

PE - 260 - Basic Principles of Fitness and Weight Control

COURSE OUTLINE OF RECORD

VIII. General Course Information

Subject:*

PE

Course Number:* 260

Descriptive Title:* Basic Principles of Fitness and Weight Control

Course Disciplines:*

Physical Education

Division:

Health Sciences and Athletics

Department:*

Physical Education

Catalog Description:*

Students receive basic instruction for implementing physical activity programs for personal health and fitness. Guidelines for developing aerobic fitness, muscle strength and tone, flexibility, and life-long physical activity are presented in the context of reducing health risk factors, enhancing well-being, and maintaining long-term weight management. Basic nutritional recommendations are provided in support of these objectives.

Conditions of Enrollment:

Prerequisite:

Co-requisite:

Recommended Preparation: Eligibility for English A and English 84

Course Length: Full Term

Hours Lecture (per week): 1

Hours Laboratory (per week): 0

Outside Study Hours:* 2

Total Hours:* 18

Course Units:* 1

Grading Method:

Letter Grade only

Credit Status:

Credit, degree applicable

Transfer CSU: Yes
 No

Effective Date: Prior to 07/1992

Transfer UC: Yes
 No

Effective Date:

**General Education
ECC:**

Term:

Other:

CSU GE:

Area E - Lifelong Understanding and Self-Development

Term:

Other: Approved

IGETC:

Term:

Other:

IX. Outcomes and Objectives

A. Student Learning Outcomes SLOs (The course student learning outcomes are listed below.)

Student Learning Outcomes:

SLO #1 Technique

Students will demonstrate proper resistance training technique.

SLO #2 Nutrition and Fitness Plan

Students will create a nutrition and fitness plan for an individual who has a goal of weight loss.

SLO #3 Strength

Students will achieve improvement in upper and lower body strength.

B. Course Objectives (The major learning objectives for this course are listed below.)

Course Objectives:

1. Describe the guidelines for developing aerobic fitness, muscle strength and endurance, flexibility, and improvements in body composition.
2. Validate the ability of lifelong physical activity to reduce health risks and to improve fitness.
3. Identify methods of evaluating improvement in the components of fitness.
4. Explain the benefits of achieving and maintaining high levels of aerobic and muscular fitness through the lifespan.
5. Evaluate results of fitness evaluations for identification of training needs.
6. Describe basic needs for fats, proteins, and carbohydrates for support of exercise training and reducing health risk factors.

X. Outline of Subject Matter

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

Example:

- I. Main Topic (3 hours, lecture)
 - A. Sub topics
 - B. Sub topics
 1. Super sub topic
 2. Super sub topic

Major Topics:**I. Overview of Exercise and Nutrition (1 hour, lecture)**

- A. Benefits of exercise and a healthy diet
- B. Health risk factors from sedentary lifestyle and poor nutrition

II. Designing Exercise Program (2 hours, lecture)

- A. Goal setting using specific, measurable, attainable, realistic, and time frame-specific principles (SMART)
- B. Self-commitment and motivation
- C. Overcoming barriers to being active
- D. Physical fitness assessment and needs
- E. Balanced program design
- F. Mode or type of exercise

III. Principles of Exercise Training (2 hours, lecture)

- A. Specificity
- B. Progressive overload
- C. Reversibility
- D. Frequency
- E. Intensity
- F. Time or duration
- G. Type of exercise

IV. Cardiorespiratory Fitness (3 hours, lecture)

- A. Guidelines and strategies with aerobic and interval training
- B. Assessment of aerobic fitness
- C. Ratings of perceived exertion (RPE)
- D. Monitoring heart rate response to exercise

V. Muscle Strength and Endurance (3 hours, lecture)

- A. Guidelines and strategies for developing muscle mass and performance
- B. Basic muscle anatomy and corresponding movements
- C. Relationship of muscle to metabolic rate and caloric expenditure

VI. Muscle Flexibility and Joint Mobility (2 hours, lecture)

- A. Guidelines and strategies for stretching
- B. Basic muscle anatomy and corresponding stretching exercises
- C. Consequences for limited joint mobility and poor flexibility

VII. Basic Nutritional needs with Exercise (3 hours, lecture)

- A. Carbohydrates
- B. Fats
- C. Proteins
- D. Water
- E. U.S. Department of Agriculture's "MyPyramid"

VIII. Body Composition and Weight Control (2 hours, lecture)

- A. Assessment of body composition
- B. Percent body fat and obesity
- C. Caloric expenditure
- D. Caloric intake

Total Lecture Hours: 18

Total Laboratory Hours: 0

Total Hours: 18

XI. Primary Method of Evaluation and Sample Assignments

A. Primary Method of Evaluation (choose one):

Primary Method of Evaluation

B. Typical Assignment Using Primary Method of Evaluation

Typical Assignment Using Primary Method of Evaluation: Write a one page essay in which you describe a specific, measurable, and relevant goal related to improving your body composition through physical activity.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1:

Using gender and age references and personal goals, write a one-page report of an exercise program illustrating frequency, intensity, time and mode of exercise.

Critical Thinking Assignment 2:

In a one-page paper, analyze a one-day diet recall history. Suggest specific improvements in total energy intake and proportions of carbohydrates, fats, and proteins to meet current dietary recommendations for physically active people.

D. Other Typical Assessment and Evaluation Methods

Other Evaluation Methods:

If Other:

XII. Instructional Methods

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

Instructional
Methods:

Discussion

Lecture

Multimedia presentations

If other:

XIII. Work Outside of Class

Work Outside of Class

Answer questions

Problem solving activity

Required reading

Study

Written work (such as essay/composition/report/analysis/research)

If Other:

XIV. Texts and Materials

A. Up-to-date Representative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)

Up-To-Date
Representative
Textbooks:

Fit and Well: Core Concepts, 13th Edition, Fahey, Insel and Roth, McGraw Hill

B. Alternative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)

Alternative
Textbooks:

C. Required Supplementary Readings

Required
Supplementary
Readings:

D. Other Required Materials

Other Required
Materials:

XV. Conditions of Enrollment

A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite

Category

Requisite course:

Requisite and Matching skill(s):
Bold the requisite skill. List the corresponding course objective under each skill(s).

B. Requisite: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite:

Requisite and Matching skill(s):
Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable

C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite course: Eligibility for English A and English 84

Requisite and Matching skill(s):
Bold the requisite skill. List the corresponding course objective under each skill(s).

Write coherent short length papers and answer essay type questions on written exams utilizing proper grammar. Comprehension of material from chapters in textbook that is reinforced in lectures and class discussions.

ENGL 82 - Utilize prior knowledge and experience to construct meaning at a literal level of a given text.

ENGL 82 - Identify at the paragraph level the topic sentence, supporting details, transitions and patterns of organization of short reading selections.

ENGL 82 - Employ basic study skills and reading strategies to explain at the literal level the content of a text.

ENGL 82 - Employ basic critical thinking skills such as distinguishing fact from opinion, making valid inferences, and formulating implied main ideas.

ENGL B - Plan, write, and revise paragraphs based on personal experience and observations, including a topic sentence and supporting details, and avoiding grammatical and mechanical errors that interfere with meaning.

ENGL B - Write and revise summaries of, and personal responses to, short magazine or newspaper articles.

ENGL B - Compose a variety of sentence types and edit them for correct grammar, appropriate word choice, and accurate spelling.

D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite: Students are asked to write short essays during exams and need to write short length papers utilizing proper grammar and expressing information in a coherent manner. Students need to be able to comprehend multiparagraph readings from textbook and/or other resource material.

Requisite and Matching skill(s):
Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable

E. Enrollment Limitations

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Course Created by: Thomas Storer

Date: 09/01/1980

Board Approval Date:

Last Board Approval Date:

Last Reviewed and/or Revised by: Le Valley Pattison

Date: 04/2019