

**MiraCosta College**  
**KINE100 Functional Resistance Training**  
*Course Syllabus*

<b><u>Course Information:</u></b>	<b><u>Instructor Information:</u></b>
<b>Course Title:</b> KINE 100 Functional Resistance Training	<b>Instructor:</b> Robert Fulbright, PhD (ABD)
<b>Units:</b> 1.0	<b>Office:</b> RM 4811
<b>Semester/Year:</b> Spring 2011	<b>E-mail:</b> <a href="mailto:rfulbright@miracosta.edu">rfulbright@miracosta.edu</a>
<b>Location:</b> OC5004 (Upper Gym)	<b>Phone:</b> (760) 757-2121 ext. 6423
<b>Class Meets:</b> T/TH 11:00-12:15 p.m.	<b>Office Hours:</b> TTH 8:30-9:30 a.m.

**Note: Please come dressed to perform physical activity every class meeting. This includes proper footwear (i.e., tennis shoes and socks).**

**Required Textbook and Materials:**

- None

**Course Description:**

This course implements the latest scientific functional training methodologies to enhance activities of daily living, weight loss, body appearance, bone density, stress reduction, core strength, balance and coordination, while decreasing the risk of orthopedic injury and low back pain through functional resistance training. It is designed for students interested in increasing muscular strength, muscular endurance, body composition and movement performance. (May be repeated three times.)

This section is designed for special needs population/veterans who are cognitive or physically challenged to improve activities of daily living, mobility, strength, endurance, decrease joint pain, and improve psychological well-being.

**Course Objectives:**

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

1. Design and perform a functional resistance training program including core, balance, strength, and power exercises to enhance activities of daily living and/or athletic performance.
2. Demonstrate improved balance, core strength, low back strength, muscular strength, muscular endurance, power and body composition pre and post test.
3. Discuss safety precautions needed for proper balance, core, strength and power training.
4. Compare and contrast adaptations to the kinetic chain when utilizing different sets, reps, tempo, rest periods, training intensity, planes of motion, exercise selection, exercise order, training frequency, training modalities and stable and unstable surfaces.
5. Analyze and evaluate the contributions of improved balance, core, strength and power training in activities of daily living and overall health and well-being (physical, emotional, social, spiritual, intellectual).
6. Analyze and evaluate the components and principles of fitness.

7. Implement a behavior modification strategy to improve physical fitness, weight management/loss, and nutritional choices.

**Student Learning Outcomes (SLOs):**

1. Student will be able to perform beginning, intermediate or advanced skills based on the requirements of the activity class.
2. Student will be able to discuss the safety, rules and strategies of the activity.
3. Student will be able to self-analyze skill level.

**Student Performance Evaluation:**

		<b><u>Grading Scale</u></b>	<b><u>Grades</u></b>
SLO (3) Skill Development	80 pts.		
SLO (2) Safety, Rules, and Strategies	10 pts.	A 90-100 pts.	A 90-100%
SLO (1) Self-Analyze Skill Level	10 pts.	B 80-89 pts.	B 80-89%
		C 70-79 pts.	C 70-79%
		D 60-69 pts.	D 60-69 %
<b>Total Points</b>	<b>100 pts.</b>	F < 59 Pts.	F < 59%

**Note: Please review grading rubrics for specific grading criteria for each SLO.**

**Missed Classes and Dropping Policy:**

**It is ultimately your responsibility to officially drop this class if that is your intent. Failure to do so may result in an "F" grade on your transcript. Please consult the MiraCosta College class schedule and the office of admissions and records for official withdrawal deadlines.**

**Participation in any physical activity may involve risk or injury. Students are strongly advised to consult a physician prior to participating in any physical activity. Student's are advised of the importance of carefully following the instructor's guidelines regarding playing techniques, training requirements and rules of the activity.**

**Create a Blackboard Account:**

The Bb course management system will be used. Bb login: <http://blackboard.miracosta.edu/> Your username and password or your SURF ID and SURF Password. This is the **same** SURF ID and SURF Password you use to register for classes at MiraCosta College. If you do not have access to a computer or the internet you will find the MiraCosta College library has a large number of computers with internet access for your use. If you have questions, please contact the **MiraCosta student help desk Online Tech Support - OPEN 24 Hours - 7 days a week** at **Phone: (760) 795-6655, Email : [StudentHelp@miracosta.edu](mailto:StudentHelp@miracosta.edu), website: <http://www.miracosta.edu/apps/studenthelp/>.**

**Students With Disabilities:**

This instructor is committed to meeting individual differences in the classroom learning environment. If you feel you may need special accommodations to successfully complete this course please do not hesitate to contact me by telephone (760) 757-2121 ext. 6423 or by email [rfulbright@miracosta.edu](mailto:rfulbright@miracosta.edu). You may also see me during my scheduled office hours. MiraCosta College is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section

504 of the Rehabilitation Act of 1973. Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class, are encouraged to contact Disabled Students Programs & Services as soon as possible to ensure that such accommodations are implemented in a timely manner. Their **Phone: 760-795-6658**, **Email: [askdsps@miracosta.edu](mailto:askdsps@miracosta.edu)**, **Hours of operation: (M-F 8:00-4:30 PM)** and **Location: DSPS office building 3000** (Northwest corner of campus). Any information regarding your disability will remain confidential.

## MiraCosta College

### KINE100 Functional Resistance Training

**SLO (3): Student will be able to perform beginning, intermediate or advanced skills based on the requirements of the activity class.** To be evaluated on the Skill Development Rubric.

**Requirements:** Student will perform the movements listed below throughout the semester.

**Objectives:**

1. Perform a functional resistance training program including core, balance, strength, and power exercises to enhance activities of daily living and/or athletic performance.
2. Demonstrate improved balance, core strength, low back strength, muscular strength, muscular endurance, power and body composition pre and post test.
3. Analyze and evaluate the contributions of improved balance, core, strength and power training in activities of daily living and overall health and well-being (physical, emotional, social, spiritual, intellectual).

Movements to be Evaluated:

**(Exercise may be modified to meet individual needs and abilities)**

1. Core Exercise: Pron-Iso Abs (Plank) with Hip Extension/Medicine Ball/Cable
2. Core Exercise: Bridge with Hip Flexion/Floor Press/Wall Press
3. Abdominal: Crunches Ball or Floor
4. Legs: Walking Lunge to Balance with overhead DB press
5. Legs: Squats
6. Chest: Ball Bench Press with DB
7. Chest: Standing/Seated Cable Press
8. Back: Standing Single Leg DB Cobra
9. Back: Seated Wide Grip Two Handle Row
10. Back: Standing or seated Reverse Fly with Thera-band
11. Shoulder: Standing/Seated DB Military
12. Shoulder: Standing/Seated External/Internal Shoulder Rotation with Thera-band
13. Biceps: Standing/Seated DB Bicep Curl
14. Biceps: Standing/Seated Cable Curl
15. Triceps: Standing Tricep Push-down
16. Triceps: DB Extensions seated/standing/supine

Total Score \_\_\_\_\_

## Skill Development Grading Rubric

Proficiency Level (5 points) (A grade/CR)	Utilization Level (4 points) (B grade/CR)	Control (3 points) (C grade/CR)	Pre-Control (1-2 points) (D grade/CR)	Non-Participation (0 points or less) (F grade/NC)
<p>The skill has become almost automatic, and performances in a similar context appear almost identical.</p> <p>The student is able to focus on extraneous variables – an opponent, an unpredictable object – and still perform the skill as intended.</p> <p>The movement often seems effortless as the student performs the skill with ease and seeming lack of attention.</p> <p>The movement can be performed successfully in a variety of planned and unplanned situations as the student appears to modify performance to meet the demands of the situation.</p> <p>The student meets the mandatory required hours to receive credit for the course. (i.e. KINE 142, .5 unit (12 hrs), 1.0 unit (24hrs), 1.5 unit (36hrs))</p>	<p>The movement becomes more automatic and can be performed successfully, with concentration.</p> <p>Even when the context of the task is varied (slightly at first), the student can still perform the movement successfully.</p> <p>The student has developed control of the skill in predictable situations and is beginning to be able to move skillfully in unpredictable situations.</p> <p>The student can execute the skill the same way consistently.</p> <p>The student can use the skill in combination with other skills and still perform it appropriately.</p> <p>The student meets the mandatory required hours to receive credit for the course. (i.e. KINE 142, .5 unit (12 hrs), 1.0 unit (24hrs), 1.5 unit (36hrs))</p>	<p>The student’s movements appear less haphazard and seem to conform more to the student’s intentions.</p> <p>Movements appear more consistent, and repetitions are somewhat alike.</p> <p>The student begins to perform the skill correctly more frequently.</p> <p>The student’s attempt to combine one movement with another or perform the skill in relation to an unpredictable object or person is usually unsuccessful.</p> <p>Because the movement isn’t automatic, the student needs to concentrate intensely on what he or she is doing.</p> <p>The student meets the mandatory required hours to receive credit for the course. (i.e. KINE 142, .5 unit (12 hrs), 1.0 unit (24hrs), 1.5 unit (36hrs))</p>	<p>Student is unable to repeat movements in succession; one attempt doesn’t look like another attempt to perform the same movement.</p> <p>Student uses extraneous movements that are unnecessary for efficiently performing the skill.</p> <p>Student seems awkward and frequently doesn’t even come close to performing the skill correctly.</p> <p>Correct performances are characterized more by surprise than by expectancy.</p> <p>When the student practices with a ball, the ball seems to control the student.</p> <p>The student meets the mandatory required hours to receive credit for the course. (i.e. KINE 142, .5 unit (12 hrs), 1.0 unit (24hrs), 1.5 unit (36hrs))</p>	<p>The student does not participate in 6 or more class meetings.</p> <p>The student does not meet the mandatory required hours to receive credit for the course. (i.e. KINE 142, .5 unit (12 hrs), 1.0 unit (24hrs), 1.5 unit (36hrs))</p>

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## KINE100 Functional Resistance Training

**SLO (2): Student will be able to discuss the safety, rules and strategies of the activity.**

To be evaluated on the Safety, Rules and Strategies Rubric.

**Requirements:** Construct a comprehensive fitness program for yourself. Write a paragraph on the physical activity and nutrition behavior modification strategy you will implement to achieve your goals. Be specific and give examples. Discuss the importance of safety in a weight training environment. Be specific and give examples.

**Objectives:**

1. Discuss safety precautions needed for proper balance, core, strength and power training.
2. Discuss Proper Gym Safety Etiquette (i.e., replace/unrack weights in proper place, collars, etc.)
3. Design and perform a functional resistance training program including core, balance, strength, and power exercises to enhance activities of daily living and/or athletic performance.
4. Compare and contrast adaptations to the kinetic chain when utilizing different sets, reps, tempo, rest periods, training intensity, planes of motion, exercise selection, exercise order, training frequency, training modalities and stable and unstable surfaces.
5. Analyze and evaluate the components and principles of fitness.
6. Implement a behavior modification strategy to improve physical fitness, weight management/loss, and nutritional choices.

### Safety, Rules and Strategies Grading Rubric

(9-10 points) (A grade/CR)	(8 points) (B grade/CR)	(7 points ) (C grade/CR)	(6 points) (D grade/CR)	(5 points or below) (F grade/NC)
<p>Student always demonstrates proper safety procedures and protocols of the activity.</p> <p>Student can discuss all of the proper safety procedures and protocols of the activity.</p> <p>Student is able to discuss all of the rules and regulations of the activity.</p> <p>Student is able to discuss all of the major playing strategies and benefits of the activity.</p>	<p>Student demonstrates proper safety procedures and protocols of the activity most of the time.</p> <p>Student can discuss most of the proper safety procedures and protocols of the activity.</p> <p>Student is able to discuss most of the rules and regulations of the activity.</p> <p>Student is able to discuss most of the major playing strategies and benefits of the activity.</p>	<p>Student sometimes demonstrates proper safety procedures and protocols of the activity.</p> <p>Student can discuss some of the proper safety procedures and protocols.</p> <p>Student is able to discuss some of the rules and regulations of the activity.</p> <p>Student is able to discuss some of the major playing strategies and benefits of the activity.</p>	<p>Student rarely demonstrates proper safety procedures and protocols of the activity.</p> <p>Student is able to discuss one or two of the proper safety procedures and protocols of the activity.</p> <p>Student is able to discuss one or two of the rules and regulations of the activity.</p> <p>Student is able to discuss one or two of the major playing strategies and benefits of the activity.</p>	<p>Student never demonstrates proper safety procedures and protocols of the activity.</p> <p>Student is unable to discuss any of the proper safety procedures and protocols for the activity.</p> <p>Student is unable to discuss any of the rules and regulations of the activity.</p> <p>Student is unable to discuss any of the major playing strategies and benefits of the activity.</p>

# MiraCosta College

## KINE100 Functional Resistance Training

**SLO (1): Student will be able to self-analyze skill level.**

To be evaluated on the Self-Analyze Skill Level Rubric.

**Requirements:** Please evaluate yourself on the skill level rubric by circling the category that best describes your current skill level. Please note; whether you evaluate yourself in the proficiency level or pre-control level you still receive the full point value (10 points) for completing the exercise. This assessment will be completed at the beginning of the course and again at the end to measure your skill level and fitness improvement in this activity.

**Objectives:**

1. Self-evaluate individual skill and fitness level.
2. Compare and contrast pre and posttest skill and fitness levels.
3. Recommend areas for improvement in skill and fitness areas.

**Self-Analyze Skill Level Rubric**

Proficiency Level (10 points) (A grade/CR)	Utilization Level (10 points) (A grade/CR)	Control (10 points) (A grade/CR)	Pre-Control (10 points) (A grade/CR)	Non-Participation (0 points) (F grade/CR)
<p>The skill has become almost automatic, and performances in a similar context appear almost identical.</p> <p>The student is able to focus on extraneous variables – an opponent, an unpredictable object – and still perform the skill as intended.</p> <p>The movement often seems effortless as the student performs the skill with ease and seeming lack of attention.</p> <p>The movement can be performed successfully in a variety of planned and unplanned situations as the student appears to modify performance to meet the demands of the situation.</p>	<p>The movement becomes more automatic and can be performed successfully, with concentration.</p> <p>Even when the context of the task is varied (slightly at first), the student can still perform the movement successfully.</p> <p>The student has developed control of the skill in predictable situations and is beginning to be able to move skillfully in unpredictable situations.</p> <p>The student can execute the skill the same way consistently.</p> <p>The student can use the skill in combination with other skills and still perform it appropriately.</p>	<p>The student’s movements appear less haphazard and seem to conform more to the student’s intentions.</p> <p>Movements appear more consistent, and repetitions are somewhat alike.</p> <p>The student begins to perform the skill correctly more frequently.</p> <p>The student’s attempt to combine one movement with another or perform the skill in relation to an unpredictable object or person is usually unsuccessful.</p> <p>Because the movement isn’t automatic, the student needs to concentrate intensely on what he or she is doing.</p>	<p>Student is unable to repeat movements in succession; one attempt doesn’t look like another attempt to perform the same movement.</p> <p>Student uses extraneous movements that are unnecessary for efficiently performing the skill.</p> <p>Student seems awkward and frequently doesn’t even come close to performing the skill correctly.</p> <p>Correct performances are characterized more by surprise than by expectancy.</p> <p>When the student practices with a ball, the ball seems to control the student.</p>	<p>The student does not participate in 6 or more class meetings.</p> <p>The student does not meet the mandatory required hours to receive credit for the course. (i.e. KINE 142, .5 unit (12 hrs), 1.0 unit (24hrs), 1.5 unit (36hrs)</p>

**Blank Sheet Here Please!**