

**AHS 111 – 3 credits**  
**Personal Health Science and Wellness**  
**Fall 2016**

**Instructor:**

**Office:**

**Email:**

**Course Website:** <http://blackboard.indstate.edu/>

**Office Hours:**

**Required text:** Hales, D. (2016) *An invitation to health: Live it now! Brief* (9<sup>th</sup> ed.). Boston, MA: Cengage.

**ISBN:** 9781305268432 (Contains the access code and electronic book) \$93.00 at bookstore

**OR**

9781305780118 (Contains the access code, electronic book, and printed book) \$139.65 at bookstore

## **Course Introduction**

In today's hectic paced world, personal health and wellness are a concern for many people. In order to better understand personal health and wellness, this course is designed to provide students with scientific data on matters of health which affect the individual, family, and society, and introduces concepts for disease prevention, health maintenance, and health resources conservation for improving the quality of life.

## **Prerequisites**

*None.*

## **Course Goals and Objectives**

At the end of the course, the students will be able to:

1. Discuss the benefits of disease prevention and early intervention to individuals and society.
2. Identify the ten leading causes of death in the United States and associated risk factors with each (risk factors include dietary intake and physical activity).
3. Identify and implement strategies (including physical activity and dietary intake) to reduce risk factors and improve health status.
4. Discuss current health topics and their importance to a healthy lifestyle.

5. Identify his/her major health needs and establish a plan of action to address those needs.
6. Discuss the benefits of regular physical activity and maintaining a healthy diet.

**This course is meeting the following requirements for Fall 2012 Foundational Studies, Health and Wellness category. Learning Objectives:**

1. Understand how society benefits from healthy citizens.
2. Demonstrate safe and effective physical activities and nutritional strategies and describe informed decisions/choices about other issues that may affect one's health.
3. Articulate the effect of lifestyle and physiological and cognitive functions, and psychological well-being.
4. Describe values and behaviors that lead to a healthy lifestyle.

**Skill Applied Learning Requirements:**

1. Explicitly demonstrate how the curriculum will develop critical thinking skills.
2. Explicitly demonstrate how the curriculum will develop information literacy skills.
3. Include a graded writing component, which whenever possible is developmental.
4. Must include a physical activity component (disciplines that do not have a Health and Wellness lab may work collaboratively with disciplines that offer a Health and Wellness lab to link a physical activity lab with their proposed course).

### **Technology Requirements**

For this course, you will need access to a reliable computer with high-speed internet access. To access the course, please log into <http://blackboard.indstate.edu> using your Sycamore ID and password. Do not access Blackboard through the MyISU Portal; if you do, your access may get timed out, and you will likely lose some of your work! You are expected to log in to Blackboard at least three times a week, and you must check your Sycamore email daily at <http://webmail.indstate.edu> in order to keep up with class updates.

Your computer should meet the following MINIMUM requirements:

- 2.0 GHz Processor or higher
- 4 GB Memory
- 120 GB Hard Drive or higher
- Wireless Connectivity (802.11 b/g minimum)
- Updated Windows or Mac Operating System

You must also have access to the following software and hardware:

- Printer/scanner for submitting assignments.
- Antivirus Software (free download at <http://downloads.indstate.edu>)
- Firefox (free download at <http://www.mozilla.org/en-US/firefox/new/>) – Blackboard generally prefers this browser.

- Internet Explorer (free download at <http://windows.microsoft.com/IE>) – This is a backup browser for Blackboard. If you cannot access something in Firefox, try IE (or another browser) before contacting your professor or Indiana State’s OIT Help Desk.
- Java (free download at <http://www.java.com/getjava>)
- Adobe Flash Player (free download at <http://get.adobe.com/flashplayer/>)
- Microsoft Office (free download at <http://downloads.indstate.edu>)
- Video editing program (such as [Windows Movie Maker](#) or iMovie)
- Noise-cancelling headphones/microphone (external, not one built into your computer)

## Real-World Application

There are many parallels between your role as a student and that of a practicing professional in the workplace. In both the real world and the academic world, you have a mission with goals, problems to solve, and work to do. The quality of your work is evaluated by your instructor or supervisor. Students taking this course are preparing to compete for placement in careers of their choice, or for career advancement if they are already employed. Therefore, there is great value in using our class to learn and practice professionalism. To the extent that it is possible in this course, the instructor will teach what it takes to compete well for jobs and to succeed in your career as it relates to communication and writing. This section of the syllabus explains how closely your work as a college student correlates to success factors in the workplace.<sup>[1]</sup>

Professional Conduct	Classroom Learning & Performance Assessment Criteria
<b>Professional Communications Skills</b> :  Uses a variety of tools to clearly and effectively inform, discuss, instruct, debate, and relate with colleagues.	<ul style="list-style-type: none"> <li>• Engages in class activities.</li> <li>• Posts high-quality contributions to discussion boards, blogs, and wikis.</li> <li>• Delivers professional-level written assignments and communications with instructor and classmates.</li> <li>• Effectively uses communication technologies when interacting with group during team projects.</li> </ul>
<b>Dependability:</b>  Follows instructions, turns projects in on time; follows through with responsibilities and obligations.	<ul style="list-style-type: none"> <li>• Maintains regular and active presence on Blackboard.</li> <li>• Frequently communicates with instructor and peers.</li> <li>• Turns in assignments complete, accurate, and on time.</li> </ul>

<b>Professional Conduct</b>	<b>Classroom Learning &amp; Performance Assessment Criteria</b>
<p><b>Active Learning:</b></p> <p>Utilizes self-initiative to learn and grow and seeks ways to connect and transfer learning to experiences.</p>	<ul style="list-style-type: none"> <li>• Is in sync with what is going on in class, on top of details, meaningful engagement in class through advance preparation.</li> <li>• Takes initiative to gain the most benefit from the course and to contribute helpful ideas.</li> <li>• Uses concepts learned to enhance discussions and course assignments.</li> </ul>
<p><b>Analytical/Research Skills:</b></p> <p>Demonstrates the ability to assess a situation, seek multiple perspectives, gather more information if necessary, and identify key issues that need to be addressed.</p>	<ul style="list-style-type: none"> <li>• Builds problem-solving skills through meaningful research and composition.</li> <li>• Applies critical and analytical thinking skills through purposeful discourse.</li> <li>• Crafts meaningful and effective arguments.</li> </ul>
<p><b>Interpersonal Abilities:</b></p> <p>Exhibits the ability to relate to co-workers, inspire others to participate, and mitigate conflict. (Note: Employers nearly always list this ability as imperative when screening potential employees.)</p>	<ul style="list-style-type: none"> <li>• Builds rapport and trust with other through respect, compassion, caring, and helpfulness.</li> <li>• Successfully participates in meaningful group work.</li> </ul>
<p><b>Positive Affectivity:</b></p> <p>Demonstrates positive attitude, motivation, energy, drive, and enthusiasm through words (diction and tone), body language, and actions.</p>	<ul style="list-style-type: none"> <li>• Maintains positivity, a key to success in anything you do. It clearly stands out in a group and creates incredible energy to achieve important goals and influence others to achieve a team mission.</li> </ul>
<p><b>Professional Etiquette:</b></p> <p>Exhibits courteous and respectful conduct. Good manners are the foundation for demonstrating respect for others.</p>	<ul style="list-style-type: none"> <li>• Is sensitive to the needs and opinions of others.</li> <li>• Is attentive in class, focuses on the tasks at hand, and listens carefully, even in an online environment.</li> <li>• Employs careful wording, respectful tones, and attentive consideration in class discourse.</li> </ul>

[1] Adapted from Williamson, M. "Professional Development." Course Syllabus: HRD 420/520.

## Course Policies

**Late Submission of Assignments:** No late assignments will be accepted!

**Plagiarism:** Solid academic standards are designed for this course to protect the quality of education and research on our campus. Plagiarism and cheating are considered serious academic offenses and will not be tolerated. Students found engaging in such activities will receive penalties that coincide with current University policy. **Current University policy on academic integrity can be found in the Code of Student Conduct or on the web (<https://www.indstate.edu/code-of-student-conduct>).**

In addition, the act of plagiarism has been further defined at [www.turnitin.com](http://www.turnitin.com) as “copying words or ideas from someone else without giving credit; failing to put a quotation in quotation marks; giving incorrect information about the source of a quotation; changing words but copying the sentence structure of a source without giving credit; copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.” **Any student assignment that contains plagiarism will receive “0” points for that assignment, and the student could receive a failing grade for the course.** For additional details on plagiarism, and how to avoid it, please refer to [www.apa.com](http://www.apa.com) and [www.turnitin.com/research\\_site/e\\_what\\_is\\_plagiarism.html](http://www.turnitin.com/research_site/e_what_is_plagiarism.html).

**Communication:** Using e-mail communication with the professor is strongly encouraged. In fact, it is probably the best way to communicate with the professor. With that in mind, please allow 24 hours for a response to emails during the week and 48 hours over the weekend. Please put the course number in the subject line so that it is immediately clear in which of my courses you are enrolled. For example, “Question about AHS 410 assignment”. Additionally, be mindful of the tone in any correspondence with the professor or your classmates. Students are expected to use an appropriate, courteous, and respectful tone and writing style in all communications. ***If you need to discuss a serious matter or issue with the professor, an appointment is the most appropriate way to resolve the issue in a timely manner.***

**Flexibility:** As with any job, you can expect that things may change during the course of the semester. This means that assignments may be substituted or eliminated. Every effort will be made to absolutely adhere to the schedule, assignments, and exams, but as the professor I reserve the right to make changes deemed appropriate for the course and for the students in this course. Further, efforts will be made to notify students as soon as possible of any changes to the syllabus or course requirements.

**Special Needs:** If you require accommodation for a disability or special need, let the instructor know ASAP. Students bear the responsibility of contacting the Center for Student Success to document a qualifying disability, to have that office recommend appropriate accommodations, and for informing the instructor of those accommodations.

1. My goal is for you to excel in this class and to develop the skills necessary to succeed in your chosen career. However, **you have the major responsibility for doing well.** Achievement of the course standards requires *you* to know what you need to do to improve your performance. You are expected to study carefully all reading material and the feedback returned to you, to note evaluation comments made to the entire class regarding assignments returned, and to participate in group and class activities. *You cannot meet the objectives of this course by being a passive learner.* As the semester progresses, you should be able to implement several ideas to improve your performance. Also, you are expected to ask questions and or/schedule individual appointments to clarify evaluations or other aspects of the course not clear to you.
2. **Participate in class.** This is an active community of learners; passively completing the course materials is not enough to ensure success in this course. You are therefore expected to log into Blackboard at least three times a week and check your email daily in order to maintain contact with your classmates and instructor. Additionally, responding to discussion boards, blogs, wikis, and other coursework *on time* will help establish a community of learners and ensure the best possible outcomes.
3. **Time management** is crucial any course. This course is rigorous and demanding. Typical 3-credit-hour courses meet 2.5 hours every week, and you are expected to spend 2-3 times that on activities outside the classroom. Therefore, in general, you should spend a total of 7.5-10 hours per week for a face-to-face class.
4. Follow the required **formatting** for all coursework: Turn in all assignments on time. Work turned in after the posted due date and time is considered late. **Late work on projects and class activities will be penalized one letter grade for each late day** (including turning it in one minute past the deadline, on weekends, and on holidays). After four days, late work will no longer be accepted for credit, as it will have automatically earned a failing grade. It is always possible to submit an assignment before the due date. Always make backup copies of your work in the event of a computer problem, as technical issues are not a valid excuse for late work. Due to the nature of online assessments, all quizzes and tests will only be available for three days and make-up work is *not* permitted.
  - a. **Word-process** all submitted work using Microsoft Word (downloadable at <http://downloads.indstate.edu>).
  - b. You will use **APA formatting**. For more information on APA formatting, please refer to [Purdue's Online Writing Lab \(OWL\)](#) or the writing resources available within Blackboard > Start Here.
  - c. **Save** all documents as the following: LastName\_AssignmentName\_Draft#. For example, Smith\_Arguetolnquire\_2.
5. Extensions for papers are granted only in exceptional circumstances and must be *made in advance*. The decision to accept a late paper is at the instructor's discretion.
6. **Be courteous and respectful** to your classmates and your instructor. The [ISU Code of Student Conduct](#) grants instructors authority to maintain classroom discipline, including asking disruptive students to leave the classroom, and this includes the digital classroom.
  - a. Maintain a formal, respectful, civil, professional tone with *all* course communications, including but not limited to blog posts, discussion boards, and emails. Remember, your instructor is your supervisor and your classmates are your colleagues.
  - b. Use Standard American English at all times. This means no text-speak.
  - c. Avoid derogatory language, obscenity, and hate speech.
  - d. Avoid the use of CAPS, as this indicates shouting.

## My Expectations of Students

- As a student, you have two responsibilities.

1 - *Attend each scheduled class session.*

2 - *Complete the assigned work.*

If you fulfill these two responsibilities, your chances for success in this class are greatly enhanced.

- Mistakes are a part of life and an important part of learning. Without mistakes, there is no learning. Everyone is either the perpetrator of a mistake or the victim of a mistake. When a mistake shows up in your life:
  - a. *Own the mistake.* The mistake is now part of your life. Acknowledge the mistake and do not make excuses.
  - b. *Fix it.* Most mistakes can be corrected. Learn what caused the mistake. Fix your mistake and get on with life.
  - c. *Do your best to avoid the same mistake in the future.* Take precautions and make preparations to avoid succumbing to the mistake again.
- You have two excused absences. Starting with your third absence, you will lose *two points from your final grade*. Nine absences (including your two excused) will result in *automatic failure of the course*.
- You are allowed one tardy. Additional tardiness will result in loss of points with each tardy. *After 10 minutes, you will be marked absent.*
- If you miss a class, it is *your* responsibility to get the notes and any materials that were handed out. Go to a classmate for the notes or a copy of distributed materials or check Blackboard for any related postings.

## Conferences & Help

I am available during my office hours or by appointment to answer questions about assignments and requirements for the course. Do not hesitate to ask the question. You can use Blackboard Discussion Boards to post and get information.

You are also strongly encouraged to **take advantage of ISU's Math & Writing Center**. In addition to one required consultation during the semester, you should consider utilizing this student service throughout the course. Along with workshops and online guides, the Math & Writing Center offers face-to-face and online one-on-one writing assistance for all Indiana State students for all stages of the writing process: pre-writing, drafting, revising, editing, and incorporating research. The Center's purpose is

not to correct or proofread final drafts for you, but to help you learn strategies that good writers use during the process of writing. Current hours of operation and additional services can be found at their website: <http://libguides.indstate.edu/writing>. Click on the Distance Tutoring tab to learn more about the consults available to online students. They also offer free PowerPoints on various writing skills through their Writing Workshops tab.

### Communication & Participation

Class participation is **MANDATORY**. If the student has a serious personal illness, injury, or an emergency beyond their control the instructor needs to be contacted immediately. At the instructor's discretion additional time may be provided to submit homework, however, proper documentation must be provided (doctor's note, obituary, etc.). Students who have no activities for **2 consecutive lessons** (2 weeks of assignments) will be considered as automatic withdrawing and will receive a "F" for their final grade.

- Students should familiarize themselves with class withdrawal procedures and the calendar for withdrawals. If the student's name appears on the grade sheet and he/she has not officially withdrawn, the instructor is mandated by the registrar's office to assign an "F" grade.

Understand that your professor is not on-call 24/7. You can expect responses to your inquiries based on the following guidelines:

- You should **check your ISU email daily** to stay current and avoid missing any important announcements or other correspondence. Missing important communications may jeopardize your success in the course. To email your instructors or classmates, you can access the *Send Email* feature through Blackboard via the *Tools* button.
- Before emailing your instructor a question or calling, please **consult the Syllabus, Blackboard site, textbook, FAQ discussion board, and other available resources**. You will find many answers among the sources provided. Emails or phone messages that ask questions that can be answered by reading the available resources will result in a response conveying as much.
- If you have general questions whose answer would benefit the class as a whole, please **use the FAQ forum** available within the Course Documents button on Blackboard. Only specific, individual questions should be emailed to your instructor. If you email a general question whose answer would benefit your classmates, you will likely be directed to post your inquiry in the FAQ where your instructor will respond accordingly.
- Emails to the instructor will be **answered in 48 business hours**; emails are not likely to be answered during the weekend or on holidays. Please do not expect your instructor to return your email at 10 p.m.; just because you work late, does not mean that he or she will be available then. Be patient. Be assured, your instructor *will* respond to your inquiries.

- Emails must be sent **using your ISU email account** (associated with Blackboard). Emails that are sent using non-ISU accounts are automatically funneled by the email program into the junk folder, which is very rarely checked.
- **Emails must contain at least the following information:** your name, which class you are in (AHS 609), and the subject of your message in the subject line of the email (e.g. Question about Homework Assignment). Emails that do not contain the above identifying information may be deemed spam/junk and may be inadvertently deleted.
- The *easiest* and most *efficient* way to contact me is email; however, if you choose to call, **voicemails** to my office phone will be returned within two business days. I am not available to take phone calls after 4:30 p.m. EST.

## Technology Help

As a member of this learning community, you are expected to have basic computer skills, take responsibility for using appropriate hardware and software, and have a general understanding of how to use Blackboard, plug-ins, etc. Technical problems will not serve as a valid excuse for a missed or late assignment, especially since this is a graduate level course.

Please inform your instructor as soon as you know there is an issue. He or she may be able to assist you, otherwise, the Office of Information Technology (OIT) offers many resources to assist with your technology needs. First, you can use a self-help tool available through the [MyISU Portal](#) as well as on the [OIT website](#). Here you have direct access to the OIT **Knowledge Base** with up-to-date information about common errors, problems, and issues within Blackboard and other supported technologies. Think of this as an FAQ resource. Simply log into the MyISU Portal and click on the **Help Desk Self-Service** badge available in the Workspace tab to browse the categories.

You can also submit a help desk ticket through the [OIT website](#) or via the **Submit a Ticket** link within the **Help Desk Self-Service** in the Workspace tab in the [MyISU Portal](#). By defining in detail your problem with the drop-down selections available, your ticket will be routed directly to the group or individual who can best assist you. As you are typing your ticket, Knowledge Base articles may be presented to you that may help you resolve your issue without having to create a ticket in the first place.

If you are wondering about the status of a ticket that you currently have open with OIT, you can click on the **My Tickets** link within the **Help Desk Self-Service** in the Workspace tab in the [MyISU Portal](#) to view your history. You can use this mechanism to track progress or to add information to the ticket yourself.

If you have a specific Blackboard concern, please contact **Instructional Tools**:

Phone: 812-237-7000

Email: [isu-blackboard-support@mail.indstate.edu](mailto:isu-blackboard-support@mail.indstate.edu)

Or contact the **OIT Help Desk** directly for general technology help:

Phone: 812-237-2910 or 888-818-5465

Email: [IT-Help@indstate.edu](mailto:IT-Help@indstate.edu)

### **Self-Assessments and Class Participation**

Students should read assigned material and complete self-assessments before class so they can contribute to class discussions and activities. Some self-assessments will be collected; others may not be collected, but will form the basis for discussion. Examples of classroom activities include small and large group discussions; and short, in-class writing assignments. Examples of laboratory activities include participation in interventions such as meditation, autogenic training, progressive muscle relaxation, diaphragmatic breathing, visualization/guided imagery, and biofeedback. Note that use of laptops in class is limited to note taking only. Individuals who choose to use a laptop must charge their computer before class.

Excellent participation: Assigned material is always read before class. All self-assessments are completed before class and demonstrate the ability to apply course content to one's life. Student actively and appropriately contributes to, and participates in class activities, including discussions and labs. Written work and class contributions demonstrate excellent thought and insight.

Above average participation: Assigned material is usually read before class. Self-assessments are completed with some application to one's life. Student regularly attends class and usually contributes to class discussions. Written work and class contributions demonstrate thought and insight.

Average participation: Assigned material is sometimes read before class. Most self-assessments are completed with some application to one's life. Student regularly attends class and occasionally contributes to class discussions. Written work and class contributions demonstrate some thought and insight.

Below average participation: Student attends class but is frequently unprepared (has not completed assigned readings or self-assessments). Rarely contributes to class discussions; demonstrates minimal thought and insight.

## **Learn to use the Blackboard system**

It is critical that you learn how to use Blackboard appropriately. Any announcements for the entire class as well as personal e-mails will be sent to you by the professor through Blackboard. Because important content will be added often to our Blackboard site, **all students must login to the site on a regular basis** to check for any messages, announcements, or added resources. Students will be responsible for all information posted on the site, and for taking action on any professor requests and assignments added to the site throughout the semester. Additionally, you will submit your typewritten assignments via Blackboard. Please note that only documents uploaded to Blackboard by the deadline (or within 24 hours of the deadline, per the late policy) will be evaluated for credit.

The Blackboard Help Desk is available to assist with technical problems students may have with accessing and posting assignments. Their telephone number is (812) 237-7000.

## **Academic Integrity & Freedom**

### **Plagiarism, Academic Honesty, and Citing Sources**

The *ISU Code of Student Conduct* defines plagiarism as follows:

Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another. It also includes the presentation of the work, ideas, representations, or words of another without customary and proper acknowledgement of sources. Students must consult instructors for clarification in any situation in which documentation is an issue. Students will be considered to have plagiarized whenever their work is not properly documented. (4)

Academic Integrity is a core value of our community of learners. Every member of the academic community (students, faculty, and staff) is expected to maintain high standards of integrity in all facets of work and study. The *Student Guide to Academic Integrity* describes appropriate academic conduct in research, writing, assessment, and ethics.

Academic dishonesty is not tolerated at Indiana State. The penalties can be severe and include: failing the assignment, failing the course, and referral to Student Judicial Programs to face form conduct charges. Students found in violation may be suspended or expelled and can have a permanent notation affixed to the official transcript indicating that an academic integrity

violation occurred. Students are urged to discuss questions regarding academic integrity with instructors, advisors, or with the academic deans.

Please note that even if you paraphrase another's work, you must also cite your source in the text, just as you would a direct quote. Additionally, submitting a paper you have written for another course is also a form of plagiarism known as multiple submissions.

You will be turning in papers through Turnitin, an online tool that assists in discovering plagiarism. A great resource to help you avoid plagiarism is the [Plagiarism Tutorial](#) offered by Indiana State's Cunningham Memorial Library.

***If you intentionally or blatantly plagiarize in this class, you will fail the class, and the case will be reported to Student Judiciary.***

For this course, you will be using APA formatting. Generally, the following principles apply:

1. All quotes, summaries, paraphrases, and facts must have two types of documentation. The first is a parenthetical or in-text citation inserted in the text where the referenced content appears. The second is a bibliographic entry or endnote on a References/Works Cited page at the end of the paper.
2. Anything cited word-for-word is a quote and must appear in quotation marks. Quotes must be documented.
3. Any source cited in the paper should have a corresponding bibliographic entry/endnote at the end of the document.
4. Only sources cited in the paper should appear in the References/Works Cited. Sources you read but do not cite may be cited in a separate Works Consulted.
5. All quotes, paraphrases, and summaries must have page numbers as they are identified in the original source. Many internet sites do *not* have page numbers listed online (it does not count if they appear when you print out the document), although some do (such as pdfs and online journals). Only site a page number if it is identified in the original source.

### **Academic Freedom**

Indiana State follows the American Association of University Professors' guidelines for academic freedom as described on their website

(<http://www.aaup.org/aaup/pubres/policydocs/content/1940statement>):

“Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.”

## Student Disclosures of Sexual Misconduct

Indiana State University fosters a campus free of sexual misconduct including sexual harassment, sexual violence, intimate partner violence, and stalking and/or any form of sex or gender discrimination. If you disclose a potential violation of the sexual misconduct policy I will need to notify the Title IX Coordinator. Students who have experienced sexual misconduct are encouraged to contact confidential resources listed below. To make a report or the Title IX Coordinator, visit the Equal Opportunity and Title IX website: <http://www.indstate.edu/equalopportunity-titleix/titleix>.

The **ISU Student Counseling Center** – HMSU 7th Floor; 812-237-3939;  
<http://www.indstate.edu/cns>

The **ISU Victim Advocate** – Leah Reynolds; HMSU Room 813; 812-237-3829 (office); 812-243-7272 (cell); [leah.reynolds@indstate.edu](mailto:leah.reynolds@indstate.edu)

**Campus Ministries** - <http://www2.indstate.edu/sao/campusinistries.htm>

For more information on your rights and available resources:  
<http://www.indstate.edu/equalopportunity-titleix/titleix>

### It's On Blue

ISU is committed to the prevention of sexual harassment, sexual violence, intimate partner violence and stalking.

Degree-seeking graduate and undergraduate students must complete the **It's On Blue** online education program in order to register for Fall 2016 classes.

For additional information about the **It's On Blue** program, go to [www.indstate.edu/itsonblue](http://www.indstate.edu/itsonblue).

Questions about the **It's On Blue** initiative should be directed to [itsonblue@mail.indstate.edu](mailto:itsonblue@mail.indstate.edu).

### Non-Discrimination

Indiana State University is committed to inclusive excellence. To further this goal, the university does not tolerate discrimination in its programs or activities on the basis of: race, color, national origin, gender, age, sexual orientation, gender identity or expression, disability, veteran status, or any other protected class. Title IX of the Educational Amendments of 1972 in particular prohibits discrimination based on sex in any educational institution that receives federal funding. This includes sexual violence, sexual misconduct, sexual harassment, dating violence, domestic violence, and stalking. If you witness or experience any forms of the above discrimination, you are asked to report the incident immediately to Public Safety: 812-237-5555 or to the Equal Opportunity & Title IX Office: 812-237-8954.

With respect to sexual discrimination, instructors, faculty, and some staff are required by law and institutional policy to report what you share with them to the Equal Opportunity & Title IX Office. You do, however, have the option of sharing your information with the following confidential resources on campus that are not required to share:

- ISU Student Counseling Center: 812-237-3939; Gillum Hall, 2<sup>nd</sup> Floor
- Women's Resource Center/Victim Advocate: 812-237-3829; HMSU 7<sup>th</sup> Floor
- Associate Dean of Students/Respondent Advocate: 812-237-3829; HMSU 8<sup>th</sup> Floor

For more information about discrimination and the support resources to you through the Equal Opportunity & Title IX Office, visit this website: <https://www.indstate.edu/equalopportunity-titleix>. Please direct any questions or concerns to: Assistant Vice President for Equal Opportunity and Title IX Director; 812-237-8954; Parsons Hall 223; [ISU-equalopportunity-titleix@indstate.edu](mailto:ISU-equalopportunity-titleix@indstate.edu).

## **Accessibility & Emergency Services**

### **Accessibility**

Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. The technology tools utilized within this course offer a variety of accessibility features, such as compatibility with screen readers, text-based visual alternatives, video scripts, and attention to Universal Design. The central platform for this course, Blackboard, also complies with ADA requirements. If you need additional accommodations because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services at 812-237-2301. Once registered, the Director and course instructor will ensure that you receive all the additional help that Indiana State University offers.

### **Emergency Services**

Unfortunately, a catastrophic event could occur on a local, regional, or national level that disables communication to or from Indiana State University. Students should provide for their own safety and the safety of their family and then contact their instructors by phone, private e-mail, or through alternately provided numbers. Every effort on the faculty's part will be made to reasonably attempt to continue with the course and to meet the course objectives. If, for any reason, there is no internet or telephone communication available for an extended period of time, postal service will be used to continue; and in this instance students will be awarded incomplete grades until revised completion plans can be determined. The Department of Public Safety website can be accessed for the emergency response plan and other documents concerning student and faculty safety.

For more information on academic and student support services that will help you be successful at Indiana State and beyond, please refer to the Indiana State Student and Academic Support Services Link in the Start Here button.

## Grading

### Grading

In this course, students do not compete against each other for grades. Each student's grade will be based on the number of points *earned* during the semester (*see point totals and grading scale below*).

“One Week Rule”: It is the responsibility of students to check their grades within one week after a grade is posted. Any inquiry or dispute over points must be made *in writing* to the professor within one week after the grade for the assignment/exam in question is posted with a clear explanation about why you believe the grade you received was given in error (NOT a statement that you simply did not like your grade). After the one-week period, the grade becomes *permanent and indisputable*.

Incompletes: A grade of “I” (incomplete) will not be given unless very unusual circumstances are present, such as hospitalization of the student, or other severe and unusual circumstances. Please note that I will not permit the use of a grade of “I” to avoid a low or failing grade.

Spelling, Grammar, etc.: Except for handwritten in-class activities, proofreading errors including spelling, grammar, sentence structure and formatting will be assessed as part of your grade on written assignments. Students will have points deducted from any assignment containing errors in these areas. As such, you must meticulously proofread your work for every assignment. Do not take this lightly! Proofreading errors of any kind make a very bad impression.

Extra Credit: Additional extra credit points (beyond specific in-class assignments) are not an alternative to missed assignments, low grades, or simply to improve your grade. Please do not ask.

### **Evaluation:**

1. Worksheets/Assignments – 15%
2. Discussion boards – 10%
3. Diet Analysis – 10%
4. Exams/Quizzes – 35%
5. Personal Health Project – 10%
6. Physical Activity Component – 20%

PERCENTAGE	GRADE
97 – 100%	A+
94-96%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
60-63%	D-
<60%	F

### Assignments:

1. **Exams/Quizzes:** Exams/Quizzes will be based on all class content including lectures, reading assignments, discussions, and audio/video information. All Tests **MUST** be taken when scheduled. Additional detailed guidelines will be provided in class.
  - a. **Online Plagiarism Quiz/Training (10 points)** - The plagiarism training quiz can be found on the Blackboard site under the Plagiarism Training page. You may retake the training as many times as you need to in order to get a 100%. If you received a score of 10 out of 10 on the quiz for another class in the AHS Department (only if you get a 10/10 will this option count), hit 'Print Screen' on your keyboard, open a Word document, and paste the screen shot (i.e., hold down the CTRL key and hit the letter 'v'). For MAC users: to copy desktop, press Command-Control-Shift-3. The screen shot will be placed on the clipboard to paste into another program. To paste, use Command-v.
  - b. **Midterm (150 points)** – Questions could be essay, short answer, multiple choice, or true/false.
  - c. **Final (150 points)** – Questions could be essay, short answer, multiple choice, or true/false.
  
2. **Facility Tour (10 points):** Students will tour the Student Recreation Center (SRC) and try various machines. If you cannot access the SRC because you live off campus or are taking the course online, you can take a tour of a local gym/YMCA/etc. Students will provide a list of 3 machines or exercises designed to work each of the following major muscle groups: chest, triceps, biceps, legs, shoulders, and back. Be sure to try the different cardio machines and identify which one (s) you like best and why. Additional guidelines will be provided in class.

3. **Physical Activity Component (50 points):** The following activities were chosen for their ability to address the health related components (cardio-respiratory fitness, muscular strength, muscular flexibility, muscular endurance, and body composition) of fitness and to meet the learning objectives and skill applied learning requirements set forth by the Foundational Studies guidelines. **Students get to choose between A or B to implement during the semester.** Additional detailed guidelines will be provided in class.

- a. **Physical activity logs:** Students will need to document their participation in physical activities at least twice a week for at least 30 minutes each time. It is important to differentiate between physical activity and exercise; physical activity can be viewed as any bodily movement associated with living, work, and play, whereas, exercise is the planned, structured, repetitive movement of the body intended to improve or maintain physical fitness. Some examples of physical activity include: walking the dog, attending a Zumba class, playing Wii fit by Nintendo, walking or jogging, etc. Being active should be enjoyable and fun, so the activities that are chosen should be ones that can be continued once the class has ended. Students are required to turn in physical activity logs on assigned dates. Logs should include: date, activity, length of activity, heart rate prior to activity, and heart rate after activity. See the example below for how to document your activities.

Date	Length (min)	Activity	HR prior	HR after
9-25	45 min.	Walking dog	72 bpm	110 bpm

- b. **Exercise Classes:** Each student will attend **8 different** group exercise classes (4 before Midterm and 4 before finals) and document their attendance with an instructor. Classes must be different, so students cannot attend four different Zumba classes. For example to receive full credit students could attend one Zumba, cycling, kettle bell, and yoga class. The signature sheet is located on the last page of the syllabus and must be turned in on the due date.
4. **Evaluate a Fitness Plan or Product (25 points):** Students will pick a fitness plan or product and evaluate the positives and negatives associated with its use. Truth in advertising, safety, cost, time, etc. should be considered. A one page evaluation needs to be submitted. Additional information will be provided in class.
5. **Journals (10 points each):** Journals will be due throughout the semester. The purpose of these is to help students evaluate their own attitudes and behaviors and assess their risk factors.

6. **Diet Analysis (50 points):** Students will be required to maintain a typical food log of their intake and enter the data into the diet analysis program ([www.choosemyplate.gov](http://www.choosemyplate.gov)). Students are to review the results and make recommendations on how to improve their diet.
7. **Behavior Change Project (75 points):** Students will develop a plan to improve their health. This is a semester-long assignment that requires a personal behavior change in a health related area. The project is divided in to three parts; if you do not submit part one and two you **will not** receive credit for part three.
8. **Personal Health Project (40 points):** There are four components of this project and all must be completed for complete points.
  - a. **Blood Pressure and Resting Heart Rate:** Students will be required to assess and document their blood pressure and resting heart rate. Students will compare their scores to the recommended norms. Additional guidelines will be provided in class.
  - b. **BMI:** Students will determine their BMI, and compare their scores to the recommended norms. A discussion of pros and cons of using height and weight as a means to determine overweight and obesity must also be included with your results. Additional guidelines will be provided in class.
  - c. **Percent Body Fat:** Students will have their percent body fat measured through the use of bioelectrical impedance, skinfold testing, or the BodPod. Scores will need to be compared with the recommended norms, and pros and cons must be discussed about the different methods of measuring percent body fat. Additional information will be provided in class.
  - d. **Muscle Fitness Assessment:** Students should assess their level of muscular fitness and compare their scores to the national averages. Additional information will be provided in class.
    - 1.Sit-ups in a minute
    - 2.Push-ups consecutively or push-ups in a minute
    - 3.Shoulder flexibility.

### Tentative Class Schedule

<b>Dates</b>	<b>Material</b>	<b>Assignments</b>
<u>Week 1</u> August 23 - 28	Introduction Chapter 1	Work on Plagiarism Quiz Work on Facility Tour
<u>Week 2</u> August 29 – September 4	Chapter 5	Plagiarism Quiz Due 9/4/16 Facility Tour Due 9/4/16
<u>Week 3</u> September 5 – 11 (No class 9/5 for Labor Day)	Chapter 7	Behavior Change Project parts 1 & 2 Due 9/11/16
<u>Week 4</u> September 12 – 18	Chapter 6	Diet Analysis Due 9/25/16
<u>Week 5</u> September 19 – 25	Chapter 10	Work on Personal Health Project
<u>Week 6</u> September 26 – October 2	Chapter 4	Personal Health Project Due 10/2/16
<u>Week 7</u> October 3 – 9 (No class 10/7 for Fall Break)	Chapters 8 and 9	Journal 1 Due 10/9/16
<u>Week 8</u> October 10 – 16	<b>MIDTERM EXAM</b>	Physical Activity 1 Due 10/16
<u>Week 9</u> October 17 – 23	Chapter 11	Journal 2 Due 10/23/16
<u>Week 10</u> October 24 – 30	Chapter 12	Evaluate a Fitness Plan or Product Due 10/30/16
<u>Week 11</u> October 31 – November 6	Chapter 3	Journal 3 Due 11/6/16
<u>Week 12</u> November 7 – 13	Chapter 2	Journal 4 Due 11/13/16
<u>Week 13</u> November 14 – 20	Chapter 13	Journal 5 Due 11/20/16
<u>Week 14</u> November 21 – 27	<b>Thanksgiving Break</b>	

<u>Week 15</u> November 28 – December 4	Chapter 14	Physical Activity 2 Due 12/4/16
<u>Week 16</u> December 5 – 11	Chapter 15 Review	Behavioral Change 3 Due 12/11/16
<u>Week 17</u> December 12 – 16	<b><i>FINAL</i></b>	Final exam will be due on 12/14 (Wednesday) at noon

***\*The instructor reserves the right to change the course syllabus at any time throughout the course of the semester.***

**Exercise Classes****Name of student:**

Class #	Name of Class	Date	Location	Signature of person verifying participation
1				
2				
3				
4				
5				
6				
7				
8				

**\*\*Turn this form in to your instructor on the due date.**