



Fayetteville State University
 School of Education
 Department of Health, Physical Education and Human Services

Undergraduate

1. LOCATOR INFORMATION

Semester Fall 2009
 Credit Hours 1
 Course Number and Name: PEDU 103 - Jogging
 Course Location & Meeting Time: _____
 Office Hours: _____

Instructor	Office Location	Office Telephone	E-mail
Ms. Eva Patterson-Heath	HPEC 315	672-1513	epatters@uncfsu.edu
Mr. Derwin Sheppard	HPEC 318	672-2559	dsheppar@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

2. COURSE DESCRIPTION

If teachers of physical education and other health related educational professionals are to be effective facilitator of learning, instructions must be based upon a background of knowledge and awareness of various concepts and principles that comprise specific knowledge bases.

Jogging is a program of activities designed to inform student of the component parts of fitness (muscular strength and endurance, cardiovascular endurance, flexibility and body composition) and their relationship to his/her individual needs.

3. TEXTBOOK

Rosato, Frank, Walking & Jogging for Health & Wellness 5th edition, 2003, Wadsworth

4. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework include knowledgeable and reflective education professionals; working with families and communities; respect for diversity and individual worth; technological competence and educational applications; and caring dispositions and ethical responsibility.

5. COURSE GOALS AND OBJECTIVES

At the conclusion of this course, the student should be able to demonstrate at least 74% proficiency on the following performance indicators on written examinations, psychomotor skills tests or written and oral reports:

1. Define terms/terminology related to fitness, conditioning and health maintenance.
2. Design and monitor fitness programs.

3. Execute the Cooper 12 minute run to determine cardiovascular endurance, and a two-mile run at the end of the course, the two-mile run in 20-25 minutes within 20 minute being an “A”; and 25-minute being a “B”; 28-minute being a “C” and 30-minute being a “D”.
4. Demonstrate the following fitness test for muscular strength, endurance and flexibility. Flexed-Arm Hang, Sit-ups and Push-ups.

6. GENERAL REQUIREMENTS

1. Attendance will be governed by the University policy on attendance, University Catalogue.
2. All assignments must be submitted on the date requested. (10 points will be deducted from Late assignments)
3. All students are required to wear the official University physical education uniform. (Royal Blue bottom and white top)
4. All students are expected to actively participate in all assigned activities and/or class discussions.

7. EVALUATION CRITERIA

1. All final grades will be assigned as a result of the student's overall average on all assignments, quizzes, examinations, and skills tests.
2. Advanced notice will be given prior to all quizzes and examinations.
3. All oral reports, demonstrations and skill tests will be evaluated on content and manner of presentation.

GRADING SCALE

All grades will be assigned in accordance with University policy:

92 -	100	= A
83 -	91	= B
73 -	82	= C
64 -	72	= D
Below 64		= F

Evaluation Criteria

Mid-Term Examination	30%
Final Examination	30%
Research paper	30%
Attendance	10%

8. COURSE OUTLINE (with Assignment Schedule)

Date	Topic	Assignment Due
Week 1		
	Understanding the Basics – Physical Fitness	
	Beginning Weight Training	
Week 2		
	Cardiovascular Fitness	Physical Fitness Terminology
	Terminology	Test – _____
	Beginning Weight Training	
Week 3	Computations – Maximal Heartrate	
	Work sheet – (MxHR) (RHR) (THR) = (MxHR – RHR)	Work Sheet on Heartrate Computations – _____
Week 4-6	Beginning Conditioning Program	Daily data Sheet
		History of Jogging Paper – _____
Week 7		
Mid-Term Exam	Terminology and Heartrate Computations	Exam – _____
Week 8 - 17	Low & High Intensity Conditioning Program	Daily data Sheet

Week 8	Final Exam	
	Terminology and Heartrate Computations	Final Exam – _____

9. **TEACHING STRATEGIES (E.g., large and small group activities, individual and group projects, field observations, reflections, structured overview, lecture-discussion, demonstration, discussion, role play, panels, case studies, and Internet research, on-line discussion board.**

1. Lecture
2. Demonstrations

10. **DISABLED STUDENT SERVICES:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

11. **REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)**

N/A