

MiraCosta College
KINE204 Techniques and Analysis of Fitness and Weight Training
Course Syllabus

<u>Course Information:</u>	<u>Instructor Information:</u>
Course Title: KINE 204 Techniques and Analysis of Fitness and Weight Training	Instructor: Robert Fulbright, PhD (ABD)
Units: 3	Office: RM 4811
Semester/Year: Spring 2011	E-mail: rfulbright@miracosta.edu
Location: ONLINE	Phone: (760) 757-2121 ext. 6423
Class Meets: ONLINE	Office Hours: T/TH 8:30-9:30 a.m.

Required Textbooks and Materials:

Clark, M. A., Scott, L. C., & Corn R. J. (2008). *NASM essentials of personal fitness training* (3rd Ed.). Baltimore: Lippincott Williams & Wilkins.

Clark, M. A., Scott, L. C., & Corn, R. J. (2008). *NASM essentials of personal fitness training* (3rd ed.). **(Study Guide)**. Baltimore: Lippincott Williams & Wilkins.

Course Description:

The purpose of this course is to provide the knowledge and understanding needed to plan and implement fitness and weight training programs. This course will also offer analysis of the development, maintenance, implementation, and self-evaluation of physical fitness. The primary focus is the implementation of methods, techniques, instructional strategies, safety factors, motivation, and necessary equipment for teaching physical fitness and weight training. The laboratory (ONLINE) portion of the course will consist of instruction and techniques in physical assessment, individual skills, and strategies in weight training, as well as stretching and flexibility and injury prevention.

Course Objectives: Upon the successful completion of this course, students will be able to:

1. Design a comprehensive fitness program that includes muscular strength and endurance, flexibility, cardiorespiratory, and core training to meet individual client needs.
2. Construct a posture analysis that diagrams upper extremity, lumbo-pelvic-hip, and lower extremity postural deviations.
3. Prescribe flexibility, resistance, and core training exercises to help correct upper extremity, lumbo-pelvic-hip, and lower extremity posture deviation(s).
4. Calculate target heart rate training zone for cardiorespiratory training using the maxHR method and Karvonen or Heart Rate Reserve method.
5. Calculate and analyze body mass index (BMI) to determine target body weight based on the BMI guidelines by the National Institute of Health.

6. Describe and discuss corrections to common errors in body position and exercise movement to increase physiological results and decrease injury during flexibility, cardiorespiratory, core, and resistance training exercises.
7. Describe and discuss the principles and components of fitness and the F.I.T.T. principle based on the American College of Sports Medicine guidelines.
8. Analyze and evaluate a Participation Readiness Questionnaire to determine a client's readiness for exercise.
9. Develop motivational and behavior modification strategies to improve physical activity and nutritional awareness.

Course Concepts:

1. Program design
2. Fitness Training history
3. Physiology and function of human body systems
4. Fitness/posture assessment
5. Components and principles of fitness
6. Biomechanical principles
7. Fitness techniques critique
8. Risk factors
9. Physiological responses of exercise

Student Learning Outcomes (SLO):

1. Student will write an analysis and evaluation of the biomechanical joint movements and muscles involved in both the acceleration and deceleration phase of performing a squat.
2. Student will describe why developing and maintaining the core is essential and include the necessary exercises for a client to build a strong core.
3. Student will construct a comprehensive fitness program to best meet a client's goals and individual needs.

Performance Requirements/Course Grade:

Your grade for this course will be based upon mastery of course concepts as demonstrated by successfully completing the term modules. Following directions in the syllabus provides the best avenue for success. Read directions very carefully and follow all suggestions and requirements. The grading rubric standards apply to all written assignments. Your work will be evaluated as follows:

		<u>Grading Scale</u>	<u>Grades</u>
Module 1 (Due date Feb. 17)	20 pts.	A 90-100 pts.	A 90-100%
Module 2 (Due date Mar. 17)	20 pts.	B 80-89 pts.	B 80-89%
Module 3 (Due date Apr. 14)	20 pts.	C 70-79 pts.	C 70-79%
Module 4 (Due date May 05)	20 pts.	D 60-69 pts.	D 60-69 %
Module 5 (Due date May 24)	20 pts.	F < 59 Pts.	F < 59%
Total Points	100 pts.		
Note: each module is comprised of a 10 pt. assignment and a 10 pt. exam.			

Module 1	Professional Development, Behavior Modification, and Goal Setting
Module 2	Posture, Exercise Science, and Biomechanics
Module 3	Fitness Assessment and Training Concepts
Module 4	Core Training Concepts
Module 5	Program Design Concepts

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 with drawl deadlines.

Academic Integrity:

All work submitted in each course must be the learner's own. This includes all assignments, exams, term papers, and other projects required by the faculty mentor. The submission of another person's work represented as that of the learner's without properly citing the source of the work will be considered plagiarism and will result in an unsatisfactory grade for the work submitted or for the entire course, and may result in academic dismissal. **To help you avoid plagiarism, do not "copy and paste" into any assignments without using quotation marks and citing in APA format the source of the material.** Your work may be submitted to TurnItIn.com for originality evaluation.

Requirements for Online Class Participation:

- Internet access.
- Ability to submit assignments in one of two formats only: doc or rtf (if you use WordPerfect, save and submit as rtf.)
- Regularly check Bb a minimum of three times per week and to submit assignments.
- Have moderate experience with the Web, email, attachments, downloading, etc.
- Understand and apply appropriate email netiquette.

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, **website:** <http://www.miracosta.edu/apps/studenthelp/>.

Electronic Learning Resource Center:

The MiraCosta College library website can be accessed from the college home page at <http://www.miracosta.edu/> click on library. The library website provides access to academic databases (Online Research) with full-length professional journal articles, electronic books, reference materials, a host of web pages supporting coursework, and much more. In addition, you can obtain library research assistance from the library website under (Research Assistance - Ask-A-Librarian) as well as Citation Style Guides for proper APA formatting.

The Writing Center:

The MiraCosta College Writing Center can be found in the library hub, which provides assistance and helpful tools for all stages of the writing process: Pre-writing, Focus, Development, Organization, Voice and APA Editorial Style, and Conventions (punctuation, mechanics, sentence-level issues, APA format). Within the Writing Center the lab offers consultations to offer personalized feedback on your writing. You are invited to visit the Writing Center and lab for all writing and research assignments.

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. 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. **DSPS Phone: 760-795-6658, Email: 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.

Online Etiquette:

This course has supplemental material online and is conducted in a computer classroom with Internet access. MiraCosta College supports the concept of academic freedom; there are no filters blocking Internet access to electronic content. Many Internet sites contain material that is not appropriate for the educational setting. If you should find yourself subjected to offensive content of any nature, you should inform your faculty mentor immediately. If the requirements of an assignment or legitimate educational research require you to access sites that could be considered offensive, please contact your faculty mentor or a librarian so that accommodations can be made to assist you.

The following are examples of the kind of use that the college has defined as inappropriate:

- Violating copyright law or software license agreements.
- Installing software without authorization.
- Seeking to gain or gaining unauthorized access to information resources.
- Damaging software or hardware owned by the college.
- Distributing "spam" e-mail, or other abuse of email accounts provided by the college.
- Intentionally disrupting network activity or attempt to hack into systems through the use of Mira Costa College equipment or networks.
- Violating college policies regarding sexual or racial harassment.

The last example requires explanation. One situation the college will not tolerate is the racial or sexual harassment of any of the members of the college community. Harassing e-mail, and the display or distribution of sexually explicit pictures acquired from the Internet, or otherwise, are not tolerated. The college will discipline this conduct pursuant to the harassment policies in place at the College. Any activity that creates, downloads, or otherwise causes sexually explicit pictures to appear on computers under the control of an individual is taken by the college as an example of creating an intimidating, offensive, or hostile working/educational environment, and is certainly a misuse of the purposes for which such equipment was made available. The college requires members of its community to act in accordance with MiraCosta College policies, relevant laws and contractual obligations, and the highest standards of ethics.

Module 1: Professional Development, Behavior Modification, and Goal Setting (10 pts. + 10 pts. exam = 20 pts.)

Review Module 1 on Bb

Required Reading: Clark, Lucett, & Corn: chaps. 17 & 18 & correlating Study Guide Chapters.

Review: Module PPT Presentations

Assignment 1: Professional Development, Behavior Modification, and Goal Setting

Identify, discuss, and describe the latest research in positive psychology: the five-step process that the health and fitness professional can use to help their clients achieve more. Describe and discuss the tools and techniques in each step and how you would implement them with your clients to enhance their performance and help them facilitate lasting lifestyle changes. For example in the vision step: Why is having a “vision” helpful? What is the process called “root cause analysis” and why is it important? What are vision questions and how can they help your client? In the “Strategy” step: what are the SCAMPI goals and how are they helpful in achieving one’s vision? Continue this line of thinking, questioning, and answering for each of the five-steps in the process of positive psychology.

Identify the acronym READ and discuss and describe each step of the system developed by NASM as a guide to help health and fitness professionals through the process of acquiring new clients. Do you believe it will be helpful? Explain. Give an example of how you might implement each step of READ to help you obtain new clients. For example, the “R” stands for Rapport. Your discussion might go something like this: When on shift at a fitness center it is important as a first step to say hello and introduce yourself to members who you have not met in order to begin to build rapport. The next time you may ask them if it would be ok if you show them a new exercise that you think they would like (i.e., you’ve seen the kind of exercises they like to do). Finally the third time you may ask them if they have thought about working with a fitness professional such as yourself. Continue this kind of discussion for the rest of the acronym READ.

Save your completed assignment in a (Microsoft Word Document) and upload via Blackboard (Bb) before the module due date Feb. 17. Note: to upload your assignments go to the Course Content tab on the left hand column of Bb, select the appropriate module, select the Assignment folder, select the link at the bottom of the assignment, then scroll to the bottom and select the Browse tab, select the assignment on your computer, and click the Submit bottom.

Module 2: Posture, Exercise Science, and Biomechanics **(10 pts. + 10 pts. exam = 20 pts.)**

Review Module 2 on Bb

Required Reading: Clark, Lucett, & Corn: chaps. 1, 2, & 4, pgs (68-86), and (119-127) & correlating Study Guide Chapters.

Review: Module PPT Presentations, handouts in Posture Assessment folder

Assignment 2: Posture, Exercise Science, and Biomechanics

Why is it important to perform a complete postural analysis of your client before designing a comprehensive fitness plan for them? List the short tight muscles and the lengthened weakened muscles of each postural distortion (i.e., upper, lumbo-pelvic-hip, lower). Include the origin and insertion of each muscle listed. Please include the pennation of the muscle if it is known.

List the flexibility training exercises you would prescribe for the short tight muscles for each posture distortion and explain why you are prescribing these particular stretches. Discuss and describe the process the mechanoreceptors (i.e., muscle spindle and golgi tendon organ) and neurons (i.e., afferent and efferent) undergo when performing a stretch.

List the resistance training exercises you would prescribe for the weakened lengthened muscles for each posture distortion and explain why you are prescribing these particular resistance exercises. For each exercise name the primary plane of motion, joints involved and type of joint, and the biomechanical movement. Then identify the agonist, antagonist, and synergist for this movement. Define a motor unit and list the different contractions a muscle can perform (i.e., concentric, etc.). Discuss and describe the characteristics of Type I, Type IIa, and Type IIb muscle fibers. Finally, list the steps (1-10) in the Excitation-contraction coupling.

Be sure to include the F.I.T.T principle: **F**requency (how often), **I**ntensity (how hard), **T**ime (how long), and **T**ype (specific exercise) for each component of your program (i.e., flexibility, and resistance training). For example for resistance training in the Stabilization Phase include: frequency (how many days per week) 2-3 with a day of rest in between, intensity (how hard) 50-70% of 1RM (repetition maximum), time (how long) # sets (1-3), # reps (12-25), and type of resistance training would be isotonic or isometric (i.e., for flexibility it would be static, dynamic, PNF, or Self-Myofascial Release (SMR) foam roller.

Upload and submit your completed assignment in a (Microsoft Word Document) via Bb before the module due date Mar. 17.

Module 3: Fitness Assessment and Training Concepts

(10 pts. + 10 pts. exam = 20 pts.)

Review Module 3 on Bb

Required Reading: Clark, Lucett, & Corn: chaps. 3, 5, 6, & 7 & correlating Study Guide Chapters.

Review: Module PPT Presentations

Assignment 3: Fitness Assessments and Training Concepts

Complete the following labs to assess the five components of fitness including:

Cardio-respiratory (Fit & Well lab 3.1 – The 1- Mile Walk Test or The 1.5 – Mile Run-Walk Test, and lab 3.2 – Sub-maximal (if you have access to a treadmill).

Muscular strength & muscular endurance (labs 4.1 & 4.2 – The Maximum Bench Press Test or Predicting 1 RM from Multiple-Repetition Lifts Using Free Weights (if you have access to a bench press or machine), Functional Leg Strength Tests (1-5), The Curl-Up Test, The Push-Up Test, The Squat Endurance Test).

Flexibility (lab 5.1 – **Part I** Sit-and-Reach Test, and **Part II** Range-of-Motion Assessment). Note: if you do not have a goniometer, simply rate the individual as either: Below average/needs improvement, Average, or Above Average.

Body composition (lab 6.1 – Assessing Body Mass Index and Body Composition). Note: complete all sections except skinfold measurements unless you have access to skinfold calipers, and if you have access to a bioelectrical impedance analysis (i.e., hand held device or scale) then complete “Other Methods of Assessing Percent Body Fat” section. Also complete lab 6.2 – Setting Goals for Target Body Weight.

Please include your results for each lab in a word document and clearly identify which lab the results go with. Be sure to include the questions at the end of each lab and your answers to them in your word document when you submit it. Finally, discuss your results and experience in assessing each component of fitness. Are these valid and reliable assessment tests? Why or why not? Do you believe it is helpful to perform fitness assessments before developing an individualized fitness program? Why or why not. Based on your results what areas need improvement? Create a comprehensive weekly fitness program for yourself and include exercises and strategies to target these areas that need improvement as well as other areas you may want to focus on.

Be sure to include the F.I.T.T principle; **F**requency (how often), **I**ntensity (how hard), **T**ime (how long), and **T**ype (specific exercise) for each component of your program (i.e., resistance training, cardio, flexibility). For example for resistance training include: **F**requency (how many days per week) 2-3 with a day of rest in between, **I**ntensity (how hard) 50-75% of 1RM (repetition maximum), **T**ime (how long) # sets, and # reps, and **T**ype (i.e., type for cardio would just be the actual exercise and for flexibility it would be static, dynamic, or Self-Myofascial Release (SMR) foam roller.

Note: If you are unable to perform any of the above assessments due to a physical limitation please explain and exclude the assessment from the assignment. You will NOT be penalized.

Upload and submit your completed assignment in a (Microsoft Word Document) via Bb before the module due date Apr. 14.

Module 4: Core Training Concepts **(10 pts. + 10 pts. exam = 20 pts.)**

Review Module 4 on Bb

Required Reading: Clark, Lucett, & Corn: chaps. 8, 9, & 10 & correlating Study Guide Chapters.
Review: Module PPT Presentations

Assignment 4: Core Training Concepts

Discuss why it is important for your client to develop strong stabilization core muscles and strong movement core muscles and include the muscles that make up each. Create three core programs that includes; a beginning, intermediate and advanced core workout. Each program should include a minimum of five exercises. Please include how you might progress the exercises in each program, so keep this in mind when designing your exercises and programs. In other words give your client and yourself some place to go (i.e., progress) with the exercises. For example, when beginning with a quadraped maybe you only raise an arm and a leg, and progress to raising opposite arm/opposite leg, and finally opposite arm/opposite leg and raising the toes off the floor of the foot that is on the floor. Please identify what area of the core each exercise is targeting (i.e., the local/stabilization core muscles or global/movement core muscles).

Upload and submit your completed assignment in a (Microsoft Word Document) via Bb before the module due date May 05.

Module 5: Program Design Concepts **(10 pts. + 10 pts. exam = 20 pts.)**

Review Module 5 on Bb

Required Reading: Clark, Lucett, & Corn: chaps. 11, 12, 13, 14, 15 & correlating Study Guide Chapters.

Review: Module PPT Presentations

Assignment 5: Program Design Concepts

Discuss and describe the benefits for your client at any age to develop all three phases of resistance training: Stabilization, Strength Endurance, and Power. Develop a comprehensive fitness routine (e.g., core exercises, resistance exercises (full-body), flexibility, cardio) for each of the case studies below to meet their goals and individual needs in the phase indicated.

Case Study #1: Ron (Stabilization Program)

General Information

Age: 72

Occupation: Retired business executive

Lifestyle: Enjoys traveling, long walks with his wife, golf, carpentry, and playing with his seven grandchildren.

Medical History: Had a triple bypass surgery (10 years ago). He takes medication for high cholesterol. He has lower back and shoulder pain after he plays golf. He has been cleared by his physician to begin an exercise program.

Goals: Ron weight 170 pounds and is not concerned with altering his body composition. He wants to be healthy; increase some overall strength, and decrease his back and shoulder pain to play golf and with his grandchildren more easily.

Case Study #2: Lita (Strength Endurance Program)

General Information

Age: 38

Occupation: Secretary. She spends a lot of time sitting behind a computer and on the phone. Lita is required to wear business attire.

Lifestyle: Has two children (ages 6 and 9). She enjoys hiking, gardening, and playing sports with her kids.

Medical History: She has had low back pain in the past (approximately 2 months ago), but does not currently experience any pain. She also, at times experiences a feeling of “tension” through her neck when working on the computer. She is in good overall health and is not taking any medications.

Goals: Decrease body fat and “tone up.” Build upper body strength and strength endurance throughout her body. Become less “tense” to be able to continue her recreational activities and be simply “overall healthy.”

Case Study #3: Brian (Power Program)

General Information

Occupation: Semiprofessional soccer player

Lifestyle: He travels often, competing in various soccer tournaments. He likes to work out with weights three to four times per week, practices 5 days per week, and plays in an organized game at least two times per week.

Medical History: Had surgery for a torn anterior cruciate ligament in his left knee 3 years ago and has sprained his left ankle two times since his surgery. He went through physical therapy for his last ankle sprain 6 months ago and was cleared to work out and play again. For the most part, his knee and ankle have not been giving him any trouble, other than some occasional soreness after games and practice. He has recently gone through a physical to begin playing again, and his physician gave him a clean bill of health.

Goals: He wants to increase his overall performance by enhancing his flexibility, speed, and cardio-respiratory efficiency, and leg strength. He also wants to decrease his risk of incurring other injuries. After being out of soccer because of the injury, he increased his body fat percentage and would like to lower it.

Upload and submit your completed assignment in a (Microsoft Word Document) via Bb before the module due date May 24.

Example: Course Calendar to help keep you on schedule

KINE204 Course Calendar

Wk	Date	Lecture
1	01-25	Course Introduction
	01-27	Module 1: Professional Development, Behavior Modification, and Goal Setting Print & Review PPTs: Professional Development, Behavior Modification, and Goal Setting Read Chaps 17 & 18 Clark, Scott, & Corn Complete Chaps 17 & 18 in the NASM Study Guide Practice Role Playing with someone: Client and Trainer (Asking for and close a sale) (see syllabus under module 1 for specific assignment)
2	02-01	Module 1: Professional Development, Behavior Modification, and Goal Setting Print & Review PPTs: Professional Development, Behavior Modification, and Goal Setting Read Chaps 17 & 18 Clark, Scott, & Corn Complete Chaps 17 & 18 in the NASM Study Guide Complete for practice the 10 Steps to Success (Personal Plan and Desired Income) (see syllabus under module 1 for specific assignment)
	02-03	Module 1: Professional Development, Behavior Modification, and Goal Setting Print & Review PPTs: Professional Development, Behavior Modification, and Goal Setting Read Chaps 17 & 18 Clark, Scott, & Corn Complete Chaps 17 & 18 in the NASM Study Guide Review 5 Steps to Positive Psychology (Exercise Adherence) (see syllabus under module 1 for specific assignment)
3	02-08	Module 1: Professional Development, Behavior Modification, and Goal Setting Print & Review PPTs: Professional Development, Behavior Modification, and Goal Setting Read Chaps 17 & 18 Clark, Scott, & Corn Complete Chaps 17 & 18 in the NASM Study Guide Review 5 Steps to Positive Psychology (Exercise Adherence) (see syllabus under module 1 for specific assignment)

	02-10	<p>Module 1: Professional Development, Behavior Modification, and Goal Setting</p> <p>Print & Review PPTs: Professional Development, Behavior Modification, and Goal Setting</p> <p>Read Chaps 17 & 18 Clark, Scott, & Corn</p> <p>Complete Chaps 17 & 18 in the NASM Study Guide</p> <p>Review 5 Steps to Positive Psychology (Exercise Adherence) (see syllabus under module 1 for specific assignment)</p>
4	02-15	<p>Module 1: Professional Development, Behavior Modification, and Goal Setting</p> <p>Print & Review PPTs: Professional Development, Behavior Modification, and Goal Setting</p> <p>Read Chaps 17 & 18 Clark, Scott, & Corn</p> <p>Complete Chaps 17 & 18 in the NASM Study Guide</p> <p>Review 5 Steps to Positive Psychology (Exercise Adherence) (see syllabus under module 1 for specific assignment)</p>
	02-17	<p>Module 1: Professional Development, Behavior Modification, and Goal Setting</p> <p>Assignment 1 Due: Submit on Blackboard (Bb)</p> <p>Complete <u>Exam 1</u></p>
5	02-22	<p>Module 2: Posture, Exercise Science, and Biomechanics</p> <p>Print & Review PPTs: The Scientific Rationale for Integrated Training</p> <p>Read Chap 1 & (pgs 119-127) Clark, Scott, & Corn</p> <p>Complete Chap 1 in the NASM Study Guide</p> <p>Review pgs (68-86) Clark, Scott, & Corn (Begin to learn muscles of the body)</p> <p>Complete as practice an Upper Extremity Posture Analysis, Evaluation, and Program Design for someone. Practice performing Upper Extremity Posture stretches and resistance exercises. (see syllabus under module 2 for specific assignment)</p>
	02-24	<p>Module 2: Posture, Exercise Science, and Biomechanics</p> <p>Print & Review PPTs: The Scientific Rationale for Integrated Training</p> <p>Read Chap 1 & (pgs 119-127) Clark, Scott, & Corn</p> <p>Complete Chap 1 in the NASM Study Guide</p> <p>Review pgs (68-86) Clark, Scott, & Corn (Begin to learn muscles of the body)</p> <p>Complete as practice an Upper Extremity Posture Analysis, Evaluation, and Program Design for someone. Practice performing Upper Extremity Posture stretches and resistance exercises. (see syllabus under module 2 for specific assignment)</p>

6	03-01	<p align="center">Module 2: Posture, Exercise Science, and Biomechanics</p> <p align="center">Print & Review PPTs: Basic Exercise Science</p> <p align="center">Read Chap 2 Clark, Scott, & Corn</p> <p align="center">Complete Chap 2 in the NASM Study Guide</p> <p>Review pgs (68-86) Clark, Scott, & Corn (Begin to learn muscles of the body)</p> <p>Complete as practice an Upper Extremity Posture Analysis, Evaluation, and Program Design for someone. Practice performing Upper Extremity Posture stretches and resistance exercises. (see syllabus under module 2 for specific assignment)</p>
	03-03	<p align="center">Module 2: Posture, Exercise Science, and Biomechanics</p> <p align="center">Print & Review PPTs: Basic Exercise Science</p> <p align="center">Read Chap 2 Clark, Scott, & Corn</p> <p align="center">Complete Chap 2 in the NASM Study Guide</p> <p>Review pgs (68-86) Clark, Scott, & Corn (Begin to learn muscles of the body)</p> <p>Complete as practice a Lumbo-Pelvic-Hip Posture Analysis, Evaluation, and Program Design for someone. Practice performing Lumbo-Pelvic-Hip Posture stretches and resistance exercises. (see syllabus under module 2 for specific assignment)</p>
7	03-08	<p align="center">Module 2: Posture, Exercise Science, and Biomechanics</p> <p align="center">Print & Review PPTs: Biomechanics</p> <p align="center">Read Chap 4 Clark, Scott, & Corn</p> <p align="center">Complete Chap 4 in the NASM Study Guide</p> <p>Review pgs (68-86) Clark, Scott, & Corn (Begin to learn muscles of the body)</p> <p>Complete as practice a Lumbo-Pelvic-Hip Posture Analysis, Evaluation, and Program Design for someone. Practice performing Lumbo-Pelvic-Hip Posture stretches and resistance exercises. (see syllabus under module 2 for specific assignment)</p>
	03-10	<p align="center">Module 2: Posture, Exercise Science, and Biomechanics</p> <p align="center">Read Chap 4 Clark, Scott, & Corn</p> <p align="center">Complete Chap 4 in the NASM Study Guide</p> <p>Review pgs (68-86) Clark, Scott, & Corn (Begin to learn muscles of the body)</p> <p>Complete as practice a Lower Extremity Posture Analysis and Evaluation, and Program Design for someone. Practice performing Lower Extremity Posture stretches and resistance exercises. (see syllabus under module 2 for specific assignment)</p>
8	03-15	<p align="center">Module 2: Posture, Exercise Science, and Biomechanics</p> <p align="center">Read Chap 4 Clark, Scott, & Corn</p> <p align="center">Complete Chap 4 in the NASM Study Guide</p> <p>Review pgs (68-86) Clark, Scott, & Corn (Begin to learn muscles of the body)</p> <p>Complete as practice a Lower Extremity Posture Analysis and Evaluation, and Program Design for someone. Practice performing Lower Extremity Posture stretches and resistance exercises. (see syllabus under module 2 for specific assignment)</p>

		assignment)
	03-17	Module 2: Posture, Exercise Science, and Biomechanics Assignment 2 Due: Submit on Blackboard (Bb) Complete <u>Exam 2</u>
9	03-22	SPRING BREAK!!!
	03-24	SPRING BREAK!!!
10	03-29	Module 3: Fitness Assessment and Training Concepts Print & Review PPTs: Fitness Assessment & Labs 4.1 & 4.2 Muscular Strength & Muscular Endurance Assessment Read Chaps 5 & 12 Clark, Scott, & Corn Complete Chaps 5 & 12 in the NASM Study Guide Complete Lab 4.1 (see syllabus under module 3 for specific assignment)
	03-31	Module 3: Fitness Assessment and Training Concepts Print & Review PPTs: Components of Fitness & Principles of Fitness & Lab 5.1 Flexibility Training and Assessment Read Chap 6 Clark, Scott, & Corn Complete Chap 6 in the NASM Study Guide Complete Lab 5.1 (see syllabus under module 3 for specific assignment)
11	04-05	Module 3: Fitness Assessment and Training Concepts Print & Review PPTs: Components of Fitness & Principles of Fitness & Lab 5.1 Flexibility Training and Assessment Read Chap 6 Clark, Scott, & Corn Complete Chap 6 in the NASM Study Guide Complete Lab 5.1 (see syllabus under module 3 for specific assignment)
	04-07	Module 3: Fitness Assessment and Training Concepts Print & Review PPTs: Cardio-respiratory Training & Labs 3.1 & 3.2 Read Chaps 3 & 7 Clark, Scott, & Corn Complete Chaps 3 & 7 in the NASM Study Guide Complete Labs 3.1 & 3.2 (See syllabus under module 3) (see syllabus under module 3 for specific assignment)

12	04-12	<p align="center">Module 3: Fitness Assessment and Training Concepts</p> <p align="center">Print & Review PPTs: Body Composition Assessment & Labs 6.1 & 6.2 Read Chaps 3 & 7 Clark, Scott, & Corn Complete Chaps 3 & 7 in the NASM Study Guide Complete Labs 6.1 (See syllabus under module 3) & 6.2 (see syllabus under module 3 for specific assignment)</p>
	04-14	<p align="center">Assignment 3 Due: Submit on Blackboard (Bb) Complete <u>Exam 3</u></p>
13	04-19	<p align="center">Module 4: Core Training Concepts</p> <p align="center">Print & Review PPTs: Core Training (stabilization, strength, power) Read Chap 8 Clark, Scott, & Corn Complete Chap 8 in the NASM Study Guide Practice Core Training Exercises (see syllabus under module 4 for specific assignment)</p>
	04-21	<p align="center">Module 4: Core Training Concepts</p> <p align="center">Print & Review PPTs: Neuromuscular Stabilization Training (NST) Read Chap 9 Clark, Scott, & Corn Complete Chap 9 in the NASM Study Guide Practice Neuromuscular Stabilization Training Exercises (see syllabus under module 4 for specific assignment)</p>
14	04-26	<p align="center">Module 4: Core Training Concepts</p> <p align="center">Print & Review PPTs: Neuromuscular Stabilization Training (NST) Read Chap 9 Clark, Scott, & Corn Complete Chap 9 in the NASM Study Guide Practice Neuromuscular Stabilization Training Exercises (see syllabus under module 4 for specific assignment)</p>
	04-28	<p align="center">Module 4: Core Training Concepts</p> <p align="center">Review PPTs: Neuromuscular Strength Reactive Neuromuscular Training (RNT) Read Chap 10 Clark, Scott, & Corn Complete Chap 10 in the NASM Study Guide Practice Reactive Neuromuscular Training Exercises (see syllabus under module 4 for specific assignment)</p>
15	05-03	<p align="center">Module 4: Core Training Concepts</p> <p align="center">Review PPTs: Neuromuscular Strength Reactive Neuromuscular Training (RNT) Read Chap 10 Clark, Scott, & Corn Complete Chap 10 in the NASM Study Guide Practice Reactive Neuromuscular Training Exercises (see syllabus under module 4 for specific assignment)</p>

		under module 4 for specific assignment)
	05-05	Module 4: Core Training Concepts Assignment 4 Due: Submit on Blackboard (Bb) Complete <u>Exam 4</u>
16	05-10	Module 5: Program Design Concepts Print & Review PPTs: Resistance Training & Program Design Read Chap 13 Clark, Scott, & Corn Complete Chap 13 in the NASM Study Guide Resistance-Training Concepts Practice Stabilization Training Exercises (see syllabus under module 5 for specific assignment)
	05-12	Module 5: Program Design Concepts Print & Review PPTs: Resistance Training & Program Design Read Chap 14 Clark, Scott, & Corn Complete Chap 14 in the NASM Study Guide Resistance-Training Concepts Practice Strength Training Exercises (see syllabus under module 5 for specific assignment)
17	05-17	Module 5: Program Design Concepts Print & Review PPTs: Resistance Training & Program Design Read Chap 15 Clark, Scott, & Corn Complete Chap 15 in the NASM Study Guide Resistance-Training Concepts Practice Strength Training Exercises (see syllabus under module 5 for specific assignment)
	05-19	Module 5: Program Design Concepts Print & Review PPTs: Speed & Agility, and Reactive (Power) Neuromuscular Training (RNT) Read Chap 11 Clark, Scott, & Corn Complete Chaps 11 in the NASM Study Guide Practice Reactive Neuromuscular Training Exercises (see syllabus under module 5 for specific assignment)
18	05-24	Final Exams Week! Module 5: Program Design Concepts Assignment 5 Due: Submit on Blackboard (Bb) Complete <u>Exam 5</u>

Assignment Grading Rubric

Module Assignments	Excellent (9-10 points)	Acceptable (8 points)	Needs Improvement (7 points or below)
	<p>Learner demonstrates a well-developed focus, thorough points of development, and a logical pattern of organization of ideas and concepts. The original posting covers the topic thoroughly, demonstrates substantial reflection and/or self-assessment, exhibits a broad integration of readings, and reveals conceptual knowledge and skills.</p> <p>Learner demonstrates exemplary accomplishment of task. --Consistently appropriate and precise language for the assignment. --Consistently clear divisions between the writer's voice and the sources used to support claims. --Consistent and clear use of standard American English in grammar and punctuation.</p>	<p>Learner demonstrates noticeable focus, adequate points of development, and a noticeable pattern of organization of discussion ideas and concepts. Learner's original discussion posting partially covers the topic, demonstrates some reflection and/or self-assessment, exhibits a sporadic integration of readings, and reveals incomplete conceptual knowledge and skills.</p> <p>Learner demonstrates adequate accomplishment of task. --Somewhat precise language. --Irregular divisions between the writer's voice and the sources used to support claims. --Lapses in use of standard American English in grammar and punctuation.</p>	<p>Learner demonstrates no clear focus, no clear development, and no clear organizational pattern of discussion ideas and concepts. Learner fails to post or original posting demonstrates no reflection or self-assessment, did not exhibit integration of reading, is deficient in conceptual knowledge and/or skills.</p> <p>Learner demonstrates incomplete attempt to address the task. --Frequent lapses in concrete language. --Consistent irregularity in divisions between the writer's voice and the sources used to support claims. --Consistent lapses in use of standard American English in grammar and punctuation.</p>