Time).

Library Resources

<https://library.fairmontstate.edu/>

Career Services

<https://www.fairmontstate.edu/student-services/career-services>

Health Services

<https://www.fairmontstate.edu/falconcenter/health-services>

International Student Services

<https://www.fairmontstate.edu/internationalstudents/office-international-student-services>

Day	Date	Topic	Assignments Due
		Programming Essentials	
M	1/11	Course Orientation	
W	1/13	Participant Needs	Journal Assignment Released
F	1/15	Participant Needs	
M	1/18	Participant Testing and Program Evaluation	Skills Test Released
W	1/20	Participant Testing and Program Evaluation-Instructional	
F	1/22	Participant Testing and Program Evaluation-Practical	Short Peer Instruction Released/Video Reflection Released
M	1/25	Warm-up/Post Workout	Release Warm-up Prescription Plan
W	1/27	Warm-up/Post Workout-Instructional	
F	1/29	Warm-up/Post Workout-Practical	Program Plan Release
		Anaerobic Training	
M	2/01	Resistance Training	Release Resistance Training Prescription Plan
W	2/03	Resistance Training-Instructional	<i>Journal 1 Due</i>
F	2/05	Resistance Training-Practical	<i>Warm-up Prescription Plan Due</i>
M	2/08	Power Training	Release Power Training Prescription Plan
W	2/10	Power Training-Instructional	
F	2/12	Power Training-Practical	<i>Resistance Training Prescription Plan Due</i>
M	2/15	Anaerobic Conditioning	Release Anaerobic Conditioning Plan
W	2/17	Anaerobic Conditioning-Instructional	
F	2/19	Anaerobic Conditioning-Practical	<i>Power Training Prescription Plan Due</i>
		Aerobic and Skills Training	
M	2/22	Endurance Training	Release Endurance Prescription Plan
W	2/24	Endurance Training-Instructional	<i>Journal 2 Due</i>
F	2/26	Endurance Training-Practical	<i>Anaerobic Prescription Plan Due</i>
M	3/01	Agility Training	Release Agility Prescription Plan
W	3/03	Agility Training-Instructional	
F	3/05	Agility Training-Practical	<i>Endurance Prescription Plan Due</i>
M	3/08	Speed Training	Release Speed Prescription Plan
W	3/10	Speed Training-Instructional	
F	3/12	Speed Training-Practical	<i>Agility Prescription Plan Due</i>
M	3/15	Balance and Stability Training	Release Balance and Stability Training Prescription Plan
W	3/17	Balance and Stability Training-Instructional	
F	3/19	Balance and Stability Training-Practical	<i>Speed Prescription Plan Due/Short Peer</i>

			<i>Instruction Due</i>
		Program Design	
M	3/22	Training Integration and Periodization	
W	3/24	Training Integration and Periodization-Instructional	<i>Journal 3 Due</i>
F	3/26	Training Integration and Periodization-Practical	<i>Balance and Stability Training Prescription Plan Due</i>
M	3/29	Training Program and Implementation	
W	3/31	Training Program and Implementation-Instructional	
F	4/02	Training Program and Implementation-Practical	<i>Video Reflection Due</i>
M	4/05	Adherence to Programming	
W	4/07	Adherence to Programming-Instructional	
F	4/09	Adherence to Programming-Practical	<i>Exercise Prescription Revisions Due</i>
		Instruction	
M	4/12	Peer Instruction	
W	4/14	Peer Instruction	<i>Journal 4 Due</i>
F	4/16	<i>Skills Test</i>	
	4/19-4/23	Final Exam Week	<i>Program Plan Due</i>

Appendix B: Assignment Example

Assignment: You will create and exercise prescription plan for the scenario provided below utilizing the Exercise Prescription Plan Template. Your plan should address the principles of (F)requency, (I)ntensity, (T)ime, and (T)ype for the assigned client throughout the entirety of the plan: (1) Objectives & Critical Elements, (2) Learning Activities & Teaching Strategies, (3) Assessment & Modifications and, (4) Management. Additionally, your submission will also be evaluated on the clarity and accuracy of the Writing & Instruction throughout the plan. The assignment is due on the date identified in the syllabus. You may resubmit your assignment according to the Revision Policy stated below until the designated date stated in the syllabus.

Scenario: You will create an *Agility Workout* for a 21-year-old collegiate athlete. The female is a softball player with no history of severe injury and no current injury or pain. The client's goal is to improve lateral movement in order to field more effectively. The initial client assessment showed that all vitals were in the appropriate range for safe exercise. The client has no experience with an agility specific type of training. The workout should be 45-60 minutes in length.

Revision Policy

Once the student makes a submission for their *Exercise Plans*, they will follow the following revision steps for each assignment.

1. Review the instructor's comments on the rubric and exercise plan to plan for revisions.
2. Set up an appointment to meet the instructor to review the revisions and corrections necessary within one week (required).
3. Visit the LEAD Writing Center to assist with any questions or issues to improve revisions.
4. Revised Exercise Plan is due two weeks from the original due date listed in the syllabi. The original graded submission and rubric MUST also accompany the new submission (required).
5. The second submission will be returned with comments on the rubric and exercise plan for final revisions (3rd submission is optional).
6. The student may set up an appointment to meet the instructor to review the revisions and corrections necessary (optional).
7. Visit the LEAD Writing Center to assist with any questions or issues to improve revisions.
8. Final submissions are due by the date designated in the syllabus (3rd submission optional).
9. All students MUST submit twice for each exercise plan (original and revised submission).
10. Students will have the option to submit a third time to improve their grade.
11. All submission grades will be averaged to achieve final grade.
12. Significant revisions must be made during the second submission or a score of zero will be recorded.

Criteria/ Achievement	Exceeds Standard 6pts	Meets Standard 4-5pts	Below Standard 2-3pts	Emerging 1pts	Failing 0pts	Total
Objectives & Critical Elements	The student writes the appropriate objectives and critical elements to match the client prompt.	The student writes the majority of objectives and critical elements to match the client prompt.	The student writes the partially writes objectives and critical elements to match the client prompt.	The student identifies some of the objectives and critical elements to match the client prompt.	The student does not match any of the objectives and critical elements to the client prompt.	Total /6
Learning Activities & Teaching Strategies	The student clearly explains and addresses the three areas segments of Introduction, Learning Activities, and Closure of the exercise plan.	The student addressed and explained the three areas segments of Introduction, Learning Activities, and Closure of the exercise plan.	The student partially addressed and explained the three areas segments of Introduction, Learning Activities, and Closure of the exercise plan.	The student mentions the three areas segments of Introduction, Learning Activities, and Closure of the exercise plan.	The student does not mention the three areas segments of Introduction, Learning Activities, and Closure of the exercise plan.	Total /6
Assessment & Modifications	The student provides appropriate assessment and modification for the exercise plan.	The student provides assessment and modification for the exercise plan that mostly appropriate for the client.	The student provides assessment and modification for the exercise plan that is somewhat appropriate for the client.	The student minimally addresses assessment and modification for the exercise plan.	The student does not address assessment and modification for the exercise plan.	Total /6
Management	The student clearly and consistently explained the use of equipment, safety concerns, exercise activity.	The student addressed and explained the use of equipment, safety concerns, exercise activity.	The student partially addressed and explained the use of equipment, safety concerns, exercise activity.	The student mentions the use of equipment, safety concerns, exercise activity.	The student does not mention the use of equipment, safety concerns, exercise activity.	Total /6
Writing & Instruction	The student writing is clear and concise throughout the entire exercise plan.	The student writing is mostly clear and concise throughout the entire exercise plan demonstrating very few errors.	The student writing is somewhat clear and concise throughout the entire exercise plan demonstrating significant errors.	The student writing is minimally clear and concise in some areas of the entire exercise plan demonstrating significant errors.	The writing is not clear nor concise throughout any portion of the exercise plan.	Total /6
Total	Total /6	Total /6	Total /6	Total /6	Total /6	Total /30

FAIRMONT STATE UNIVERSITY

Exercise Plan

Name:	Date:
EXERCISE FOCUS:	
EQUIPMENT:	
SAFETY CONCERNS:	
<u>OBJECTIVES:</u>	
Psychomotor/Fitness:	
Cognitive:	
Affective:	
<u>CRITICAL ELEMENTS:</u>	
Skill 1 Name: _____	
Skill 2 Name: _____	

<u>TIME</u>	<u>LEARNING ACTIVITIES/TEACHING STRATEGIES</u>
___ mins.	Introduction
___ mins.	Learning Activities
___ mins.	Closure
<u>INDIVIDUALIZED STRATEGIES/MODIFICATIONS</u>	
<i><u>To decrease task difficulty:</u></i>	
<i><u>To increase task difficulty:</u></i>	
<u>ASSESSMENT STRATEGY</u>	

DIAGRAM OF LEARNING ACTIVITY

<p><u>Activity Legend</u></p>

Appendix C: Letter of Support – Chair



**FAIRMONT STATE
UNIVERSITY™**
School of Education, Health &
Human Performance

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January 13, 2021

To Whom It May Concern:

As Chair of the Health and Human Performance Department at Fairmont State University, I am writing this letter of support for the PHED 3350 – Physical Activity and Fitness Education writing intensive course proposal.

The PHED 3350 writing intensive course is required for the new Kinesiology concentration that is proposed in the Exercise Science curriculum proposal.

I believe this course meets all of the writing intensive course standards set by the application process.

Sincerely,

A handwritten signature in black ink that reads "Jan Kiger". The signature is written in a cursive, flowing style.

Jan Kiger
Interim Chair
Health & Human Performance Department