EXPH 2002
Exercise Leadership
Fall, 2011

M, W, F – 1:00-1:50 PM
Room 131, Ligon Coliseum

Instructor:
Jason Winchester, Ph.D.
Office: 208 Ligon Coliseum
E-mail: jason.winchester@mwsu.edu Please do not attempt to e-mail me via Blackboard. Send all communication directly to my MWSU e-mail account.
Office Phone: 940-397-4715

Office Hours: Wed, 2:00 – 3:30 PM and Thurs, 12:00 – 1:30 PM. On days where class is cancelled (e.g. holiday, fall break, travel, etc.), office hours will also be cancelled unless otherwise noted.

Prerequisites:
Sophomore standing, KNES majors only, required for Exercise Physiology

Required Readings:

Text:

Extra readings:

Other Required Materials
- Weightlifting shoes (indoor soccer shoes, Converse Chuck Taylors, or real ones – see me for ideas on where to purchase real weightlifting shoes).
- Running shoes (wait until class has met before you buy, you may already have acceptable ones)
- Large notebook (spiral or otherwise) for taking notes on how to coach and perform the lifts)
- Basic calculator
- Training Log (smaller notebook will be fine)
- Appropriate clothing to exercise in
Class Description:
A comprehensive theory and practice course designed to prepare the student to function as a sports/exercise science practitioner with individuals and small groups in commercial, educational, and clinical environments. A secondary objective of the course is preparation for successful completion of professional allied health certification exams. The course includes a combination of science-based theoretical lectures addressing the exercise programming of individuals, practical exercise leadership experience with individuals and small groups, and regular student participation in a variety of physical activity modalities according to ACSM/NSCA/ASEP/USOC recommendations. Satisfies one Kinesiology activity requirement.

Objectives:
At the completion of this course, students should be able to:
1. Demonstrate safe and effective lifting techniques for strengthening a variety of upper and lower body muscle groups
2. Have an understanding of the basis of providing instruction and feedback in order to properly teach physical skill
3. Utilize multiple assessment techniques to measure client strength, power, endurance, etc., including 1 RM protocols
4. Identify testing protocols used to measure psychological changes of weight training clients (i.e., self-concept, self-esteem and body image)
5. Gain an understanding of how to interpret theoretical information (e.g. research) for the enhancement of human performance and physical well being

Class Policies and Student Conduct:
✓ Attendance is imperative for success in this class. The student is responsible for any information presented, discussed and assigned in class regardless of whether or not the student was present. Make-up tests, quizzes, assignments, or other grades will be granted for excused absences only:
  - serious illness (doctor’s note required)
  - official university excused absences (with proper documentation and prior notification)
  - extenuating AND unusual circumstances (PRIOR approval should be obtained or direct contact made with the instructor within 24 hours of the event). Whether or not specific circumstances quality as both extenuating AND unusual is at the discretion of the instructor on a case by case basis.
  - Documentation of the reason for any absence must be provided to the instructor.
  - In emergencies where advance notification is not possible, the student must contact the Dean of Students to initiate an official request for an excused absence (940-397-4291).
  - Please be aware that any student who does not attend the lecture during the initial drop/add phase and has not communicated with me is subject to being administratively dropped from the roster. Roll will not be used in grade calculation with the exception of possible extra credit, or participation points, which will be dealt with at the discretion of the instructor.

✓ Late assignments will not be accepted for any reason barring the guidelines described in the above bullet.

 ✓ When contacting the instructor in reference to class issues via e-mail (jason.winchester@mwsu.edu) or other method (for example a note in my mail box or on my office door), if you do not receive confirmation that I have received your message, project, etc., within a reasonable time period (2 work days), then I did not get it! In other words, if you do not hear back from me, please follow up to make sure we are communicating effectively!
✓ I do not check or respond to my work e-mail on weekends, holidays, or past the close of business during the week. In other words, if you write me an e-mail on Friday night, don’t expect to hear back until sometime on Monday or Tuesday.

✓ Please check Blackboard and your MWSU e-mail account prior to coming to class. If I am ill or there is a change in the class location, materials required, or meeting time, I will send an e-mail out via Blackboard to all of your student accounts.

✓ Students are strongly encouraged to ask, and respond to, questions in class, because this identifies problem areas for the instructor.

✓ It is also recommended that every day after class you go through and review and organize the notes you have taken, rectifying the material with what you have read in the text. Preparation immediately before the examinations is greatly facilitated by this process.

✓ Students are always encouraged to come to office hours in order to ask additional questions on the material or to gain a better understanding of grades on exams or assignments.

✓ Please understand that slides are an outline and do not represent all of the information which will be covered in class. If we talk about topics in class, unless I specify otherwise, they are fair game for exam material. If there is something that comes up in class discussion which you do not understand, please be sure to let me know so that I can slow down and help you get it right.

✓ Student employment does not take priority over academic obligations. This includes graduate assistantships. I recognize that many students need to work in order to meet expenses, however, there are distinct guidelines for students in terms of the number of credit hours which should be attempted based on how many hours per week a student has outside employment. If you have questions about this, please see your student handbook.

Evaluation:

EXAM REVIEWS:
As time allows in class and depending on class progress in each unit, a review may be offered before each exam. At that time, students can ask any content question that they would like. Students are not required to participate in the review, and can stay or leave as they choose. If there are no questions related to the content of the unit, the review session will be ended. Whether or not a review is conducted in class depends of class progress through the material for each unit and class participation in previous reviews. If there is no time to have a formal review or, if review sessions are not being utilized, students will need to come to office hours to address any questions on class material.

UNIT EXAMS:
There will be 4 exams worth 50 points each. Content for the exams will come from class discussion, the textbook, and the articles assigned at the beginning of the syllabus. Exams 1 - 4 will be in multiple choice and/or short answer format. Students are required to bring a ScanTron form in order to sit for the exams 1 - 4 along with something to write with. Any student who does not have the correct ScanTron form and/or proper writing implements will not be allowed to sit for the exam. Including handing out of exams and any announcements, you will have duration of the class period to complete the exam.
Please return exams promptly when time is called. Students who give prior notification for a university excused absence will be allowed to complete an alternate version of the exam outside of class. Students who miss an exam for what would not be considered a university excused absence or who do not give prior notification of excused absences will not be allowed to take the exam at an alternate time. Exams one – three will be given during normal class time and exam four will be given during our final exam period.

EXAM/ASSIGNMENT PICKUP:
For privacy reason, students are not allowed to pick up exams or assignments for other students without my having prior written permission from the student who’s exam is being collected. If you have extenuating circumstances and wish to e-mail me permission prior to handing back materials, I will be more than happy to allow the person designated in your letter to pick up your work.

Students will have 1 week to return exams 1 and 2 to me following my handing them back. All students are encouraged to check the answer key to be sure that their exams are graded correctly. Any student who feels that a question could have been answered differently is encouraged to let me know so that we can talk about it. If the student can make a compelling case for why a particular question could have more than one correct answer, additional points may be awarded on a case by case and student by student basis. Students who do not turn in their exams to me within 1 week will suffer a 10% grade reduction off of their total points for each day the exam is late (weekends count), unless the student has a university excused absence. For exam three, students will need to come to office hours to look at their grades and to check their exams. Since this exam will be given during finals week, we will not be able to allow a week in between return of exams and their return. Details of how the structure and schedule of exam grading and return during finals week will be presented later in the semester.

EXAM QUESTION RELIABILITY:
Once I receive exam 1 back from students and all grade disputes have been discussed and resolved, I will run statistical reliability tests on every question. If any questions is found to be unreliable in the top 33% of the class by percentage grade, that question will be removed from grade calculation and all students who missed that particular question will be credited for those points. Students who got the question correct will not be credited any additional points. Students who need to take an alternate version of the exam will not have their exam questions tested for reliability due to small sample size. Due to the alternate nature of the exam, there will be no reliability testing for unit exam 2.

GRADE CURVES:
Following assessment of question reliability, on unit exams 1, 2, and 3, a curve will be applied which consists of ½ of the difference between the class mean’s percent grade and 100%. For example, if the class mean for exam one is 50%, I will add points until the class mean equals 75%. If the class mean for exam two is 60%, I will add points until the class mean equals 80%. Regardless of class mean prior to application of a curve or the magnitude of curve applied, no student will be given a curve to the point that any exam or semester grade is over 100%. Any student who misses the exam without a university excused absence will not receive any curve that may be given to the remainder of the class. Due to the extra time in terms of preparation and to sit for the exam, there will be no curve on unit exam 4.

EXERCISE PRESCRIPTION PROJECT:
- Develop a one-year exercise prescription program for a person to be determined in class:
- Details:
✓ Give background information on your individual or your group.
✓ Talk about any specific concerns in dealing with a person with the specific characteristics of your subject
✓ Break overall plan down from the macrocycle to mesocycle to the microcycle level
✓ Give a general overview of each phase as you move through the program
✓ Provide a graph for volumes, intensities, and rest-times for each mesocycle for each type of training (i.e. resistance, cardiovascular, flexibility, balance, speed, etc…)
✓ Use the principles of periodization, or planned variation down to the microcycle level – THIS IS IMPORTANT!
✓ Use the appropriate stimulus for the desired response – See class notes or research papers for determination of intensities, volume, exercise selection
  o Much of this can be found in the optional resources listed in the beginning of the course syllabus
  o Exercise choices on the part of students which do not reflect scientific principles discussed in class or in the readings will be heavily penalized
✓ Show sufficient detail that I could implement this program correctly with your subject if needed – THIS IS IMPORTANT!
✓ Reference where appropriate
✓ Proper grammatical structure, spelling, format, and citation methods (APA Format) is important (APA Format)

STUDENT PARTICIPATION:
Students will be evaluated on their participation throughout the semester. There may be physical activity as part of every class. Be prepared for it. You may be called on to coach/demonstrate/teach every day. Be prepared for it (i.e., read the book, read the articles, and learn the lifts).

PRACTICAL/ORAL EXAMS:
On the days designated as “Practical Exam” days, students will individually demonstrate how to teach a new exercise or skill and be required to complete a written quiz over the material covered. The lifts chosen and information tested upon is at the sole discretion of the instructor and may include any and all information presented in class, in the text, and in your article readings.

TRAINING LOGS:
Students must participate in regular documented exercise 3 times per week throughout the semester. One of these sessions can be fulfilled on the days we lift as part of class. However, the rest of the days must come on the student’s own time. At the end of the semester, students must turn in a training log demonstrating the workouts completed. These training logs should reflect use of the exercises and principles learned inside the class. Students who do not participate properly or who do not turn in an exercise log will fail the course.

POINTS POSSIBLE BREAKDOWN:
Practical exam = 50 Points  
Exercise prescription program = 100 Points  
Student participation = 50 points  
Unit Exams, 50 Points each = 200 Points

*Total points possible = 400 Points
GRADING SCALE:
Student’s letter grade is based on the individual point score converted into a percentage grade. Based upon the student’s class performance the following letter grades will be assigned:

90 – 100 % = A
80 – 89.99 % = B
70 – 79.99 % = C
60 – 69.99 % = D
< 60 % = F

GRADING CONCERNS:
Students who feel there is a grading error or who wish to gain greater knowledge as to why a particular grade was earned have 1 week following the date exams or papers are handed back to the class to express their concerns. Following this period, all grades are set and will not be altered. Students are encouraged to come and look at their grade on proposals and presentations prior to submission of final course grades. Office hours will be announced in order to facilitate that process. After grade submission is complete, no grade alterations will be made so please come by during office hours or make an appointment to see me at another time if you have concerns.

NO STUDENT WILL BE THOUGHT OF ANY DIFFERENTLY OR PUNISHED IN ANY WAY FOR BRINGING A POTENTIAL GRADE CONCERN TO MY ATTENTION AS LONG AS THINGS ARE HANDLED IN A RESPECTFUL MANNER. I want all students to walk away with an understanding of why you earned the grade that you did. In addition, I want to make sure that any potential mistakes in grading on my part are taken care of immediately. I encourage ALL students to take advantage of opportunities to discuss their grades with me throughout the semester. I cannot treat you 100% fairly if you do not let me know about problems as they arise. Please keep me in the loop and I will make every effort to return the favor.
Tentative schedule:

Week 1, Aug 22\textsuperscript{nd}:
Course introduction and lecture

Week 2, Aug 29\textsuperscript{th}:
Lecture and applied learning*

Week 3, Sep 5\textsuperscript{th}:
Lecture and applied learning*

Week 4, Sep 12\textsuperscript{th}:
Lecture and applied learning* We are planning for unit exam 1 this week.

Week 5, Sep 19\textsuperscript{th}:
Lecture and applied learning*

Week 6, Sep 26\textsuperscript{th}:
Lecture and applied learning*

Week 7, Oct 3\textsuperscript{rd}:
Lecture and applied learning*

Week 8, Oct 10\textsuperscript{th}:
Lecture and applied learning* We are planning for unit exam 2 this week.

Week 9, Oct 17\textsuperscript{th}:
Lecture and applied learning*

Week 10, Oct 24\textsuperscript{th}:
Lecture and applied learning*

Week 11, Oct 31\textsuperscript{st}:
Lecture and applied learning*

Week 12, Nov 7\textsuperscript{th}:
Lecture and applied learning* We are planning for unit exam 3 this week.

Week 13, Nov 14\textsuperscript{th}:
Practical exams and lecture (if needed). Exercise prescription projects due to me today!

Week 14, Nov 21\textsuperscript{st}:
Practical exams and lecture (if needed). NO CLASS FRIDAY – Thanksgiving Holiday

Week 15, Nov 28\textsuperscript{th}:
Practical exams and review (if time).

* Actual weekly schedule will fluctuate depending on access to the weightroom and class progress
**Assumption of risk:**
As with any activity there is an assumed risk while participating. We will do all we can to provide a safe environment; however, you are ultimately responsible for your well-being. The university will not be held liable for any injuries that occur.

Any student who has a documented medical condition, (e.g. Asthma, Hypertension, Cardiac Condition, etc.), or any injury or other musculoskeletal condition that may preclude participation in a specific activity should inform the instructor immediately. Arrangements will be made with an alternate activity for your participation.

**ADA Policy Statement:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities, including a requirement that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Students who have special needs as a result of a disability and require accommodations, must contact the Disability Services Office at 940-397-4140 and notify the instructor as soon as possible.

**Additional Student Assistance:**
Students requiring assistance with class issues beyond that of the instructor should be aware that there are multiple resources at MSU to help them. Help with tutoring and other academic issues can be obtained at the Midwestern State University Academic Success Center at 940-397-5444. Students can seek help on their own or can be referred by the professor of the course they are having difficulty with. If you need a referral or other assistance, please do not hesitate to ask.

Students are also encouraged to seek assistance as needed from the Midwestern State University Counseling Center at 940-397-4618

**Academic Integrity:**
As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc. that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research and academic discourse cannot be safely conducted.

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or a zero for the exercise or examination, or to assign an "F" in the course. As noted above, plagiarism detection software will be used throughout this course.

**Student Honor Creed**

*As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so.*

As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception.
Thus, We, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one's own, work or ideas which are not entirely one's own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student. We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed. Written and adopted by the 2002-2003 MSU Student Senate.

**Final comments:**
If a student does not understand an assignment, what is expected of him/her, or is having difficulty mastering the material/skills covered as a part of this class, **I am available to help!** I have an “open door” policy and students are always encouraged to call or e-mail me for an appointment, or to just come by my office at any time. I will be more than happy to assist any student whom is having difficulty and requests help, or who just wants to dig deeper into the class material. Please let me know if you are having any difficulty at all and do not wait until you are past the point of no return to seek help. Many students in the past could have had better grades had they come and talked with me earlier rather than later upon recognition that there was a problem. **I can’t help you if I don’t know there is a problem!**

The instructor reserves the right to make changes to the course syllabus and/or schedule at any time. Students will always be informed of any changes made.