

DRAKE UNIVERSITY BIOLOGY DEPARTMENT

FYS 013 – Physical Fitness: It’s History, Evolution and Future – 3 credit hours

Syllabus – Fall 2019

Dr. Kevin Carlson	Office: SCB 320
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Office Hours: Open door policy. My expectation is that you at least say ‘hello’ when passing by my office, stop in for a conversation OR you may make an appointment.	

Course Description

Despite tremendous advances in the prevention and treatment of chronic disease, some consider our generation to be the unhealthiest. The course will explore the pursuit of physical fitness from historical, epidemiological, physiological and societal lenses. We will examine the role and pursuit of physical fitness from ancient times (when fitness was driven primarily by survival) to the present day (when fitness is no longer driven by the demands of life yet remains paramount to health and well-being). We will also discuss what the pursuit of fitness may entail in the coming years.

FYS Objectives

- Helps integrate first-year students into academic culture
- Sharpens students' writing, critical thinking, verbal communication and information literacy
- Focuses on a topic, approach or theme
- Encourages active participation by students in class
- Focuses on ways of knowing as well as content
- Invites connections among several areas of study or disciplines
- Aims to establish a sense of community among members

Course Material

There are no requirements to purchase course materials. Readings will be made available on our Blackboard course page.

Blackboard

Course information, calendar, grades, lecture notes, handouts, readings and any other additional course material will be made available on our course Blackboard site. In addition, assignments and most assessments will be completed utilizing Blackboard.

Class Expectations

Attendance and participation

This is a discussion-based class: you cannot participate and learn if you are not here. Thus, attendance (objectively) and participation (subjectively) will be assessed throughout the semester. You will be allowed two absences from class (excused or unexcused). Beginning with the third absence your final grade will be decreased by ½ a letter grade. Most of our class time will be dedicated to discussion and your lively participation is encouraged and expected.

Reading and Writing

Reading and writing will be used for three main purposes in this course: 1) to express your opinions on topics of discussion; 2) to showcase the development of your learning; and 3) to enhance your research skills. We will do a good amount of reading and writing that is intended to prepare you in such a way as to lay a good foundation for your future work at the University. The onus is on you to launch your formal academic career on a positive trajectory with this enlightening work.

Assignments

Fitness Journal

- I find it odd to teach a course on fitness and not ask all of us to make some level of effort towards moving our own fitness forward. The purpose of the fitness journal is to provide you the opportunity to be mindful of your fitness pursuits, motivations, successes and challenges. There is no minimum amount of fitness work we must do for the journal. The fitness journal will be turned in weekly via Blackboard. See the course calendar for specific dates. There are no formal writing conventions required for the fitness journal. You will be assessed on your completion of the journal and addressing the prompts listed below. The journal will contain the following:
 - An outline of the fitness you completed the previous week
 - This is not the focus of the journal, but I do want to learn what you completed
 - Describe a success you had relative to your fitness pursuits
 - Describe a challenge you experienced relative to your fitness pursuits
 - What surprised you (good or bad) about your pursuit of fitness? Why?
 - What will you change or maintain as you look forward to the next week? Why? For what purpose?

Reaction papers

Several 1-2 page papers will be assigned over the course of the semester that will solicit your reactions regarding selected readings, videos, or class discussions. Papers will be completed following the completion of most topics. You may be writing up to 8 reaction papers. I will provide you with prompts from which you can base your writing. To develop our writing over the course of the semester there will be opportunity for peer review and instructor review prior to submitting a final paper. More specifics about the Reaction Paper will be provided in class. See the course calendar for due dates.

Historical Fitness research paper

We will spend a good deal of time throughout the semester discussing how our pursuit of fitness has shifted over time and the factors related to its growth. However, these will not be exhaustive discussions as there is simply too much material to cover. So, the purpose of this paper will be for you to explore more deeply a topic of fitness from a historical perspective. Topics might include people, places, equipment, movements, etc. Specific examples could be; Bonnie Prudden a key figure in women's and children's fitness, Thomas Cureton a key academic in exercise physiology, Bob Hoffman in weight training equipment, Joe Gold and the birth of the gym, Greece and the Olympics, Yoga, etc. This paper will include 4-6 references and be 5+ pages in length. You will utilize the [Writing Workshop](#) two times over the semester to refine your writing. You must meet with Dr. Carlson to present your topic through a formal proposal prior to fall break. See the course calendar for due dates and the Historical Fitness rubric for scoring criteria.

Miscellaneous writings

Throughout the semester we will complete smaller informal writings in class. These will range in length from a few sentences to ½ page. I will provide you with the prompts for these writings. The purpose is to develop our understanding of a topic, generate small group and class discussion and to spend time in the writing process. These will be graded on a completion basis.

Extra Learning Opportunity – “The Case for Fitness” paper

As stated in the course description we will discuss fitness through a historical, epidemiological, physiological and societal lens. The purpose of “The Case for Fitness” paper is for you to refine your thinking about making a case for fitness and persuading someone you love to begin their fitness journey. Your task will be to pull from our course content and make an argument as to the importance of fitness in our lives. The paper will utilize 4-5 references and should be 4+ pages in length. You must meet with Dr. Carlson to present your topic and a general outline shortly after fall break. The paper will be due on our final exam date and must be peer-reviewed and reviewed by the [Writing Workshop](#) prior to submission. See the course calendar for due dates.

Grading

	<u>Assignment</u>	<u>Points</u>
Fitness journal		100
Reaction papers		250
Historical fitness paper		250
Miscellaneous writing		75
Case for fitness paper		<u>75 (Extra Credit)</u>
Total		675

Grading Scale

≥93%	= A	89.5%-92.49% = A-	
87.5%-89.49%	= B+	83.5%-87.49% = B	79.5%-83.49% = B-
76.5%-83.49%	= C+	73.5%-76.49% = C	69.5%-73.49% = C-
67.5%-69.49%	= D+	63.5%-67.49% = D	59.5%-63.49% = D-
≤ 59.49%	= F		

Course Policies

- Dress comfortably as we may be physically active during portions of class. I will be sure to inform you if we will be completing more involved physical activity on a given day.
- Attendance and participation will be assessed.
- Late work. If you are unable to complete an assignment on time, then you must contact the instructor immediately. The more communication the better.
 - Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:
 - Late assignments submitted within 1-3 calendar days of the due date will receive a 10% deduction.
 - Assignments submitted within 4-7 calendar days of the due date will receive a 20% deduction.
 - Assignments submitted more than 7 calendar days late will not be accepted and will receive a zero score.

College Policies

Academic Honesty

The College of Arts and Sciences academic dishonesty policy, which includes both definitions and procedures, can be found at <http://www.drake.edu/artsci/studentresources/policiesandregulations/#dishonesty>

Accommodations

If a physical, mental, intellectual or emotional impairment makes necessary accommodations not already in place for this course (including the arrangement or meeting place of the class or the format of exams, for example), contact Michelle Laughlin in Student Disability Services at extension 1835 or michelle.laughlin@drake.edu

I am confident that we can work together to create a learning environment that meets your particular needs.

Sexual Violence: Student Services

The University has resources available for students who have experienced sexual or interpersonal misconduct, which can include sexual harassment, sexual assault, dating violence, and stalking, for example. Some resources are confidential, which means personal information will not be shared with anyone else. Other non-confidential, yet still private resources, can explain how to locate support resources, file a complaint within the university, or file criminal charges – these non-confidential resources must share incidents of sexual and interpersonal misconduct with the Title IX Coordinator. Resources, as well as reporting options, can be found on the Title IX webpage at www.drake.edu/titleix.