Exercise and Wellness across the Lifespan
ENS 330
3 units
Spring 2013
COM-207
PG 241 and PG 151 (TBD)
Tuesday & Thursday 4:00 - 5:15pm

Contact Information
Instructor: Dr. Nicole J. Smith
Office: ENS 301
Email: nicole.smith.ens@gmail.com
Office Phone: (619) 594-5290
Office Hours: Tues & Thurs 2:00-3:30 pm or by appointment

Course Prerequisites:
2. Upper division (Junior) standing (60 units passed) now OR by the end of Spring 2013.

Course Materials:
The following course materials will be sold as a bundle at the SDSU bookstore.
2. Walk 4 Life Inc. Elite 5 Function Digital Pedometer
3. Diet Analysis Plus Software
4. i<clicker: This should be purchased at the same time as your textbook, and the bookstore on campus should tell you this when you buy your textbook. See the Detailed Description of Assignments section in this syllabus for further instructions and information. You must register your i<clicker through BlackBoard!!!
5. 3 Ring Binder (optional)
6. 2 Green scantrons with 50 items per side.

This course is one of nine courses that you will take in General Education Foundations. Foundations courses cultivate skills in reading, writing, research, communication, computation, information literacy, and use of technology. They furthermore introduce you to basic concepts, theories and approaches in a variety of disciplines in order to provide the intellectual breadth necessary to help you integrate the more specialized knowledge gathered in your major area of study into a broader world picture.

This course is one of two Foundations courses that you will take in the area of Social and Behavioral Sciences. Upon completing this area of Foundations, you will be able to: 1) explore and recognize basic terms, concepts, and domains of the social and behavioral sciences; 2) comprehend diverse theories and methods of the social and behavioral sciences; 3) identify human behavioral patterns across space and time and discuss their interrelatedness and distinctiveness; 4) enhance your understanding of the social world through the application of conceptual frameworks from the social and behavioral sciences to first-hand engagement with contemporary issues.
Purpose of the Course

The purpose of ENS 330 is to examine the important role of physical activity and nutrition behavior in health and wellness across the lifespan. Students in ENS 330 will have the opportunity to evaluate personal wellness and to learn about relationships between demographic factors such as gender and ethnicity, behavior, and wellness across the lifespan.

Course Description:

This course focuses on the importance of physical activity for lifelong physical and mental health. The **MAIN IDEAS** in this course are that:

- Physical activity and healthy lifestyle choices are important for mental and physical health, enjoyment, challenge, self-expression, and social interaction.
- You need psychological and behavioral skills to help you initiate and maintain a physically active and healthy lifestyle.
- Being an ‘educated consumer’ of exercise and fitness information requires you to apply principles of scientific thinking.

School of ENS Student Learning Goals and Objectives:

**Learning Goal 1** Demonstrate core critical thinking skills and dispositions to ask and answer questions relevant to exercise, nutrition, and rehabilitation sciences.

- **Objective 1.1** Critically evaluate published research in the discipline.
- **Objective 1.2** Evaluate alternative solutions to a discipline-based problem.
- **Objective 1.3** Present opposing viewpoints and alternative hypotheses on issues in exercise, nutrition, and rehabilitation sciences.
- **Objective 1.4** Critically evaluate current trends and practices using disciplinary knowledge.
- **Objective 1.5** Actively seek out discipline-based questions as opportunities to apply core critical thinking skills.

**Learning Goal 2** Demonstrate effective oral, written, and other interpersonal skills to help communicate knowledge and promote health, wellbeing, and rehabilitation in diverse communities.

- **Objective 2.1** Use effective technical writing skills to communicate information about exercise, nutrition, and rehabilitation sciences.
- **Objective 2.2** Use effective oral presentation skills to present information to peers and other professionals.
- **Objective 2.3** Use effective interpersonal skills as part of an ongoing and guided dialogue with individuals who may benefit from modifying their health behavior.
Learning Goal 3  Demonstrate understanding of scientific concepts, principles, and methods used in the study of exercise, nutrition, and rehabilitation sciences.

Objective 3.1  Identify and explain the underlying assumptions of different research paradigms used in exercise, nutrition, and rehabilitation sciences.

Objective 3.2  Identify the steps in the scientific method of research.

Objective 3.3  Select and apply appropriate methods to maximize internal and external validity and reduce the plausibility of alternative explanations.

Objective 3.4:  Articulate the strengths and limitations of various research designs.

Objective 3.5:  Design a research study and collect, analyze, and evaluate findings in relation to a proposed hypothesis.

Learning Goal 4  Use an array of technologies to support inquiry and professional practice.

Objective 4.1  Use the internet and e-mail to communicate with others and find valid information.

Objective 4.2  Use various technology instrumentations to measure phenomena of interest.

Objective 4.3  Use software programs appropriate to discipline to organize, analyze and interpret findings.

Objective 4.4  Use presentation software to report project findings.

Learning Goal 5  Demonstrate ethical decision making, cultural competency, and civic responsibility when applying knowledge of exercise, nutrition, and rehabilitation science.

Objective 5.1  Identify and explain components of ethical decision making, cultural competency and civic responsibility applied to exercise, nutrition, and rehabilitation sciences.

Objective 5.2  Use non-discriminatory/inclusive language when working with peers and clients in on-campus and off-campus settings.

Objective 5.3  Design an exercise, nutrition, or rehabilitation prescription or lesson plan that considers cultural differences that may influence implementation.

Objective 5.4  Participate in a student/professional organization or community service activity related to exercise, nutrition, or rehabilitation sciences.

Learning Goal 6  Use biological, behavioral, psychosocial, and ecological theory-based perspectives to design and evaluate behavior change interventions in exercise, nutrition, and rehabilitation sciences.

Objective 6.1  Differentiate between biomedical and biopsychosocial explanations of health and wellness or rehabilitation.

Objective 6.2  Describe the biological, psychological, social, and environmental correlates and determinants of behavior change relevant to physical activity and diet.

Objective 6.3  Integrate multilevel determinants into behavior change interventions for individuals, communities, and populations.

Objective 6.4  Evaluate the efficacy and effectiveness of behavior change interventions in exercise, nutrition, and rehabilitation sciences.

Learning Goal 7  Use the principles of assessment to evaluate a variety of measurement tools in exercise, nutrition, and rehabilitation sciences.

Objective 7.1  Explain the various kinds of validity evidence necessary to determine the quality of objective and subjective measures used in exercise, nutrition, and rehabilitation sciences.

Objective 7.2  Evaluate the validity and reliability coefficients for a variety of tools to determine their quality.

Objective 7.3  Evaluate the responsiveness, sensitivity, and specificity of measurement devices used in exercise, nutrition, and rehabilitation sciences.

Objective 7.4  Collect data to examine the reliability or objectivity of common measurement tools in exercise, nutrition, and rehabilitation sciences.
Objective 7.5  Evaluate the feasibility of different measurement tools in various settings.
Objective 7.6  Describe ways to implement a measure or test to increase its reliability.

Learning Goal 8  Demonstrate an ability to integrate and apply knowledge and skills through experiential learning opportunities.
Objective 8.1  Implement a physical activity, rehabilitative, or nutritional plan in an applied setting and assess its effectiveness.
Objective 8.2  Administer assessments in a variety of healthy and chronic disease populations across the lifespan.
Objective 8.3  Organize and structure learning and research environments to maximize their quality and safety.

ENS 330 Course Learning Objectives:

On completion of this course, you should be able to:
1. Define and differentiate between different concepts related to exercise and wellness.
2. Explain how physical activity, exercise, and fitness contribute to lifelong physical and mental health.
3. Measure your own level of physical activity and compare this to national recommendations.
4. Analyze and evaluate the accuracy of exercise and fitness information.
5. Understand and interpret body composition measures
6. Interpret guidelines for healthy eating
7. Perform a basic dietary analysis
8. Apply principles for health food choices
9. Demonstrate knowledge of social-cognitive and behavior modification skills that help people to initiate and maintain a physically active lifestyle.
10. Design an individualized physical activity program to promote health and wellness for yourself or someone you care about.
11. Communicate effectively both orally and in writing.

Course Outline

Schedule and topics are tentative and may be revised with ample notice.
Assignments are due according to the date listed in the course calendar below. The instructor reserves the right to make changes to the course calendar if necessary. Students are responsible for attending class and for keeping up with changes as they occur.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment/Task Due by next Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs 1/17</td>
<td>Course Introduction</td>
<td>Get course materials register your i&lt;clicker Begin Assignments 1-4</td>
</tr>
<tr>
<td>Tues 1/22</td>
<td>Weight of the Nation Part I</td>
<td></td>
</tr>
<tr>
<td>Thurs 1/24</td>
<td>Weight of the Nation Part II</td>
<td></td>
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<tr>
<td>Tues 1/29</td>
<td>Weight of the Nation Part III</td>
<td></td>
</tr>
<tr>
<td>Thurs 1/31</td>
<td>Weight of the Nation Part IV</td>
<td>Read/Quiz Chapter 1 Complete Assignments 1,2,3</td>
</tr>
<tr>
<td>Tues 2/5</td>
<td>Chapter 1 Physical Fitness and Wellness</td>
<td>Quiz Ch. 1/Assignments 1,2,3 due by 4pm today!</td>
</tr>
<tr>
<td>Thurs 2/7</td>
<td>Interpreting Health Risk</td>
<td>Read/Quiz Chapter 2 Complete Assignment 4</td>
</tr>
<tr>
<td>Tues 2/12</td>
<td>Chapter 2 Behavior Modification</td>
<td>Begin Assignment 5</td>
</tr>
<tr>
<td>Thurs 2/14</td>
<td>Using the Diet Analysis Software</td>
<td>Read/Quiz Chapter 3</td>
</tr>
<tr>
<td>Tues 2/19</td>
<td>Chapter 3 Nutrition for Wellness</td>
<td>Read/Quiz Chapter 3</td>
</tr>
<tr>
<td>Thurs 2/21</td>
<td>Evaluation of Diet Analysis Plus Reports</td>
<td>Read/Quiz Chapter 4 Complete Assignment 5</td>
</tr>
<tr>
<td>Tues 2/26</td>
<td>Chapter 4 Body Composition</td>
<td>Begin Activities for Assignment 6</td>
</tr>
<tr>
<td>Thurs 2/28</td>
<td>Writing SMART Goals &amp; Objectives</td>
<td>Read/Quiz Chapter 5</td>
</tr>
<tr>
<td>Tues 3/5</td>
<td>Chapter 5 Weight Management</td>
<td>Complete Assignment 6</td>
</tr>
<tr>
<td>Thurs 3/7</td>
<td>Developing Your Personalized Program</td>
<td>Review Chapters 1-5</td>
</tr>
<tr>
<td>Tues 3/12</td>
<td>Review for Mid-term Exam</td>
<td>Review Chapters 1-5</td>
</tr>
<tr>
<td>Thurs 3/14</td>
<td>Mid-term Exam (Green Scantron)</td>
<td>Read/Quiz Chapter 6</td>
</tr>
<tr>
<td>Tues 3/19</td>
<td>Chapter 6 Cardiorespiratory Endurance</td>
<td>Begin Assignment 7</td>
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<tr>
<td>Thurs 3/21</td>
<td>Special Activity -- Target Zone Training</td>
<td>Read/Quiz Chapter 7</td>
</tr>
<tr>
<td>Tues 3/26</td>
<td>Chapter 7 Muscular Strength and Endurance</td>
<td></td>
</tr>
<tr>
<td>Thurs 3/28</td>
<td>Special Activity Circuit Training!</td>
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<tr>
<td>Tues 4/2</td>
<td>Spring Recess No Class</td>
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<tr>
<td>Thurs 4/4</td>
<td>Spring Recess No Class</td>
<td>Read/Quiz Chapter 8</td>
</tr>
<tr>
<td>Tues 4/9</td>
<td>Chapter 8 Muscular Flexibility</td>
<td>Complete Assignment 7</td>
</tr>
<tr>
<td>Thurs 4/11</td>
<td>The final reflection- evaluating your wellness!</td>
<td>Read/Quiz Chapter 9</td>
</tr>
<tr>
<td>Thurs 4/16</td>
<td>Chapter 9 Comprehensive Fitness Programming</td>
<td>Begin Assignment 8</td>
</tr>
<tr>
<td>Thurs 4/18</td>
<td>Interpreting Pre-Post Health Risk</td>
<td>Read/Quiz Chapter 10</td>
</tr>
<tr>
<td>Tues 4/23</td>
<td>Chapter 10 Preventing Cardiovascular Disease</td>
<td>Complete Assignment 8</td>
</tr>
<tr>
<td>Thurs 4/25</td>
<td>Chapter 11 Preventing Cancer</td>
<td>Begin Assignment 9</td>
</tr>
<tr>
<td>Tues 4/30</td>
<td>Chapter 12 Stress Assessment and Management Techniques (Bring comfortable clothes and a beach towel or yoga mat) Quiz Ch. 12</td>
<td>Read/Quiz Chapter 15 Complete Assignment 9</td>
</tr>
<tr>
<td>PG 241</td>
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<tr>
<td>Thurs 5/2</td>
<td>Chapter 15 Lifetime Fitness and Wellness</td>
<td>Review Chapters 6-12; 15</td>
</tr>
<tr>
<td>Tues 5/7</td>
<td>Review for Exam</td>
<td>Review Chapters 6-12; 15</td>
</tr>
<tr>
<td>Tues 5/14</td>
<td>Final Exam</td>
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<tr>
<td>3:30-5:30pm</td>
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</table>
**Assessment and Grading:** There are 100 points available in this class. The points will be earned for 4 categories outlined below. The number of points added toward the final grade for each category will reflect the total percentage of points earned for the category. For example: There are 13 quizzes with 20 items each. The lowest quiz score will be dropped. The percentage of total quiz points earned will be multiplied by 25 to determine the number of quiz points to add to the final grade. (e.g., if a student earns 240 out of 240 points on quizzes, they will receive 25 points for quizzes toward the final grade).

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Details</th>
<th>%</th>
<th>Due</th>
<th>Student Learning Outcome #</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Participation</strong></td>
<td>Attend class meetings and use your i&lt;clicker to respond to questions during each class. There will be approximately 10 clicker items per class meeting beginning January 22nd. Students should bring the clicker to every class meeting from January 22nd until the end of the semester. There will be 10 clicker opportunities per class and 1 point will be awarded for each clicker attempt and 2 points will be awarded for correct clicker responses. The lowest 2 days will be dropped before computing the final percentage of participation points earned. The percentage of points students earned will be factored out of 25 points for the final grade. (e.g., if a student earns 100% of the clicker points they will earn 25 points for participation.</td>
<td>25</td>
<td>Register by 1/22 4pm. Each class meeting from 1/22 forward except midterm and final exam.</td>
<td>1,2,4,5,6, 7, 8, 9, 10, 11</td>
</tr>
<tr>
<td><strong>2. Quizzes</strong></td>
<td>Quizzes are located in the Weekly Folders on blackboard. The dates for quizzes are identified in the course calendar in this syllabus and on the quiz link in blackboard. Students should read the chapter and take the quiz BEFORE attending the first lecture on the chapter. Quizzes will become unavailable at 4pm on the day they are due (NO EXCEPTIONS!). There are 13 total quizzes. The lowest quiz score will be dropped. The 12 highest scores will count toward the final grade.</td>
<td>25</td>
<td>Due by the start of class according to dates established in the class calendar. Example: Quiz 1 should be completed by 4:00pm on Tues 2/5.</td>
<td>1, 2, 9, 11</td>
</tr>
<tr>
<td><strong>3. Exams</strong></td>
<td>Two face to face matching, true of false, and multiple choice tests on topics covered during lectures and from the book. 100 items each. Please bring a green scantron and a #2 pencil.</td>
<td>25</td>
<td>March 14th 4:00-5:15pm May 14th 3:30-5:30pm</td>
<td>1,2,4, 5, 6,</td>
</tr>
<tr>
<td><strong>4. Personal Wellness Project</strong></td>
<td>Students will participate in a Personal Wellness Project by completing 9 Assignments from the start to the end of the semester. Details related to each assignment are provided in the Detailed Description of Assignments Section in the course syllabus. The total project score will be the sum of points earned for each assignment. A student who earns 100% of the points for all assignments of the project will earn 25 points toward their final ENS 330 grade. The points for assignments vary from 5-20 points. The penalty for late work will be a letter grade per day.</td>
<td>25</td>
<td>1. 2/5 2. 2/5 3. 2/5 4. 2/12 5. 2/26 6. 3/7 7. 4/11 8. 4/23 9. 5/2 All are due by 4pm on the date listed and via BB.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</td>
</tr>
</tbody>
</table>
**Grading Criteria:**

Final Letter grades will be determined using the scale below. No final grade curves or sliding scales will be implemented. There are no exceptions!

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92.5% - 100%</td>
<td>A-</td>
<td>89.5% - 92.4%</td>
<td>B+</td>
<td>86.5% - 89.4%</td>
</tr>
<tr>
<td>A-</td>
<td>89.5% - 92.4%</td>
<td>B</td>
<td>86.5% - 89.4%</td>
<td>B+</td>
<td>82.5% - 86.4%</td>
</tr>
<tr>
<td>B+</td>
<td>86.5% - 89.4%</td>
<td>B</td>
<td>82.5% - 86.4%</td>
<td>B-</td>
<td>79.5% - 82.4%</td>
</tr>
<tr>
<td>B-</td>
<td>82.5% - 86.4%</td>
<td>C+</td>
<td>79.5% - 82.4%</td>
<td>C+</td>
<td>76.5% - 79.4%</td>
</tr>
<tr>
<td>C+</td>
<td>76.5% - 79.4%</td>
<td>C-</td>
<td>72.5% - 76.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>72.5% - 76.4%</td>
<td>D+</td>
<td>66.5% - 69.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>66.5% - 69.4%</td>
<td>D</td>
<td>62.5% - 66.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>62.5% - 66.4%</td>
<td>D-</td>
<td>59.5% - 62.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>59.5% - 62.4%</td>
<td>F</td>
<td>59.4% and below</td>
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</tr>
</tbody>
</table>

**Detailed Description of Assignments:**

**Participation in Class Lectures**

Attendance, timeliness, and participation are expected.

Students will be graded on in-class participation using the i<clicker response system which allows students to answer questions posed during class. The potential benefits of using i<clickers include helping students: a) prepare for quizzes and exams; b) understand the material better; and c) feel more engaged.

Please have your i<clicker registered and ready to respond for the duration of the scheduled class time. Class will begin promptly.

Students are expected to review and study designated lecture material prior to the start of each class to increase successful class participation during lectures. Students are also encouraged to complete the questions at the end of each chapter prior to the lecture in which the content will be covered. Select items will be utilized as i<clicker response items in class lectures.

**Earning Participation Points:** Students will receive credit for being on time and for participating throughout each lecture by successfully responding to i<clicker items throughout class. i<clicker items will be scored by awarding 1 point for attempting to answer the question and 1 point for getting the question correct. So, if a student attempts to answer 10 out of 10 questions during class, but does not answer any questions correctly, they will earn 50% of the participation points for the day.

**How do you award clicker points?**

It is estimated that there will be 560 points possible for clicker participation. There will be 10 clicker opportunities per class and 1 point will be awarded for each clicker attempt and 2 points will be awarded for correct clicker responses. The lowest two days will be dropped before computing the percentage of points earned for participation and the percentage will be factored out of 25 for the final grade. (e.g., 100% earns 25 participation points for the final grade).

**IMPORTANT!!!** The points earned using your i<clicker will not be awarded to your grade unless you register your i<clicker on blackboard.
What should I do?

1. **Buy an i-clicker** in the bookstore.
2. **Register the i-clicker** on the ENS 330 Blackboard course website.
   Log in to blackboard and open up the ENS 330 website. From the course homepage look for the menu of options on the left hand side of the page. Under "Do this" select "Register Your Clicker"

You will see the picture below. Simply turn the i-clicker over and type in the i-clicker Remote ID in the box provided on Blackboard. The Remote ID is the number just below the bar code and typically placed just above the battery casing.

![i-clicker Remote ID](image)

Register your i-clicker

11A4C277

Register

After you enter the i-clicker Remote ID in the box click on the "Register" icon. When you do you should see a message telling you that your i-clicker was successfully registered and providing an option to register additional i-clickers (Not recommended).

<table>
<thead>
<tr>
<th>i-clicker Remote ID</th>
<th>Registered</th>
</tr>
</thead>
<tbody>
<tr>
<td>11A4C277</td>
<td>Jan/10/2013</td>
</tr>
</tbody>
</table>

Register additional i-clickers

Register
Quizzes
Students will take 13 online quizzes on the course Blackboard website. Quizzes must be submitted prior to the start of class on the date they are due according to the class calendar. Example: Quiz 1 should be completed prior to class on February 5th. Each quiz has 20 multiple choice items. The items are worth 1 point each. At the end of the semester the lowest quiz score will be exempted so that it is not factored into the final average percentage of points earned for quizzes. In total 240 points will be possible for quizzes. The percentage of points earned out of 240 points possible will be factored out of 20 points possible toward the final grade (e.g., if a student earns 240 points they will earn 20 quiz points toward their final grade, if a student earns 216 points (90%) of the total points possible they will earn 18 quiz points toward their final grade).

Exams
Students will take two exams this semester according to the dates established in the class calendar. The first exam will cover content in chapters 1-5. The second exam will cover content in chapters 6-12; 15. Students are strongly encouraged to attend each review session, study the chapter outlines, ask questions about content that is difficult to understand, and participate in class lectures.

Each exam will be comprised of 100 matching, true or false, and multiple choice items. Matching and multiple choice items will count 1 point each and true or false will count .5 points each.

Twenty points will be added to the final grade for exams. Both tests will count as 50% of the exam grade (i.e., 10 points possible for each). The number of points earned for each test will be the same as the percentage of points earned on the 100 item exam. If a student earns 100 points on the exam they will earn 10 points for the exam toward their final grade. If they earn 90 out of 100 points on the exam they will earn 9 out of 10 points toward their final grade, etc.

Personal Wellness Project
Students will engage in a Personalized Wellness Program throughout the semester. The goal of the project will be for students to assess health risk status, collect baseline data on physical activity and dietary behaviors, establish SMART goals and objectives, implement a personalized program to achieve personal goals, collect 3 weeks of outcome data to document progress.

Students will demonstrate they can develop a personalized PA and diet program. The project will increase student awareness and will enhance student skills in goal setting, behavior monitoring, and behavior regulation.
The project will be completed in nine assignments as follows:

1. Set up Diet Analysis Plus software
2. Prep your pedometer
3. Weight of the Nation
4. Assess Personal Health Risk
5. 7 Day PA and Diet Report
6. Establishing SMART Goals and Objectives
7. 21 Day PA and Diet Report
8. Post Assess Personal Health Risk
9. Final Reflection Paper

Students will submit each assignment on blackboard. Assignments for the Personal Wellness Project are set up on strict timelines. Late assignments will be penalized 1 grade point per day (i.e., if you are a day late the highest grade you can earn is a B). To find the Personal Wellness Project folder on blackboard click on Weekly Folders from the course homepage. The Personal Wellness Project Folder is located at the top of the page. Assignment reminders are also highlighted in each weekly folder on at the top of the weekly outline of objectives. You can find specific directions for how to do each assignment in the Detailed Description of Assignments or on each assignment link in blackboard.

**Detailed Description of Assignments:**
ASSIGNMENT ONE (due by Feb. 5th at 4pm)

5 points possible

Set up Diet Analysis Plus Software

Step One: Purchase access (see next page for details on options).
Step Two: Register online so can gain access.
Step Three: Add a bookmark to Diet Analysis Plus on your main computer and smart phone.
If you have a smart phone you can easily track your diet and activities while on the go at http://daplus10.cengage.com/DAPlus10
Step Four: Log in to Diet Analysis Plus and edit your profile.
Step Five: Add the course ID C8PHJXFXBWBU3N in the box below your profile.
Step Six: Submit Your DRI report by clicking on REPORT and selecting DRI REPORT. When the DRI Report appears select Print PDF and Save the file to your desktop using your last name and DRI report as the name of the document. Submit the report on blackboard Begin to enter foods and daily activities for practice. If you have questions or issues please post them in the discussion box for Diet Analysis Plus.

Important Notes:

Students are required to use Diet Analysis Plus software that is included in the course resources bundle and sold in the SDSU bookstore. No other PA or dietary analyses will be accepted ---- NO EXCEPTIONS!

When the student registers their software using the ENS 330 course ID C8PHJXFXBWBU3N in PART ONE of Step I the instructor will be able to see student progress from the start to the end of the semester.

Additional directions from Cengage are included on the following page.
Student Registration and Payment Instructions

Course Name: ENS 330 Exercise Across Lifespan Section 1
Start Date: 01/17/2013
Instructor Name: SMITH,N
Course Identification Number: C8PHJXFXBWBU3N

Payment Options
Option # 1:
Purchase standalone access to Diet Analysis Plus at CengageBrain.com.
  - To purchase click here or type www.cengagebrain.com into your browser and search for ISBN 053849509X.

Option # 2: (Recommended by Dr. Smith)
Purchase a package of Diet Analysis Plus and textbook together at your local college store.

Registration
Purchased at CengageBrain.com
1. Log into your CengageBrain.com Dashboard page.
2. Click the Open button next to Diet Analysis Plus.
3. Upon accessing Diet Analysis Plus you will start by filling out your main profile.
4. After you complete the main profile and Activity Questionnaire, the Diet Analysis Plus home page will appear. If your instructor has provided a Course Identification Number, enter it in the appropriate box on the home page. Then click Track Diet or Track Activity to start your work in Diet Analysis Plus.

Purchased at Local College Store
2. Click Create New Account (If you have used an Aplia, CengageNow, or other Cengage Learning product in previous courses you may have an existing account).
3. Enter your account information, and on the license agreement portion, click the button for I Accept; click Continue.
4. Search for your institution and click Register.
5. You will be taken to your Dash Board, click the Open button next to Diet Analysis Plus to access the program.
6. If your instructor has provided a Course Identification Number, enter it now in the appropriate box on the home page: Enter Course Identification Number.
7. Click the Track Diet or Track Activity tab to start your assignment.
ASSIGNMENT TWO (due by 4pm on Feb. 5th)
5 points possible

Prep your pedometer!

**Step One:** Purchase the course resources at the SDSU bookstore as a bundle which includes the Walk 4 Life, Inc. Elite 5 Function Digital Pedometer.

**Step Two:** Read the directions that come with the pedometer before proceeding.

**Step Three:** Attach the alligator belt clip to the plastic belt clip.

**Step Four:** Open the pedometer by placing the pedometer in your left or right hand with your thumb on the waist band clip and placing the thumb of your other hand in opposition. Gently pull the pedometer open. If you squeeze the pedometer it makes it difficult to open it. Be gentle!!!

**Step Five:** Set the time by pressing MODE until you see the time of day. Press the Reset button until the colon stops flashing. Change the hour by pressing the MODE button and minutes by pressing SET.

**Step Six:** Calibrate your pedometer to more accurately estimate your distance. You do this by measuring your stride length and programming the pedometer accordingly. See directions for estimating your stride length on the next page. Then press the MODE button until you see MILE and press the SET button. You should see a new screen appear measuring FT and IN.

**Step Seven:** Make sure that you begin with all values equal to 0. You can reset the pedometer by pressing MODE until you see one of the activity outputs (i.e., ACTIVITY TIME, STEP, MILE, KCAL) then hold down the RESET button.

**Helpful Hints:**
1. Do not shake the pedometer.
2. Avoid dropping the pedometer. (use the alligator clip!)

**How to Calibrate a Pedometer:**
1. Measure a 30' distance and mark the starting and finishing point.
2. Count the number of steps it takes to walk the 30' distance. Walk at a normal pace (the pace you think you use throughout normal walking).
3. Find your step number and corresponding stride length (in feet and inches) in the following table:

<table>
<thead>
<tr>
<th>Number of steps taken to walk a 30' distance</th>
<th>Stride Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>4' 03&quot;</td>
</tr>
<tr>
<td>8</td>
<td>3' 09&quot;</td>
</tr>
<tr>
<td>9</td>
<td>3' 04&quot;</td>
</tr>
<tr>
<td>10</td>
<td>3' 00&quot;</td>
</tr>
<tr>
<td>11</td>
<td>2' 09&quot;</td>
</tr>
<tr>
<td>12</td>
<td>2' 06&quot;</td>
</tr>
<tr>
<td>13</td>
<td>2' 04&quot;</td>
</tr>
<tr>
<td>14</td>
<td>2' 02&quot;</td>
</tr>
<tr>
<td>15</td>
<td>2' 00&quot;</td>
</tr>
<tr>
<td>16</td>
<td>1' 11&quot;</td>
</tr>
<tr>
<td>17</td>
<td>1' 09&quot;</td>
</tr>
<tr>
<td>18</td>
<td>1' 08&quot;</td>
</tr>
<tr>
<td>19</td>
<td>1' 07&quot;</td>
</tr>
<tr>
<td>20</td>
<td>1' 06&quot;</td>
</tr>
<tr>
<td>21</td>
<td>1' 05&quot;</td>
</tr>
<tr>
<td>22</td>
<td>1' 04&quot;</td>
</tr>
</tbody>
</table>
ASSIGNMENT THREE (Due by 4pm Feb. 5th)

10 points possible

Weight of the Nation by HBO

Watch Weight of the Nation and cite at least 40 facts (10 per segment) to highlight the magnitude of the obesity crisis and to show why wellness should be a priority for everyone! Facts from this series may be included in the mid-term exam.

The 40 facts should be typed in a word document with 1" margins and a 12 point font.

Note: We will also use this as an opportunity to break in our clickers!

ASSIGNMENT FOUR: (due by Feb 7th at 4pm)

10 points possible

Assess Personal Health Risk

Students will complete a Personal Health Risk Appraisal using the results from eight activities from the adopted textbook. The purpose of completing the activities and the summary questionnaire is for students to recognize their personal health risk at the start of the semester.

Personal Health Risk Appraisal Form

1. Did you answer NO to all PAR-Q & YOU Questions? (Activity 1.3)
2. Did the results from your Health History Questionnaire indicate that you need to consult a physician before participating in an exercise program? If so, please consult with your physician before engaging in a physical activity or exercise program (Activity 1.3)
3. What is your estimated resting heart rate? (Activity 1.4)
4. What is your blood pressure? (Activity 1.4)
5. What is your current body composition? (Activity 4.1)
6. What is your BMI? (Activity 4.2)
7. What is your Waist Circumference? (Activity 4.2)
8. What is your risk based on these data? (Activity 4.2 and Table 4.9 on Page 134)
9. What is your Daily Caloric Requirement? (Activity 5.1)
10. What is your current estimated VO2 Max? (Activity 6.1)
11. How did you fair on the muscular strength and endurance tests? (Activity 7.1)
12. How did you do on the flexibility assessment? (Activity 8.1)
ASSIGNMENT FIVE: (due by 4pm Feb 26th)

10 points possible

Track your PA and Diet for a 7 Day Period

Students are required to use Diet Analysis Plus software that is included in the course resources bundle and sold in the SDSU bookstore. No other PA or dietary analyses will be accepted ---- NO EXCEPTIONS!

After logging 7 days of PA and dietary behavior students will generate the following reports using the Diet Analysis Plus software.

- Energy Balance
- Fat Breakdown
- Intake vs. Goals
- Macronutrient Ranges
- MyPlate Analysis
- Daily Activity Log*

* repeat process for each day

How to generate reports using Diet Analysis Plus

**Step One:** Log in to Diet Analysis Plus  
**Step Two:** Click on Reports  
**Step Three:** Click on the name of the report you want to submit.  
**Step Four:** Select the appropriate date range to include at least 7 days of tracking and including at least one weekend. A variety of days is best and 7 days in succession are strongly recommended for best results.  
**Step Five:** Select Print PDF and when the new window appears elect to SAVE the pdf file using your last name and the name of the report. If your computer will allow you, please merge the pdf files into 1 pdf file before uploading the report to blackboard.  
**Step Six:** For a back-up, select SUBMIT REPORT and type your name and/or comment in the optional comment box.
ASSIGNMENT SIX (due by 4pm Mar 7th)

10 points possible

Establishing SMART Goals and Objectives

Students will use their Health Risk Appraisal and 7 Day PA and diet reports to inform 3 or more target goals for the semester. Students are also encouraged to utilize other activities (i.e., Activities 12.4, 12.5, 12.6, 12.7, 15.2) from the textbook as needed to help establish SMART goals and a personalized program.

Students should format their goals using Activity 2.3 from the book.

Students should include a minimum of 3-5 objectives for each goal. The objectives should make it clear how the student is planning to reach their goal.

Students should select from the list below to create their goals. One goal should be related to #1-9 (i.e., choose at least one of the factors between #1 and #9 from the list below), one goal should be related to PA, and one should be related to dietary intake (i.e., choose a specific diet goal like eating 5 fruits and vegetables a day).

<table>
<thead>
<tr>
<th>Variable</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resting heart rate</td>
<td>Choose 1 of these</td>
</tr>
<tr>
<td>Blood pressure</td>
<td></td>
</tr>
<tr>
<td>Body composition</td>
<td></td>
</tr>
<tr>
<td>BMI</td>
<td></td>
</tr>
<tr>
<td>Waist circumference</td>
<td></td>
</tr>
<tr>
<td>VO2 Max</td>
<td></td>
</tr>
<tr>
<td>Muscular Strength</td>
<td></td>
</tr>
<tr>
<td>Muscular Endurance</td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td></td>
</tr>
<tr>
<td>Physical Activity</td>
<td>Choose 1</td>
</tr>
<tr>
<td>Dietary intake variables</td>
<td>Choose 1</td>
</tr>
<tr>
<td>(e.g., 5-a-Day, reducing</td>
<td></td>
</tr>
<tr>
<td>saturated fat, reducing</td>
<td></td>
</tr>
<tr>
<td>sodium, reducing sugar, etc.)</td>
<td></td>
</tr>
</tbody>
</table>
ASSIGNMENT SEVEN: (due by 4pm April 11th)

20 points possible

Self-Monitoring and Regulation of PA and Dietary Behaviors

Students should attempt to achieve their SMART goals and will continue to monitor and regulate behavior for a 21 day period using the Diet Analysis Plus software. After logging 21 days of PA and dietary behavior students will generate the following reports using the Diet Analysis Plus software.

- Energy Balance
- Fat Breakdown
- Intake vs. Goals
- Macronutrient Ranges
- MyPlate Analysis
- Daily Activity Log*

*repeat process for each day

How to generate reports using Diet Analysis Plus

**Step One:** Log in to Diet Analysis Plus  
**Step Two:** Click on Reports  
**Step Three:** Click on the name of the report you want to submit.  
**Step Four:** Select the appropriate date range to include at least 21 days of tracking and including at least two weekend. A variety of days is best and 21 days in succession are strongly recommended for best results.  
**Step Five:** Select Print PDF and when the new window appears elect to SAVE the pdf file.  
**Step Six:** Select SUBMIT REPORT and type your name and/or comment in the optional comment box.
ASSIGNMENT 8: (due by 4pm April 23rd)

10 points possible

Post-Assess Personal Health Risk Appraisal and Behavior Change

Students will complete the Personal Health Risk Appraisal activities again to see how their health changed since the start of the semester.

Students will also create excel graphs to show pre-post results for their SMART goals. The students will write a brief statement to interpret if the change was positive or negative from time 1 to time 2 and may also include limitations in cases where positive change was not observed.

Personal Health Risk Appraisal Form
1. Did you answer NO to all PAR-Q & YOU Questions? (Activity 1.3)
2. Did the results from your Health History Questionnaire indicate that you need to consult a physician before participating in an exercise program? (Activity 1.3)
3. What is your estimated resting heart rate? (Activity 1.4)
4. What is your blood pressure? (Activity 1.4)
5. What is your current body composition? (Activity 4.1)
6. What is your BMI? (Activity 4.2)
7. What is your Waist Circumference? (Activity 4.2)
8. What is your risk based on these data? (Activity 4.2 and Table 4.9 on Page 134)
9. What is your Daily Caloric Requirement? (Activity 5.1)
10. What is your current estimated VO2 Max? (Activity 6.1)
11. How did you fair on the muscular strength and endurance tests? (Activity 7.1)
12. How did you do on the flexibility assessment? (Activity 8.1)
ASSIGNMENT NINE (Due by 4pm May 2nd)
20 points possible
Final Reflection Paper

Students will write a final reflection paper to help summarize lessons learned and inform goals for moving forward. The paper will be graded according to the following guidelines:

**FORMAT:** The paper should be 2-3 pages (not including title page or diagrams), double spaced, 10-12 point standard font (i.e., Arial or Times New Roman), standard 1 inch margins. A title page should be included with the students RED ID in place of the student name to protect student identity for grading.

**MECHANICS:** The paper should be written with no grammatical or spelling errors that distract the reader or make the paper difficult to understand.

**ORGANIZATION:** The paper should have a clear beginning, middle, and end. Sentences should begin with a clear topic sentence that helps the reader know what the paragraph will be about. The paper should have an introduction that includes a thesis or statement of purpose. The thesis sentence or statement of purpose should give the reader a clear idea of what the body of the paper will be about. The paper should include a conclusion paragraph that summarizes the most important points of the paper.

Students should follow the following outline and should focus on the topics outlined in the Content section below.

Intro paragraph (Answer Question 1 and include thesis or purpose statement at the end of the paragraph)
Body Paragraph 1 (Question 2)
Body Paragraph 2 (Question 3)
Body Paragraph 3 (Question 4 and 5)
Conclusion paragraph

Include graphs at the end and reference them within your paper when appropriate.

**CONTENT:**
The content of the paper should answer all of the following:

1. Why is it important for you to make a lifetime commitment to wellness?
   At least 3 facts should be cited using Weight of the Nation Documentary facts.
2. What were your goals?
3. Did your knowledge, attitude, behavior, and/or health improve as a function of participating in this class? Explain
4. What key factors had the most negative influence on behavior (e.g., environment, policy, personal, situational factors). Explain what can you do to overcome the barriers?
5. Graphs should be included to show change from pre-post assessment. Graphs should include axis headings, title, and units of measurement should be clear. Graph should show a data points so that comparison can be made for the 7 day and 21 day periods.
Expectations and Class Policies:

Academic Integrity
All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, and paraphrases) must be properly acknowledged and documented. If in doubt, you are encouraged to review guidelines for the proper use of sources (e.g., http://www.hamilton.edu/academics/resource/wc/usingsources.html), as well as the University guidelines (including definition and policy) regarding cheating and plagiarism (http://its.sdsu.edu/resources/turnitin/pdf/Plagiarism_AcadSen.pdf)

Attendance Timeliness is expected. Arriving late is better than not coming at all. When arriving late, please try to enter without interrupting. The only reason a student needs to provide an excuse for being absent is if the absence occurs on a test day.

Blackboard Use blackboard to submit all communication. Announcements posted on blackboard will be sent to student email and will also be posted on the announcements page indefinitely. All assignments will be submitted on blackboard. Only assignments submitted to blackboard prior to the assignment deadline will be accepted. When the deadline for a quiz or assignment passes the assignment link will disappear and the quiz or assignment will no longer be available to students. Do not submit ANY assignment by email! No exceptions!

Cell phones Please take care of all communication outside the boundaries of the classroom. Thank you for silencing your mobile phone during class time.

Class conduct

I<clickers---
1. By registering your i<clicker on blackboard you are helping me make a connection between your responses in class and your grades in the class. If you never register your i<clicker on blackboard, you will not receive credit for your participation.

2. Only register ONE i<clicker. Having more than one i<clicker registered will create confusion that will make it difficult to compute your grade. If there is a good reason why you need to register more than one i<clicker, please make an appointment with your instructor immediately to be sure your grades are recognized!

3. If your clicker batteries run out, you will not receive any points. Batteries are supposed to last at least a year, but do make sure to change them when the battery meter indicates that they are low. It is a good idea to keep extra batteries available (two AA).

4. Put your name on the i<clicker.

5. Cover the ID number with a piece of clear tape to protect it from rubbing off.

6. See http://i<clicker.sdsu.edu/ for more instructions on getting started.
7. Sharing i<clickers is NOT acceptable. Students are responsible for bringing their own remote daily. Clicking for other students who cannot attend class is considered cheating and will be penalized according to the guidelines established by SDSU policies.

8. Students who forget their i<clickers will not receive any participation points for the day!

9. If your clicker breaks, you must purchase a new one and re-register your clicker before you receive points. If for some reason you purchase a new clicker, please register the clicker and notify the instructor prior to using your new clicker in class. This will help avoid confusion with your grade.

**Communication:** Please address students and instructors respectfully.

**Eating during class** Please do not eat during class. If you bring a drink make sure it is in a container with a lid to prevent unnecessary accidents. Please do not leave garbage in the learning space!

**Laptop or tablet computers** Computer use is for class-related use ONLY! We will use blackboard and Diet Analysis Plus extensively this semester!

**Make-Up Work**

- No make-up participation points will be awarded for missed lectures.

- Late assignments will be penalized 1 letter grade per day.

- Make-up examinations are ONLY given upon instructor approval **PRIOR** to the exam. If you absolutely cannot be in class when an exam is scheduled, it is your responsibility to contact me at least 1-week prior to the scheduled exam with valid documentation for missing the exam.

- If you miss a scheduled exam due to a university-scheduled event, you must provide me with documentation from a university faculty or staff member (i.e., written documentation on university letterhead signed by the faculty/staff member) 1-week prior to the exam. Failure to provide documentation prior to the exam will result in a zero.

- If you miss a scheduled exam due to a personal event, valid documentation must be provided (i.e., written documentation: doctor/parent, plane ticket, court subpoena) 1-week prior to the exam.

- If an examination is missed for any other reason, it is your responsibility to get in touch with me **within 24 hours of the missed exam** or a grade of zero will be automatically given for the examination.

**Participation** Participation is expected and will be assessed in class using i<clickers.
**Social conduct.** Students are expected to demonstrate pro-social behavior at all times to help maintain or establish a positive learning environment for everyone. Examples of anti-social behavior in class include: talking out of turn, off-task behavior, undirected physical activity or any other behavior that distracts from the main focus of the lesson. If a student is causing disruption to the learning environment the instructor reserves the right to politely ask the student to correct it. If the behavior continues to cause disruption to the learning environment the instructor may ask the student to vacate the learning environment. If a student is asked to leave they will lose the opportunity to earn remaining participation points for the day and will need to schedule time to visit with the instructor prior to the next course meeting to make sure that issues can be avoided in the future.

**Student add policy**

1\textsuperscript{st}: Graduating ENS majors for whom the course is required, conditionally classified ENS graduate students, and international students.  
2\textsuperscript{nd}: ENS majors for whom the course is required for the major and in order of total number of units completed in the major.  
3\textsuperscript{rd}: Undergraduate non-majors seeking a specialization or minor for whom the course is required and in order of total number of units earned at or transferred to SDSU.  
4\textsuperscript{th}: Any other students the instructor wishes to add in order of total number of units earned at or transferred to SDSU.

**Students with Disabilities**

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me immediately. Please request that the Counselor for Students with Disabilities send a letter verifying your disability. You will receive the appropriate accommodations from the day that you provide me with the necessary documentation. Course accommodations will not be applied retroactively (e.g., after an examination).

Students will be asked to measure their current level of physical activity via self administered physical activities. If a student has a disability or is unable to perform the activities outlined in the syllabus, please notify the instructor immediately, so that appropriate accommodations can be arranged.