

Weight Training Syllabus- EXSA 0184

Room: MAC 132

Meeting Time: M/W 11-11:50

INSTRUCTOR: Jaime Maddox

Phone: 817-272-3288

Email: jmaddox@uta.edu

Office Hours: By Appointment

Text: *Dynamics of Strength Training and Conditioning.*

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.

COURSE OBJECTIVES:

1. To improve students' level of physical fitness through increased muscular strength and endurance.
2. To provide students with a basic understanding of the anatomy, physiology and biomechanics of weight training.
3. To provide students with a sound working knowledge of weight training, weight training programs, and the associated benefits, allowing students to pursue independent training as a part of their lifetime fitness program.

ATTIRE: All students will be expected to dress out for active participation in the class (sweats, shorts, t-shirt). Proper athletic footwear required. **Students who are not dressed for activity will be considered absent.** Blue jeans, skirts, dresses, etc... are NOT acceptable!!

GRADING:

Attendance	50%
Midterm	20%
Final	20%
Training Log	10%

Attendance Policy: Attendance is **mandatory** and is a **large portion** of your grade for this class. You will be allowed 3 free absences during the course of the semester. Thereafter, each absence will lower your grade by one letter, (Ex. 0-3 = A, 4 = B, 5 = C, 6 = D, 7+ = F). University excused absences must be made up to receive credit. It will be your responsibility to make arrangements with me to schedule the make up time. It will also be your responsibility to turn in (to me) all documentation necessary to

verify your make up class(s). If you are more than 10 minutes late to class, or if you leave class more than 5 minutes early, you will be counted tardy. 3 tardies = 1 absence. IT IS YOUR RESPONSIBILITY to sign in, whether you are on time or not. If you do not sign in, you will be counted absent! If you cannot participate in class, do not come to class. **Your grade is greatly determined by participation!**

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 for reference when recording semester grades. A "P" will not be calculated in the GPA; however an "F" will calculate.

DROP ADD POLICY: Departments are no longer allowed to add students to rolls or drop students from rolls without written permission from the student. We are no longer required or allowed to drop students for never attending. Therefore, it is the responsibility of the student to either add or drop classes or withdraw from the university. Specific deadlines can be found in the current *Schedule of Classes*.

Americans With Disabilities Act (ADA): If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

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.

Academic Honesty: Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. 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.

“Academic 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.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

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.

Exhibits stewardship of diversity

Shows appropriate stewardship and tolerance to diverse people, environments, and situations. 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

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.