

EXSA 0157
Fall 2008
T/TH 7:00 - 7:50 P.M.
MAC, Room 102B
Instructor: Michelle Myers
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Relationship to Knowledge Base:

This is an elective course in general studies. Students throughout the University may choose to take this course for credit. It provides an opportunity for students to gain knowledge and motor skills in the area of psychomotor learning.

Goals:

This course is designed to teach basic aerobic knowledge and skills.

Competencies/Objectives:

Upon completion of this course, the student should be able to:

- A. Gain knowledge and develop skill in the basic techniques of aerobic fitness.
- B. Develop and improve the function of the cardiovascular and muscular systems.
- C. Improve flexibility through stretching.
- D. Apply the fundamental principles of various forms of group exercise formats
- F. Enjoy social interaction during physical activity.

Content:

- A. Pre- and Post-exercise fitness testing.
- B. Aerobic terminology and specific techniques.
- C. Muscular strength and toning exercises
- D. Participate in class group exercise routines including but not limited to: kickboxing, shadowboxing, Pilates, weight training, plyometrics, athletic training, bootcamp, hi-lo, etc.
- E. Evaluation of 2 Off-Campus Group Exercise Classes throughout the semester
- F. Proper stretching techniques for injury prevention.

Required Equipment:

- A. Good aerobic shoes. (No street shoes or jogging shoes)
- B. Shorts, T-shirts, warm-ups or sweatshirts.
- C. NO jeans, caps, cut-offs, or sport sandals.

Inappropriate attire will affect your attendance/participation grade.

Attendance Policy:

1. No distinction is made between "excused" and "unexcused" absences. Students are allowed 2 free absences without penalty. After these 2 free ones, 10 points will be deducted for each additional absence. A student with 7 or more absences will receive a grade of an automatic "F."
2. Any student absent as an "official representative" of the University will be considered excused. However, the student must make arrangements for make-up work prior to the anticipated absence and written documentation on letterhead stationary from the faculty sponsor is required prior to the absence.
3. Tardiness greater than 10 minutes may be counted as an unexcused absence.
4. Extra credit or additional makeup opportunities may be possible. See the instructor for additional information.

Your participation grade will be reduced for excessive absences as follows:**# of absences/participation grade**

3/90

4/80

5/70

6/60

7/0 – no credit

Pass-Fail Options:

Students have the option of taking activity courses (EXSA or DNCA) under the Pass-Fail basis, rather than under the conventional grading system. Instructors must inform the students at the beginning of the semester of the option. Instructors should also inform the students that the grade of "C" is required to pass on the P-F grading system.

Students electing to P-F grading system must sign the Pass-Fail form **BEFORE or ON** Census Date. Instructors are responsible for keeping the P-F form on file 3 for reference when recording semester grades. A "P" will not be calculated in the GPA; however an "F" will affect the student's GPA.

Grading Procedure:

A = 90 - 100% = 438 - 500 points

B = 80 - 89% = 384 - 437 points

C = 70 - 79% = 318 - 383 points

D = 60 - 69% = 258 - 317 points

F = 59% or below = 257 or below

Evaluation:

The grade for each student is based upon:

- A. 2 Evaluations of Group Exercise Classes (2 @ 100 pts. each) - 200 points
- B. Attendance and participation - 300 points
- C. Total Points Possible - 500 points

Group Exercise Evaluations:

Each student will evaluate two different group exercise formats taught by two different instructors. Go to www.24hourfitness.com to print out a 7-day pass to the club of your choice in the Metroplex. You can also view the group exercise schedules for each club. I will create an evaluation sheet for you fill out after you take the class to evaluate the club, the member participation, the instructor, as well as the class format. One evaluation will count as your mid-term, and the other will count for your final exam. You will receive more details on this assignment later.

Student Support Services:

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Disability Accommodation Statement:

The University has requested that the following statement be placed on your class syllabi: **"If you require an accommodation based on disability, I would like to meet with you in privacy of my office the first week of the semester to be sure you are appropriately accommodated."**

Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Academic Dishonesty:

It is the philosophy of the University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. (Regent's Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

Bomb Threats:

If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by bomb threats. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

Drop/Add Policy:

*It is the responsibility of the student to either add or drop classes or withdraw from the university. Departments are no longer allowed to add students to rolls or drop students from rolls without written permission from the student. **Students will not be dropped for never attending.** Specific deadlines set by the University can be found in the current Schedule of Classes. **Deadlines for dropping classes may differ for Graduate Students and Undergraduate Students. It is the responsibility of the students to know these dates.***

Timeline For Grade Grievances:

The student has one calendar year from the date a grade is assigned to initiate a grade grievance. Students should attempt to resolve the grade issue with the instructor involved. If the issue cannot be resolved with the instructor, the student must complete an "Appeal of Grade" form is available in the department office. The normal academic channels for processing this appeal are:

- 1) Department Chair, 2) Academic Dean, and 3) the Provost.

The University of Texas at Arlington College of Education Mission, Core Values and Professional Dispositions:

MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and to be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service. The Educator and Administrator Preparation

units' collaboratively developed shared vision is based on these CORE VALUES, dispositions and commitments to:

- Excellence
- Diversity
- Learner-centered environment
- Technology
- Research-based
- Field Experiences
- Collaboration
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on PROFESSIONAL DISPOSITIONS by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

- Demonstrates excellence
- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.
- Participates in a learner centered environment and shows respect for self and others
- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.
- Research-based pedagogy
- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.
- Participates in on-going collaboration with peers and professionals
- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment. .

- Advocates use of technology
- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.
- Shows interest in the learner and the learning-process
- Shows appropriate stewardship and tolerance to diverse people, environments, and situations
- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.