

Location / Time: LLHSCLC 200/8:00-8:50 AM

Semester / Year: Spring 2018

Course Start / End Date:

Professor Name: Jason Elliott

Professor Email: jelliott@trinitybiblecollege.edu

Course Description

This is an introductory course that instructs students in the safety and proper mechanics of weight training. Students will acquire knowledge as to the development of specific resistance training protocols.

Standards: This course is standards-driven. That is, the text, activities, lectures, assignments, and assessments are all designed to meet certain standards established by the state of North Dakota ESPB and InTASC. These standards include:

InTASC:

Standard 1: Learner Development

Standard 3: Learning Environments

Standard 4: Content Knowledge

Standard 6: Assessment

Standard 7: Planning for Instruction

Standard 8: Instructional Strategies

ESPB:

08025.1: Content Knowledge

08025.2: Growth and Development

08025.3: Diverse Learners

08025.4: Management and Motivation

08025.6: Planning and Instruction

08025.7: Learner Assessment

08025.8: Reflection

Course Objectives

1. The student will apply an understanding of the impact of an appropriate weight training program in relation to the body and mind.
2. The student will demonstrate proper form and technique through a lifting program.
3. The student will produce and illustrate an effective weight lifting routine.
4. The student will develop a pattern of physical activity in which they will be able to develop a healthy lifestyle.

Institutional Mission Statement

Trinity Bible College & Graduate School is committed to training and educating people with theological reflection and missional passion, in order that people and communities everywhere will hear the good news of Jesus and see his love demonstrated.

Spiritual Formation Statement

This course will integrate positive Christian morals and strong Spiritual values by emphasizing its importance to the student. The emphasis will center on the student possessing as well as operating within the “code of conduct” necessary for productive professionals in their future professions.

Required Textbooks/Supplies

NSCA. (2016). *Exercise technique manual for resistance training*. Champaign, IL: Human Kinetics.

Course Outline

Jan 8: Syllabus Day, required book/Terms

Jan 10: *Terms, continued/Safety, Hazards, and reasons for coaching technique (PP, videos), Researching peer reviewed articles*, bring computers

Jan 15: Flexibility and its correlation to lifting

Jan 17: Section 2: *Front Squat/Back Squat*

Jan 22: Section 2: *RDL/Deadlift/hip sled/ leg press*

Jan 24: Section 2: *Stiff-leg DL/ Good Morning/ Leg Extension/Leg Curl*

Jan 29: Section 2: *Calf Exercises*, Section 4: *Core Exercises Review of previous material*

Jan 31: Weight Room: Review on primary exercises in Section 2

Feb 5: **Quiz #1**, *Podcast or Article Presentation, first ½ of class* (20 min Quiz, 30 min presentations),

Article or Podcast Review #1 Due

Feb 7: Section 3: *Chest Exercises/Back Exercises*

Feb 12: Section 3: *Shoulder Exercises/Bicep, Triceps, Forearm Exercises*

Feb 14: Section 1: *Snatch variations*

Feb 19: Section 1: *Clean Variations*

Feb 21: Section 1: *Press and Jerk Variations*

Feb 26: Weight Room: **Quiz #2**, *Review of Sections 1-4*

Feb 28: **Test #1 / Self-Analyzing and peer teach project film due**

Mar 5: **NO CLASS (Go Trips)**

Mar 7: **NO CLASS (Go Trips)**

Mar 12: **NO CLASS (Spring Break)**

Mar 14: **NO CLASS (Spring Break)**

Mar 19: Section 5: *Advanced techniques and nontraditional exercises*

Mar 21: **Self-Analyzing and peer teach project**

Mar 26: **Self-Analyzing and peer teach project**

Mar 28: **Self-Analyzing and peer teach project**

Apr 2: **Self-Analyzing and peer teach project**

Apr 4: Podcast presentation second ½ of class **Article or Podcast Review #2 Due**

Apr 9: **Field Trip Week** (Monday or Wednesday @ 12PM-4:30PM; Plan ahead)

Apr 11: **Field Trip Week** (Monday or Wednesday @ 12PM-4:30PM; Plan ahead)
 Apr 16: Section 5 continued
 Apr 18: Section 5 Continued
 Apr 23: **Field Trip Essay Due**
 Apr 25: Review Day
 May 2: **Final @8:30**

Methodology

This class will begin with lecture and presentation, but will primarily involve hands-on learning. Critiques will be given throughout the class regarding exercising form, safety, and improvement. Class discussion will also be used to engage each student.

Course Requirements

Attendance/Class Participation	100 points	10%
Field Trip	150 points	15%
Field Trip Essay	150 points	15%
Self-Analyzing and peer teach project	150 points	15%
Article Reviews or Podcast x2	200 points	20%
Quizzes=2x25	50 points	5%
Tests 2x100	<u>200 points</u>	<u>20%</u>
Total=	1000 points	100%

Attendance/Class Participation: 100 points Each student will be awarded 10% of their overall grade for attendance and participation. Each student is allowed one absence without penalty and one tardy without penalty. 5 points will be deducted for each additional absence. Students showing up late will be deducted 2 points. 3 tardies will equal an absence.

Podcast or peer article review: 200 Points (Standard 4 and 08025.1) Each student will have two choices to choose from: provide two reviews of one podcast assigned by the professor and a peer reviewed journal article of the student's choice; or 2 reviews of a peer reviewed journal article of the student's choice on a topic. Each review will be at minimum 1.5 pages of each students choosing. A rubric will be provided for each review and each review will be worth 100 points. Emails will be accepted.

Self-Analyzing and peer teach project: 150 points (Standard 1, 7, 8, 08025.2, 08025.6 and 08025.7) The student will film themselves from the side and back performing a lift assigned by the professor. The student will also film an individual in the same manner whom has never performed the lift. The student will need to teach the individual on film how to correctly perform said lift. Then the student will present each film to the class on an assigned day, explaining an analysis of themselves and the unexperienced individual. Filming will be done early in the semester and will account for 50 points of the project; 25 for personal filming and 25 for additional individual. A rubric will be provided for additional requirements.

Field Trip: 150 points. (Standard 3,8, 08025.3, 08025.4 and 08025.6) One field trip will be taken to a local high school to work with jr./sr. high students regarding the material that has previously

been covered in class. This will provide the student the opportunity to apply in the field what has been learned in the classroom. Students will be graded on their enthusiasm, communication, connection with students, and application of knowledge as per rubric provided. Cooperating PE teacher and professor will be responsible for grading each student.

Field Trip Essay: 150 Points (Standard 6 and 08025.8) Each student will write a 3-page review on their experience with the field trip. The first half of the essay will consist of a review of the student's experience, expectation, and learning results. The second half of the essay will consist of the student's plan on how they will incorporate their experience into their future careers. The paper is to be typed in MLA format, following TBC guidelines. Proper citation is needed, and grammatical/punctual errors will result in loss of points per rubric provided. Emails will be accepted. 10 percent will be deducted per day after 5 pm on due date.

Quizzes: 50 Points total (Standard 4 and 08025.1) There will be two quizzes covering material that has previously been discussed. Each quiz will be worth 25 points.

Tests: 100 Points each (Standard 4 and 08025.1)

Total for Midterm and Final: 200 Points

Midterm test: This test will consist of material covered throughout the first term as well as scenarios given throughout class.

Final Test: This test will consist of material covered throughout the semester as well as scenarios given throughout class.

Attendance

Each student is allowed to miss up to one class with no penalty. After the first absence, points will be taken away according to grading scale. On the eighth absence, the student will be dismissed from class with an F. A complete guide of the attendance policy at Trinity Bible College can be found in the course catalog. Also, note that attendance is a large factor in your course grade. Each student is allowed one tardy without penalty. After one, points will be deducted as per grading scale. 3 tardies will total an absence.

Grading Procedure

Late Paper Policy: All papers are due by 5pm on assigned day. If deadline is missed, there will be a 10% deduction per day that the assignment is late.

Quiz/Exam Absences: Exams or quizzes will not be allowed to be rescheduled unless arranged with the professor ahead of time. Missing a Quiz or Exam without valid notification and arrangement of reschedule will result in a 0% without the ability to reschedule.

A	100-94	C	76.99-73
A-	93.99-90	C-	72.99-70
B+	89.99-87	D+	69.99-67
B	86.99-83	D	66.99-63

B-	82.99-80	D-	62.99-60
C+	79.99-77	F	59.99-0

Course Breakdown

Bibliography

NSCA. (2016). *Exercise technique manual for resistance training*. Champaign, IL: Human Kinetics.
Hoffman, Jay. *NSCA's Guide to Program Design*. Champaign, IL: Human Kinetics, 2012. Print.

<http://journals.lww.com/nsca-scj/pages/default.aspx>

Addendums

Additional materials used will include videos from NSCA including lifting form, technique, and styles. Additional Journals may be given to the class for further explanation or discussion.

NSCA's Guide to Program Design by Jay R. Hoffman may also be used to aid students in building their own personal programs. Contact the Professor if interested.

Standards

InTASC:

Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

ESPB:

08025.1 Content Knowledge The program requires study of physical education content and disciplinary concepts related to the development of a physically educated person. The teacher candidate studies biological sciences pertaining to the structure and function of the human body including the principles of human movement, exercise physiology, and biomechanical analysis, first aid, nutrition, and injury prevention.

08025.2 Growth and Development The program requires study of how individuals learn, develop and provide opportunities that support their physical, cognitive, social, and emotional development, human growth, sexual development, the application of growth and development concepts to create learning experiences such as the development of fundamental motor skills, individual/dual and team sports, movement, dance, aquatics, outdoor pursuits, and health related fitness.

08025.3 Diverse Learners The program requires study of how individuals differ in their approaches to learning and creates appropriate instruction adapted to these differences. The teacher candidate demonstrates the ability to plan and implement learning experiences that are sensitive to diverse learners, and that will enable learners to develop qualities of respect and responsibility. The program requires that the candidate study state and federal laws dealing with the education of students with special needs.

08025.4 Management and Motivation The program requires study of individual and group motivation and behavior to create a safe learning environment, recognizing legal responsibilities, encouraging positive social interaction, active engagement in learning, self-motivation, use of a variety of strategies to institute behavior change, manage resources, (to include selection, purchase, care and maintenance of facilities, equipment and supplies) promote mutual respect and self-responsibility, and motivate students.

08025.6 Planning and Instruction The program requires study of how to plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national standards, pedagogical knowledge and application.

08025.8 Reflection The program requires study of reflective practice, with evaluation of the effects of the educator's actions on others (e.g., learners, parents/guardians, fellow professionals).

This syllabus is provided to students and participants for their general guidance only. It does not constitute a contract; either expresses or implied, and is subject to change without notice.

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