

EXSA 0184 Weight Training

2009 Fall Semester

MAC Cardio Upstairs

Instructor: Jeff Raines (jraines@uta.edu)

Office: PEB

I. COURSE OBJECTIVES

Improve physical fitness through increased muscular strength and endurance.

Provide a basic understanding of the anatomy, physiology, and biomechanics of weight training.

Provide a sound working knowledge of weight training, programs, and associated benefits, allowing independent training as a part of a lifetime fitness program.

II. EVALUATION

A. Attendance 50%

B. Health Articles (3) 30%

C. Effort 20%

Two (2) free absences will be allowed, each absence beyond this will result in 10 points deducted from final average. Unexcused absences can be made-up by writing an additional health article approved by instructor if all 3 previous articles were completed on time.

Documentation is required for all excused absences.

Wear appropriate attire and tennis shoes. No sandals, slip-ons, skateboarding shoes, or

Anything other than athletic wear. Non-appropriate clothing will result in an unexcused absence.

E. Grading

A 90-100

B 80-89

C 70-79

D 60-69

F 59 & Below

III. PASS-FAIL

This class may also be taken on a pass-fail basis. To receive a grade of “P” the final average must be 70 or higher.

IV. DROP/ADD POLICY:

Departments are no longer allowed to add students to roll 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 set by the university can be found in the current Schedule of Classes.

V. 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 93122-The Rehabilitation Act of 1973 as amended.

With the passage of new federal legislation entitled American 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 rest with informing faculty at the beginning of the semester and providing authorized documentation through designated administrative channels.

VI. TIMELINE FOR GRADE GRIEVANCES:

The student has one calendar year from the date a grade is assigned to initiate a grievance. The normal academic channels are: 1) Department Chair, 2) Academic Dean, and 3) Provost.

VII. 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.” (Regents’ rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

VIII. STUDENT EVALUATION OF TEACHING

As a student you will be given the opportunity to evaluate the instructor at the end of the semester. Your honest

comments are encouraged and the instructor will not be given the results until after grades are assigned.

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.

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 an 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.