



College of Education – Department of Kinesiology
EXSA 1247.001
Exercise and Weight Management

Instructor: Christy Briggs
Email:
Phone:
Office Hours: By Appointment
Website:

COURSE DESCRIPTION

Students will be given guidelines for the design of individual exercise and nutritional programs. Tutorials related to aerobic fitness, weight loss, and development of muscle mass, muscle strength, and joint flexibility will be posted on my website. This information will be used to maximize your individual exercise and weight management program. During this class, you will be outfitted with an activity monitor and instructed to input a dietary intake logs. This will allow you and I to track your daily and long term “Caloric Balance” (intake – expenditure).

SPECIFIC COMPETENCIES

1. Design a personally relevant progressive exercise-training program that will improve aerobic fitness, muscle performance, and flexibility.
2. Explain the need for lifetime physical activity and weight control as they relate to health enhancement and disease risk reduction.
3. Evaluate results of fitness evaluations for identification of strengths, weaknesses, and need for change.
4. Use proper technique in performing at least one resistance training exercise for each of the major muscles or muscle groups.
5. Demonstrate appropriate upper body and lower body stretches using static, dynamic, and PNF stretching techniques
6. Describe the roles of carbohydrates, fats, and proteins, for support of exercise training, reducing health risk factors, and maintaining target body weight.
7. Plan your own nutritious, healthy, and balanced meals with special attention to the demands of physical activity and good health.

COURSE OBJECTIVES

1. Construct an energy balance plan designed to achieve negative calorie balance. Give example how aerobic and resistance exercise and nutrition reduces the risk for obesity, type 2 diabetes, and hypertension.
2. Implement guidelines for developing aerobic fitness, muscle strength and endurance, flexibility, and improvements in body composition in a personally relevant exercise training program.
3. Explain the need for lifetime physical activity and weight control as they relate to health enhancement and disease risk reduction.
4. Explain the benefits of achieving and maintaining high levels of aerobic and muscular fitness through the lifespan.
5. Evaluate results of fitness evaluations for identification of strengths, weaknesses, and need for change.
6. Design an 8-week progressive exercise-training program that is likely to improve aerobic fitness, muscle performance, and flexibility.
7. Describe the roles of carbohydrates, fats, and proteins, for support of exercise training, reducing health risk factors, and maintaining target body weight.
8. Assess your personal dietary intake for total caloric intake and the percentages of carbohydrates, fats, and proteins
9. Formulate a personal plan for adequate vitamin, mineral, and fiber intake.
10. Using data on percent body fat and body mass index, contrast underweight, desirable weight, overweight, and over-fat in the context of health risk and physical performance.

CALENDAR

Last day to add a class.....
Last day to drop the course.....
Last day to withdraw.....

REQUIREMENTS

1. Complete Homework
2. Complete Online Quizzes
4. Complete project: "Creating a Negative Caloric Balance"
5. Take Midterm and Final Exam

POINT DISTRIBUTION

Adherence to File Uploads (15 at 5 points each) 75 points
Assignments (15 at 10 points each) 150 points
Adherence to caloric balance goals (10 at 10 points each) = 100 points
Project = 75 points
Midterm = 50 points
Final = 50 points
Total = 500 points

Adherence to File Uploads: 75 pts

Students must upload their weekly activity files to receive a grade for attendance. Each file upload is worth 5 points. No late uploads will be accepted.

Homework: 150 points

You will be given activities or assignments to perform. For example, you will run/walk 1.5 miles for time and estimate your VO_{2max} . These activities will be confirmed through the data

uploaded from your activity monitor and your written report of the activity. Each activity/assignment is worth 10 points. No late work will be accepted.

Adherence to caloric balance goals: 150 points

We will agree on a safe exercise/nutritional program designed to help you reach your personal goals. Based on your daily-calculated caloric balance we will determine if you are adhering to this program. The percentage of time you adhere to your goals will equal the percentage of points earned.

“Creating a Negative Caloric Balance” Personal Fitness Program: 75 points This will be a personal exercise program designed *by you for you* as pertaining to your personal health-fitness-weight management goals. Specific details will follow. In general there will be 5 sections: 1) Results of your fitness/lab tests (VO2max, blood pressure, % body fat etc); 2) Cardiorespiratory fitness; 3) Muscular strength and endurance; 4) Body Composition; 5) Nutrition.

TYPICAL GRADING SCALE:

- A (90% - 100%) 450 – 500 points
- B (80% - 89%) 400 – 449 points
- C (70% - 79%) 350 – 399 points
- D (60% - 69%) 300 – 349 points

Weekly Lessons

[Week 1 Baseline Assessment & Weight Loss as a Math Problem](#)

[Week 2 Develop Your Plan \(Weeks 2-6\)](#)

[Week 3 Intake & Expenditure](#)

[Week 4 Periodization](#)

[Week 5 The Volume & Intensity Relationship](#)

[Week 6 Develop Your Plan \(Weeks 6-10\)](#)

[Week 7 Performance Nutrition: "What to eat and Why"](#)

[Week 8 Why Resistance Training for Weight Loss](#)

[Week 9 Increase Expenditure in Daily Activities](#)

[Week 10 Activity Goal](#)

[Week 11 Develop Your Plan \(Week 11-15\)](#)

[Week 12 Try Something New](#)

[Week 13 Up the Ante and Test Yourself](#)

WITHDRAWALS

In the event you choose to withdraw from our course, the burden of following through with the withdrawal process your responsibility. You may or may not be dropped for excessive absences. However, failure to attend does not guarantee being dropped. Please refer to the College Catalogue for more detail. If you believe you **MUST** withdraw, for any reason, PLEASE consult with me first! Perhaps we can find a way to help you complete our course successfully.

INCOMPLETES IN THE COURSE

An "incomplete" grade will not be given unless the student has a legitimate personal crisis that prevents finishing the course on time. Students receiving an incomplete must be doing passing work up to that point. If such an occurrence happens, it is the student's responsibility to contact the instructor immediately to explain the situation and make plans.

DEPARTMENT AND UNIVERSITY POLICIES

DEPARTMENT OF KINESIOLOGY DROP POLICY

It is the responsibility of the student to add or drop classes or withdraw from school within the appropriate time frame established by the University Registrar. The departments are not allowed nor are obligated to add or drop students from classes. Deadlines can be found in the current Schedule of Classes. Deadlines may differ for Graduate Students and Undergraduate Students. For the Spring 2008 Semester some important dates are as follows

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.

DEPARTMENT OF KINESIOLOGY 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.

AMERICANS WITH DISABILITIES ACT

The Department of Kinesiology does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by laws and regulations. In order to receive any accommodations or academic adjustments at UT Arlington you must go to and register with the Office for Students with Disabilities at Room 102, University Hall or call 817.272.3364. More information is available online at <http://www.uta.edu/disability/ada.php> If you require an accommodation based on a disability, I would like to meet with you in the privacy of my office the first week of the semester to be sure you are appropriately and reasonably accommodated. The student has the responsibility of informing the course instructor of any disabling conditions that will require modifications to avoid discrimination.

ACADEMIC DISHONESTY

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 the University regulations and procedures. Discipline may include suspension or expulsion from the University.

"A Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit 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)."

E CULTURE POLICY

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT Arlington. Students are responsible for checking their email regularly.

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SUPPLEMENTAL MATERIAL

Healthy People 2010 – Objectives from US Government initiative for improving health

<http://www.heathypeople.gov>

Physical activity information: Benefits, suggestions for daily activity from Centers for Disease Control and Prevention

<http://www.cdc.gov/nccdphp/dnpa/>

Guidelines for choosing a health club

<http://www.healthclubs.com>

Links to news and reliable fitness and exercise information from government agencies and professional association

<http://www.nlm.nih.gov/medlineplus/>

Running injuries and more Dr. Pribut's Running Injuries

<http://www.drpribut.com/sports/spsport.html>

Consumer information about purchasing fitness equipment

<http://www.ftc.gov/bcp/menu-health.htm>

Local resource for inexpensive, used (refurbished) exercise equipment

<http://www.globalfitness.com>

Useful information about fitness - Extensive Links University of Florida: *Keeping Fit*

<http://hermes.hhp.ufl.edu/keepingfit>

Information on benefits of strength training, program design and illustrations of stretches – Georgia State University

<http://www.gsu.edu/~wwwfit/strength.html>

Major muscle groups, resistance training, general training, much more.

<http://exrx.net/>

Human anatomy online

<http://www.innerbody.com/htm/body.html>

Interactive descriptions of muscle movements University of Michigan

<http://www.med.umich.edu/lrc/hypermuscle/hyper.html>

Information on benefits of stretching training, program design and illustrations of exercises – Georgia State University

<http://www.gsu.edu/~wwwfit/flexibility.html>

More stretching – physiology of stretching and exercises

<http://www.ifafitness.com/stretch/index.html>

Interactive, illustrated tutorial on low back pain and prevention- NLB

<http://www.nlm.nih.gov/medlineplus/tutorials/backpain.html>

Pilates

<http://pilatesmethoalliance.com>

Activity calorie calculator:

<http://www.primusweb.com/fitnesspartner/jumpsite/calculat.htm>

What's in the Food You Eat Search Tool

<http://www.ars.usda.gov/Services/docs.htm?docid=7783>

USDA Center for Nutrition and Public Policy home page:

<http://www.usda.gov/cnpp/>

USDA CNPP interactive healthy eating index:

<http://209.48.219.53/default.asp>

Information on Obesity – National Institutes of Health

<http://www.niddk.nih.gov/health/nutrit/nutrit.htm>

Latest federal obesity standards and a BMI calculator

<http://www.niddk.nih.gov/guidelines/obesity/ob-home.htm>