

**PHED 3501****SKILLS AND STRATEGIES IN STRENGTH AND CONDITIONING**

Semester Hours: 2

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

**COURSE DESCRIPTION**

Prerequisite: Admission to Teacher Education

This course increases students' knowledge, skills, and strategies related to strength and conditioning including weight training, cardiovascular endurance, health-related fitness, performance-related fitness, and flexibility. Focus is on skill development in order to provide K-12 students with accurate information, demonstrations, and performance analysis.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement", the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) are also incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are

instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

## **COURSE OBJECTIVES**

Students will:

1. discuss the muscular skeletal system of the human body, as it relates to strength training, cardiovascular endurance, health-related fitness, and aerobic and anaerobic performance  
*(decision makers, leaders, lifelong learners, collaborative, proactive, reflective)*  
(Baechle & Earle, 2006; Sandler, 2003);
2. describe weight training apparatus as it applies to weight bearing exercises  
*(decision makers, leaders, lifelong learners, adaptive, collaborative, empathetic, knowledgeable, proactive, reflective)*  
(Baechle & Earle, 2006; Sandler, 2003);
3. describe the basic exercises and core lifts used to develop muscular strength and endurance, as well as several different types of strength training programs  
*(decision makers, leaders, lifelong learners, adaptive, collaborative, , culturally sensitive empathetic, knowledgeable, proactive, reflective)*  
(Baechle & Earle, 2006; Baechle & Earle, 2000; Carr, 2004; Sharkey & Gaskill, 2006);
4. demonstrate competence at the developmentally appropriate level in the skills and strategies of strength training, cardiovascular endurance, health-related fitness, and aerobic and anaerobic performance  
*(decision makers, leaders, lifelong learners, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, reflective)*  
(Baechle & Earle, 2006; Rosato, 2003);
5. identify and explain rules, techniques, safety precautions, and etiquette for strength and conditioning  
*(decision makers, leaders, lifelong learners, collaborative, proactive, reflective)*  
(Baechle & Earle, 2006; Rosato, 2003; Sandler, 2003);

6. discuss and demonstrate appropriate flexibility and conditioning principles, and perform skill and fitness-oriented exercises relevant to strength training, cardiovascular endurance, health-related fitness, and aerobic and anaerobic performance  
(*decision makers, leaders, lifelong learners, adaptive, empathetic, proactive, reflective*)  
(Baechle & Earle, 2006; Carr, 2004; Rosato, 2003; Sharkey & Gaskill, 2006);
7. demonstrate skills learned in performance-related situations  
(*decision makers, leaders, lifelong learners, adaptive, empathetic, proactive, reflective*)  
(Baechle & Earle, 2006);
8. design and implement developmentally appropriate, individualized exercise programs based on specific needs and interests of students  
(*decision makers, leaders, lifelong learners, adaptive, empathetic, proactive, reflective*)  
(Baechle & Earle, 2006); and
9. self-assess knowledge, technique, and performance in strength and conditioning  
(*decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, proactive, knowledgeable, reflective*)  
(Carr, 2004; Sharkey & Gaskill, 2006).

## **TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

### **Required Texts**

Baechle, T. & Earle, R. (2006). *Weight training: Steps to success* (3rd ed.). Champaign, IL: Human Kinetics.

Rosato, F. (2003). *Walking & jogging* (5th ed.). Belmont, CA: Wadsworth/Thomson Learning.

### **References**

Baechle, T. & Earle, R. (2000). *Essentials of strength training and conditioning: National strength and conditioning association*. Champaign, IL: Human Kinetics.

Carr, G. (2004). *Sport mechanics for coaches* (2nd ed.). Champaign, IL: Human Kinetics.

Sandler, D. (2003). *Weight training fundamentals: A better way to learn the basics*. Champaign, IL: Human Kinetics.

Sharkey, B. & Gaskill, S. (2006). *Sport physiology for coaches*. Champaign, IL: Human Kinetics.

## **ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

**Link to Conceptual Framework.** At the conclusion of the course students will have demonstrated achievement in the following areas of *decision makers*: analyzing skill performance of self and peers and choosing skill practice and strategies to improve performance (**Assignments 2, 3, 4**); *leaders*: taking responsibility for improving personal and peer skill performance through practice and completion of all activities (**Assignments 2, 3, 4**); *lifelong learners*: studying the psychomotor, cognitive, and affective aspects of strength and conditioning along with the principles needed to analyze and apply physical skill adjustments in real life activities (**All Assignments**); *adaptive*: making adjustments in individual and peer skill performance to increase success levels (**Assignments 3, 4**); *collaborative*: working with peers to provide specific feedback and basic observational skill assessments (**Assignment 2**); *culturally sensitive*: develop an understanding of the history and cultural significance of strength and conditioning activities (**Assignment 1**); *empathetic*: develop a sensitivity to the needs of all individual learners through participation in strength and conditioning activities (**Assignments 1, 3**); *knowledgeable*: apply experience and recent research to acquire knowledge associated with strategies and fundamentals of strength and conditioning activities (**Assignment 1**); *proactive*: utilizing current research and theory to meet the needs of all students focusing on innovative teaching strategies (**Assignments 2, 3**); *reflective*: engage in ongoing, continuous reflection of individual and peer performance (**Assignments 2, 3, 4**).

### **Assignments**

#### **1. Exams (50 points each)**

Students will take a mid-term and final exam that will cover assigned readings, teacher and student presentations, and in-class discussion. Exams will contain matching, multiple choice, short answer, and true/false items.

Course objectives: 2, 3, 4, 9

#### **2. Skill Assessments (60 points each)**

Students will be evaluated (including self- and peer-assessment) on their individual performance, improvement, and proficiency in strength (30 points) and conditioning (30 points).

Course objectives: 1, 3, 4, 5, 9

**3. Exercise Prescription Project (50 points)**

Students will complete an individual project that consists of the 10-step process in identifying personal needs and interests in strength training, cardiovascular endurance, health-related fitness, and aerobic and anaerobic performance. In addition, students must identify how the individual exercise prescription can be altered for special populations.

Course objectives: 2, 3, 6, 7, 8, 9

**4. Exercise Log (30 points)**

Students will perform strength and conditioning exercises throughout the semester and must keep and maintain a current log. With each entry, students must record the date, time of day, type of exercise performed, specifics related to aerobic and anaerobic performance and improvement, and other content-related items.

Course objectives:6, 7, 8, 9

**GRADING POLICY**

A = 270-300 points	90-100%
B = 240-269 points	80-89%
C = 210-239 points	70-79%
D = 180-209 points	60-69%
F = less than 180 points	less than 60%

**CLASS POLICIES****Attendance**

Students are expected to attend and fully participate in all class meetings, arrive on time and remain until the discussion for that class period is complete. Absences will be excused with appropriate written documentation for the following reasons:

- a. Death or major illness in a student's immediate family;
- b. Participation in legal proceedings or administrative procedures that require a student's presence;
- c. Religious holy day;
- d. Illness that is too severe or contagious for the student to attend class (as determined by a physician);
- e. Required participation in military duties;
- f. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; or
- g. Official representation of the University of West Georgia (athletic team, debate team, etc.).

**E-mail**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important University related

information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

### **Professional Disposition**

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program. In addition, disposition assessments will help determine whether a student is ready to enter the internship experience.

All students seeking teaching certification through the Department of Physical Education and Recreation will be reviewed by all instructional faculty members during the thirteenth (13th) week of fall and spring semesters regarding their professional dispositions. Additional reviews will be conducted as needed. This holistic evaluation will determine students' continuation in the certification program.

### **Foliotek**

This course will require students to save course assignments. The course assignments will be uploaded to the student's electronic portfolio (Foliotek). This is a requirement for teaching certification/graduation.

### **Work Credit**

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

### **Americans with Disabilities Statement (ADA)**

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

### **Academic Integrity and Honor Code Pledge**

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

Pledge:

Having read the Honor Code for UWG, I understand and accept my responsibility to uphold the values and beliefs described and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community if I feel there has been a violation of the Honor Code.

\*\* If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.

**CLASS OUTLINE**

<b>Week</b>	<b>Topic</b>
<b>1</b>	Introduction to Strength and Conditioning; Strength and Cardiovascular Assessment; Exercise Logs
<b>2</b>	Upper Body Exercises; Developing Skills and Strategies in Strength and Conditioning
<b>3</b>	Lower Body Exercises; Skill Development in Fitness and Strength Training
<b>4</b>	Core Exercises; Skill Development in Fitness and Strength Training
<b>5</b>	Strength Assessment; Cardiovascular Assessment; Cardiovascular Training
<b>6</b>	Aerobic and Anaerobic Conditioning; Skill Development in Fitness and Strength Training
<b>7</b>	Health-Related Fitness; Skill Development in Fitness and Strength Training
<b>8</b>	Performance-Related Fitness; Skill Development in Fitness and Strength Training; Strength Assessment
<b>9</b>	Strength Assessment; Cardiovascular Assessment; Mid-Term Exam
<b>10</b>	Flexibility; Skill Development in Fitness and Strength Training
<b>11</b>	Skill Development in Fitness and Strength Training
<b>12</b>	Skill Development in Fitness and Strength Training
<b>13</b>	Strength Assessment and Cardiovascular Assessment
<b>14</b>	Exercise Prescription; Skill Development in Fitness and Strength Training
<b>15</b>	Exercise Prescription; Final Strength Assessment Final Conditioning Assessment
<b>16</b>	Final Exam