A. **Academic Division:** Health Sciences

B. **Discipline:** Science

C. **Course Number and Title:** BIOL1070 Lifetime Wellness

D. **Course Coordinator:** Jeff Taylor, M.S.
   **Assistant Dean:** Melinda Roepke, MSN, RN

**Instructor Information:**
- **Name:** Click here to enter text.
- **Office Location:** Click here to enter text.
- **Office Hours:** Click here to enter text.
- **Phone Number:** Click here to enter text.
- **E-Mail Address** Click here to enter text.

E. **Credit Hours:** 3

F. **Prerequisites:** None

G. **Syllabus Effective Date:** Fall, 2017

H. **Textbook(s) Title:**

   *Fit to be Well*
   - **Author:** Thygerson
   - **Copyright Year:** 2006
   - **Edition:**
   - **ISBN #:** 0763-7354-77

I. **Workbook(s) and/or Lab Manual:**

   *Fit to be Well – Lab Manual*
   - **Author:** Thygerson
   - **Copyright Year:** 2006
   - **Edition:**
   - **ISBN #:** 076-3738-603

J. **Course Description:** This course examines the application of the components that contribute to the concepts of total body wellness, physical fitness, cardiovascular disease, cancer, disease prevention, addictive behaviors, and sexually transmitted infections. The course provides a comprehensive review of variables that affect our health and explores topics faced daily from fad diets to environmental health to relationships. The student will have an understanding of processes that move toward optimal health and vitality. The course emphasizes individual responsibility for well-being through the practice of self-assessment of the cardio-respiratory system, weight control, physical fitness, personal stress, and the adoption of health-promotion of lifestyle behaviors.
K. College-Wide Learning Outcomes

<table>
<thead>
<tr>
<th>College-Wide Learning Outcomes</th>
<th>Assessments - - How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication – Written</td>
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<tr>
<td>Communication – Speech</td>
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<tr>
<td>Intercultural Knowledge and Competence</td>
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<tr>
<td>Critical Thinking</td>
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<td>Information Literacy</td>
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<td>Quantitative Literacy</td>
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</table>

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessments – How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List and explain the components of wellness</td>
<td>Weekly quiz, Midterm and Final Examinations</td>
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<tr>
<td>2. Explain how positive lifestyle choices can promote lifetime wellness</td>
<td>Weekly quiz, Midterm and Final Examinations</td>
</tr>
<tr>
<td>3. Describe and apply basic principles of physical fitness and fitness program design through fitness assessments and individual program design activities</td>
<td>Weekly quiz, Midterm and Final Examinations</td>
</tr>
<tr>
<td>4. Describe and apply concepts of proper nutrition and weight management through nutritional and body composition assessments and individual nutrition and weight management activities</td>
<td>Weekly quiz, Midterm and Final Examinations</td>
</tr>
<tr>
<td>5. Explain and evaluate the effects of stress on his/her health through the use of self-assessment activities and apply various methods of stress management that deal with stress</td>
<td>Weekly quiz, Midterm and Final Examinations</td>
</tr>
<tr>
<td>6. Describe the major pathologic conditions that can be positively influenced by lifestyle choices and determine his/her own risk factors through the use of self-assessment activities and written projects</td>
<td>Written project completed by the end of the term Weekly quiz, Midterm and Final Examinations</td>
</tr>
<tr>
<td>7. Explain the dangers of substance use/abuse and determine if he/she is making wise lifestyle choices as revealed by self-assessment activities and written projects</td>
<td>Written project completed by the end of the term Weekly quiz, Midterm and Final Examinations</td>
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<tr>
<td>8. Demonstrate an understanding of leisure concepts and principles</td>
<td>Weekly quiz, Midterm and Final Examinations</td>
</tr>
<tr>
<td>9. Explain muscle strength and endurance, it’s benefits, and different modes of exercise to increase muscle strength and endurance</td>
<td>Weekly quiz, Midterm and Final Examinations Student demonstration</td>
</tr>
<tr>
<td>10. Create a personal exercise program</td>
<td>Written assignment completed midterm</td>
</tr>
<tr>
<td>11. Describe different sexually transmitted infections and prevention methods</td>
<td>Weekly quiz, Midterm and Final Examinations</td>
</tr>
<tr>
<td>12. Describe and explain what drugs are addictive and why alcohol and tobacco products are addictive.</td>
<td>Create and present to the class a brochure on one addiction and prevention Weekly quiz, Midterm and Final Examinations</td>
</tr>
<tr>
<td>13. Describe risk factor that cause Cardio-respiratory disease, Cardiovascular disease, and cancer</td>
<td>Weekly quiz, Midterm and Final Examinations</td>
</tr>
</tbody>
</table>
M. Topical Timeline (Subject to Change):

1. Changing to a Healthy Lifestyle
   a. Changing behavior
      1) Pro and cons
      2) Temptation
   b. Stages of preparing yourself to live a healthy lifestyle
      1) Pre-contemplation
      2) Contemplation
      3) Preparation
      4) Action
      5) Maintenance

2. Preparing for Physical Activity
   a. Recent trends of inactivity and health-related concerns
   b. Components of physical activity
   c. Benefits of physical activity
   d. Components of physical fitness and the physical activity pyramid
   e. Principles of a successful workout
   f. Staying motivated

3. Improving Cardio-Respiratory Endurance
   a. Basic physiology
   b. Cardiovascular process
   c. Benefits of cardio-respiratory endurance exercise
   d. Assessing cardio-respiratory fitness/endurance
   e. Designing a cardio-respiratory endurance exercise program

4. Increasing Flexibility
   a. Benefits of flexibility
   b. What determines flexibility
   c. Assessing flexibility
   d. Maintaining flexibility
   e. Types of stretching
   f. Back fitness
   g. What is body posture
   h. Why have good body posture
   i. Signs of poor body posture
   j. Improving body posture

5. Increasing Muscular Strength and Endurance
   a. Muscular strength and endurance
   b. Benefits of muscular strength and endurance
   c. How does weight training change body composition and metabolism
   d. Gender difference for weight training
   e. Different types of muscle fiber
   f. Modes of exercise
      1) Isometric exercises
      2) Isotonic exercises
      3) Isokinetic exercises
      4) Plyometric exercises
   g. Weight training
   h. Creating a successful training program
   i. Cautions about supplemental drugs

6. Choosing a Nutritious Diet
   a. What is a healthy diet
   b. Put your diet into action
   c. Smart food choices
   d. Assessing and changing your diet

7. Maintaining a Healthy Body Composition and Body Weight
a. What is body composition
b. What causes weight gain
c. Theories of weight gain
d. Determining recommended body composition
e. Assessing body composition
f. Assessing body fatness
g. Body fat distribution
h. Importance of regular assessment of body composition
i. Health risk of too much body fat, being overweight, and obesity
j. Obesity and health risks of being overweight
k. Weight management
l. Health risks of too little body mass
m. Eating disorders

8. Managing Stress
   a. What is stress
   b. Stress at college
   c. How does your body respond to stress
   d. Personality types and stress
   e. Ineffective response to stress
   f. Stress and disease
   g. Sources of stress
   h. Strategies for coping with stress
   i. Additional methods to manage stress

9. Cardiovascular Disease
   a. Risk factors for cardiovascular disease
   b. Major forms of cardiovascular disease
   c. How to prevent cardiovascular disease

10. Preventing Cancer
   a. Defining cancer
   b. Susceptibility to cancer
   c. Common cancers
   d. Dietary factors, inactivity, and obesity affecting cancer
   e. Protecting yourself from cancer

11. Addictive Behaviors
   a. Addictive behavior, relationship and addiction
   b. Drug effects on the body
   c. Central nervous system and drugs
   d. Drug categories
   e. Alcohol
   f. Tobacco

12. Preventing Sexually Transmitted Disease
   a. Primary sexually transmitted infections
   b. HIV and AIDS
   c. Chlamydia
   d. Gonorrhea
   e. Pelvic inflammatory disease
   f. Genital warts
   g. Genital herpes
   h. Hepatitis B
   i. Syphilis
   j. Prevention of sexually transmitted infections

13. Responsible Decision Making
   a. Childhood to old age
   b. College students
   c. After college
   d. Steps in decision making
e. How to choose a fitness facility  
 f. Purchasing exercise equipment  
 g. Exercise myths and misconceptions  
 h. Evaluating the quality of internet information and resources  

N. Course Assignments:

1. Perform a lifestyle evaluation on yourself  
2. Create a personal contract to examine problem behaviors  
3. Calculate your activity index  
4. Visit a fitness center and write a paper on exercise facilities’ services  
5. Assess your current level of cardio-respiratory fitness  
6. Develop a cardio-respiratory fitness program to improve your current level  
7. Assess your current level of muscular strength  
8. Assess your current level of muscular endurance  
9. Assess your level of flexibility  
10. Design and monitor a strength training program for yourself  
11. Write a personal fitness program plan and contract  
12. Maintain a log your daily diet vs. the food guide pyramid  
13. Perform a dietary analysis on yourself  
14. Calculate your daily energy balance  
15. Assess your body composition  
16. Identify your stressors  
17. Demonstrate Stress-management techniques in the classroom  
18. Identify your risk factors for cardiovascular disease  
19. Identify your risk factors for cancer  
20. Create a brochure on assigned topic (STI or Addiction) and present to class  
21. Perform a Health Risk Appraisal on yourself  
22. Perform a pedometer study  

O. Recommended Grading Scale:

<table>
<thead>
<tr>
<th>NUMERIC</th>
<th>GRADE</th>
<th>POINTS</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>93–100</td>
<td>A</td>
<td>4.00</td>
<td>Superior</td>
</tr>
<tr>
<td>90–92</td>
<td>A−</td>
<td>3.67</td>
<td>Superior</td>
</tr>
<tr>
<td>87–89</td>
<td>B+</td>
<td>3.33</td>
<td>Above Average</td>
</tr>
<tr>
<td>83–86</td>
<td>B</td>
<td>3.00</td>
<td>Above Average</td>
</tr>
<tr>
<td>80–82</td>
<td>B−</td>
<td>2.67</td>
<td>Above Average</td>
</tr>
<tr>
<td>77–79</td>
<td>C+</td>
<td>2.33</td>
<td>Average</td>
</tr>
<tr>
<td>73–76</td>
<td>C</td>
<td>2.00</td>
<td>Average</td>
</tr>
<tr>
<td>70–72</td>
<td>C−</td>
<td>1.67</td>
<td>Below Average</td>
</tr>
<tr>
<td>67–69</td>
<td>D+</td>
<td>1.33</td>
<td>Below Average</td>
</tr>
<tr>
<td>63–66</td>
<td>D</td>
<td>1.00</td>
<td>Below Average</td>
</tr>
<tr>
<td>60–62</td>
<td>D−</td>
<td>0.67</td>
<td>Poor</td>
</tr>
<tr>
<td>00–59</td>
<td>F</td>
<td>0.00</td>
<td>Failure</td>
</tr>
</tbody>
</table>

P. Grading and Testing Guidelines:

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Q. Examination Policy:

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R. **Class Attendance and Homework Make-Up Policy:**

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S. **Classroom Expectations:**

Click here to enter text.

T. **College Procedures/Policies:**

**Attendance Requirements:** All students are required to attend all scheduled classes and examinations. Each faculty member has the right to establish regulations regarding attendance that he/she considers necessary for successful study.

Students who do not attend classes may be administratively withdrawn from those classes. However, failure to attend classes does not constitute withdrawal, and students are expected to process a formal withdrawal though the Student Records Office in Kee Hall.

**Student engagement requirements:**

Student engagement is based on the “active pursuit” of learning which can be measured by class attendance, class participation (in class or online), taking required quizzes/examinations, and submission of work assignments or papers. Student engagement consists of a student attending at least 60% of the class sessions (there should be attendance throughout the term) and/or completing 75% of the assignments listed on the syllabus at the midpoint in the term. Exceptions can be made when there is on-going communication between the student and faculty member. The communication must be documented and the faculty member and student must be in agreement regarding the exception. Students not meeting the expectation will be administratively withdrawn from class. If a student believes he/she was administratively withdrawn in error, he/she may file an appeal. Being administratively withdrawn may have program and financial aid implications.

**Academic Misconduct** is any activity that tends to compromise the academic integrity of the college, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. **Violation of course or program rules** as contained in the course syllabus or other information provided to the student; violation of program requirements as established by departments and made available to students.

2. **Plagiarism** including, but not limited to, submitting, without appropriate acknowledgment, any written, visual or oral material that has been copied in whole or in part from the work of others (whether such source is published or not) even if the material is completely paraphrased in one’s own words. This includes another individual’s academic composition, compilation, or other product, or a commercially prepared paper. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

   Such practices constitute plagiarism regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed.

3. **Cheating** and dishonest practices in connection with examinations, papers and projects, including but not limited to using unauthorized notes, study aids or information on an examination; obtaining help from another student during an examination; taking an exam or doing work for another student; providing one’s own work for another student to copy and submit as his/her own; or allowing another student to do one’s work and then submitting the work as one’s own. Also included would be altering a graded work after it has been returned, then submitting the work for re-grading; or submitting identical or similar papers for credit in more than one course without prior permission from the course.
instructors.

4. **Fabrication** including but not limited to falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with defined appropriate guidelines, and failing to include an accurate account of the method by which data were collected.

5. **Obtaining an Unfair Advantage** including, but not limited to stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor; unauthorized collaborating on an academic assignment; taking, hiding or altering resource material; or undertaking any activity with the purpose of creating or obtaining an unfair advantage over another student’s academic work.

6. **Aiding and Abetting Academic Dishonesty** including, but not limited to providing material, information or other assistance to another person with the knowledge that such aid could be used in any of the violations stated above, or providing false information in connection with any inquiry regarding academic integrity.

7. **Alteration of Grades or Marks** including but not limited to, action by the student in an effort to change the earned credit or grade.

In addition, cases of academic dishonesty may involve photocopied materials. Materials used may fall under the Copyright Act. Violations of said Act may subject the user and/or the College to sanctions.

**Statement on Disabilities**: Any student who requires reasonable accommodations related to a disability should inform the course instructor and the Coordinator of Specialized Services (Room 138 in Kee Hall; phone 419-755-4727).

Students who encounter difficulty in any of their courses are encouraged to visit the Tutoring Resource Center (Room 119 in Fallerius Technical Education Center) for tutoring assistance, and the Student Success Center (Room 136 in Kee Hall) for academic assistance, advising services, referrals for personal counseling and Learning Disability (LD) Testing.

**Statement on Withdrawals**: As a student, you are expected to attend class. If you are unable or choose not to attend class, or if for whatever reason you are unable to keep up with the requirements of a course, you need to officially drop the class at the Student Records Office. Refund dates and withdrawal dates will vary slightly from term to term. Contact the Student Records Office for applicable dates. Additionally these dates are posted on the academic calendar available on the college’s website, [www.ncstatecollege.edu](http://www.ncstatecollege.edu), under the Academics heading on the home page and are available at the Student Records Office in Kee Hall. Students should go to the Student Records Office (Room 142 in Kee Hall) to process their withdrawal from any class.

If you choose to walk away from your class without officially withdrawing from it, the faculty member teaching the class must grade your classroom performance on the material available to him or her. This normally results in an "F" grade. An "F" grade can lower your grade point average considerably depending on the total credits accumulated.