



# SYLLABUS

**HLED 120 Fit for Life**

202241

# HLED 120 901 Fit for Life

## School of Distance Education

### Self-Paced Format

This course follows a self-paced online format. This format allows you to set your own pace of study. While you have 180 days from your start date to complete the course with Andrews University, it is your responsibility to meet any deadlines set by your home institution. The last day to withdraw with a full refund is 15 days after your start date. See [more withdrawal details here](#).

### Instructor Contact

Please refer to course in Learning Hub for the teacher contact information.

### Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within 2 business days during the week and may not be available to respond on weekends.

### Other Assistance

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with online courses	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Exam requests and online proctoring	<a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>	Call: (269) 471-6566
Distance Student Services - any other questions	<a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a>	Text: (269) 397-4477

## Part 1: Course Information

### Course Description

A balanced up-to-date coverage of all critical areas of wellness including physical fitness, nutrition, weight management and stress, as well as the principles of health according to the Bible and Ellen G. White will be studied. Practical tools will be given to help adopt and model healthier lifestyles.

### Required Text/Material

Corbin, Charles. *Concepts of Fitness and Wellness: A Comprehensive Lifestyle Approach*.

McGraw Hill; Twelfth Edition (2019).

Print ISBN: 9781260397161 eText ISBN: 9781260139686

### Credit Hour and Commitment

This course is offered for 1 semester credits; therefore it is expected that you will spend 45 hours total on this course. This course has 16 modules with 15 lessons, 1 exams, 3 quizzes, 6 assignments, 3 discussion blogs, 1 paper and 1 multimedia project. Each module represents a week of a typical semester course. It is recommended that you budget 3 hours for studying and

completing the activities for each module. There are suggested schedules to accomplish this work included in this syllabus.

### **Student Learning Outcomes**

Upon successful completion of this course, you the student should be able to:

- SLO1: Evaluate his or her current level of physical fitness and rest and develop a program for improvement.
- SLO2: Describe current issues related to physical, mental and spiritual fitness.
- SLO3: Articulate an understanding of health issues with a Seventh-day Adventist church perspective.

## **Part 2: Course Methods and Delivery**

### **Methods of Instruction**

Methods of instruction include assigned readings, video presentations, homework assignments, discussion forums and quizzes. This course also has a proctored final exam. Regular participation in the course is essential to good performance.

### **Technical Requirements**

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

### **LearningHub Access**

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or [helpdesk@andrews.edu](mailto:helpdesk@andrews.edu).

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email [dlit@andrews.edu](mailto:dlit@andrews.edu) or call (269) 471-3960.

## Part 3: Course Requirements

**Important Note:** Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

### Your Schedule

In LearningHub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within LearningHub AND discipline yourself to make regular progress.

### Assessment Descriptions

#### Quizzes

Quizzes are timed for one hour depending on the number of questions and you only have one attempt. Know the textbook material well. You can use your book, but remember you only have one hour.

#### FITT Project

The FITT Project can be downloaded from LearningHub

- a. Water Log – track water intake for 30 days
- b. Sleep Log – monitor sleep patterns for 2 weeks
- c. Activity Log – plan and execute a 4 week physical activity plan
- d. Evaluation Paper – One page review of FITT Project (See bottom of FITT pdf)

#### Blogs

Each blog must be 250 words in length and written in complete sentences.

#### Journals

There is a total of two journals due. They must be 1 page typed and double-spaced, or a half page single-spaced. Another aspect of wellness is emotional wellness; sometimes writing can bring emotional healing.

## Presentation

Throughout this course we will study a wide-variety of health topics. Some topics will impact you more than others or be more significant and you will want to learn more. One of the best ways to learn more about a topic is to teach it and share it. This assignment will ask you to present a health topic to a chosen audience and then share the topic with your classmates. As a class community we will enjoy learning from each other as we post presentations and add thoughtful comments and additional information. You will have the opportunity be a world changer and help people live healthier.

As you go through this course be thinking of a health topic you are interested in teaching and sharing. If you choose a health topic the same as someone else, that's OK too, but try to choose one that no else has chosen. If you really want a topic someone else has chosen, please email the teacher and we will work something out. Have fun! Please sell your ideas and advertise your health topic and share information to encourage healthier lives! Help someone to health. All the best!

## Rubrics

### Presentation Rubric

Criteria	Excellent	Acceptable	Less than Acceptable
<b>Content</b>	Central idea/purpose is stated; content is accurate, thorough, and directly on point; strong support is provided for each assertion	Central idea/purpose is stated; content is accurate but not always relevant; support is offered but inadequate for some assertions.	Central idea/purpose is not stated; content is erroneous or irrelevant; support for assertions are largely absent.
<b>Organization</b>	Identifiable structure is presented in a purposeful, interesting, and effective sequence and remains focused. Presentation makes full, effective use of time and stays within time parameters.	Structure is present but inconsistently executed; may contain several statements out of place and occasionally deviate from topic.	Little or no structure present. Presentation is confusing for the audience; no logical sequence of ideas; frequently off topic.
<b>Quality</b>	Presentation is free of errors in grammar and pronunciation; word choice aids clarity.	Isolated errors in grammar, pronunciation, and/or word choice reduce clarity and credibility.	Grammar, pronunciation, and/or word choice are severely deficient
<b>Presentation, Summary &amp; Advertisement.</b>	Content and/or style are consistently appropriate and targeted to audience and context. Health topic is advertised and promoted. Presentation to an audience is summarized in initial post.	Content and/or style are consistent and target the audience and context somewhat. Health topic is discussed but not advertised or promoted much. Presentation summary is brief in initial post.	Content and/or style are inconsistent and does not target audience and context. Fails to advertise or promote health topic. The initial post does not mention the teaching of the presentation to an audience.

*Adapted from: University of Southern Mississippi Oral Communication Rubric*

**Exams**

The final exam is worth 15% of your grade. You are allowed 120 minutes to complete this exam.

There is one exam in this course. The Final exam covers material from the entire course, is made up of true/false, multiple-choice, and matching questions. The exam is worth 75 points. You will be allowed 120 minutes to take this exam. This exam is worth 15% of your grade. This exam must be taken under the supervision of a proctor.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at [www.andrews.edu/distance/studetns/exams.html](http://www.andrews.edu/distance/studetns/exams.html). Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center ([sdeexams@andrews.edu](mailto:sdeexams@andrews.edu) or 269-471-6566). No exam is returned to the student for review. To aid studying for future exams, you may request the instructor to provide summary feedback on an exam.

**Suggested schedule for completion in 8 weeks:**

<b>Modules</b>	<b>Lessons</b>	<b>Readings</b>	<b>Assignments</b>	<b>Outcomes Met</b>
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Lifestyles for Health, Wellness, and Fitness	Concept 1: Health Wellness, Fitness and Healthy Lifestyles: An Introduction - Section 1, pages 1-3, 6-9, 12&13	Blog 1	SLOs #2, 3
	Health Behavior Change	Concept 2: Determinants of Lifelong Health, Wellness and Fitness - Section 1, pages 18, 21-22 Concept 3: Self-Management and Self-Planning Skills for Health Behavior Change - Section 1, pages 28-35	Behavior Change Worksheet	SLOs #1, 2
2	An Introduction to Physical Activity	Concept 4: Preparing for Physical Activity - Section 2, pages 48-9, 52-3 Concept 5: The Health Benefits of Physical Activity - Section 2, pages 64-68 Concept 6: How Much Physical Activity is Enough? - Section 2, pages 82-86	Begin FITT Project Begin Water Log Begin Activity Log	SLOs #1, 2
	The Physical Activity Pyramid & Sleep Readings	Concept 7: Adopting an Active Lifestyle - Section 3, pages 96-103 Concept 8: Cardiorespiratory Endurance - Section 3, pages 112-117 Readings on the Importance of Sleep	Quiz 1 (Concepts 1-6) (Continue Logs) Begin 2-week Sleep Log	SLOs #1, 2
3	The Physical Activity Pyramid	Concept 9: Vigorous Aerobic, Sports, and Recreational Activities - Section 3, pages 134-138 Concept 10: Muscle Fitness and Resistance Exercise - Section 3, pages 152-158, 165 Concept 11: Flexibility - Section 3, pages 192-195	Blog 2– Sleep (Continue Logs)	SLOs #1, 2
	Physical Activity: Special Considerations	Concept 12: Body Mechanics: Posture, Questionable Exercises, and Care of the Back and Neck - Section 4, pages 216-230 Concept 13: Performance Benefits of Physical Activity - Section 4, pages 252-264	FITT Project Due (4-week Activity Log) Water Log Due Sleep Log Due	SLOs #1, 2, 3
4	Nutrition and Body Composition	Concept 14: Body Composition - Section 5, pages 275 Concept 15: Nutrition - Section 5, pages 306-322	Nutrition Worksheet	SLOs #1, 2, 3
	Managing Diet and Activity	Concept 16: Managing Diet and Activity for Healthy Body Fatness - Section 5, pages 330-338 Fasting Readings	Quiz 2 (Concepts 7-16)	SLOs #2, 3

<b>Modules</b>	<b>Lessons</b>	<b>Readings</b>	<b>Assignments</b>	<b>Outcomes Met</b>
5	Stress Management Avoiding Destructive Behaviors	Concept 17: Stress and Health - Section 6, pages 344-352 Concept 18: Stress Management, Relaxation, and Time Management - Section 6, pages 360-364, 368-372 Forgiveness Readings Concept 19: The Use and Abuse of Tobacco - Section 7, pages 380-383 Concept 20: The Use and Abuse of Alcohol - Section 7, pages 392-398	Life Experience Survey Journal 1 - Resilience	SLOs #2, 3
6	Avoiding Destructive Behaviors	Concept 21: The Use and Abuse of Other Drugs - Section 7, pages 408-412 Dr. Grant -Caffeine: Is it good for your brain? & Readings Concept 22: Preventing Sexually Transmitted Infections - Section 7, pages 422,427-429	Quiz 3 (17-22 & Caffeine) Begin Presentation Preparation	SLOs #2, 3
	Making Informed Choices	Concept 23: Cancer, Diabetes, and other Health Threats - Section 8, pages 436,444-448 Concept 24: Evaluating Fitness and Wellness Products: Becoming an Informed Consumer - Section 8, pages 456 & 457, 461	Journal 2 – How to be Fit for Life? Continue Presentation Preparation	SLOs #2, 3
7	Present to the community a health topic from personal learning in the course.		Multimedia Presentation of Health Topic uploaded to Blog and classmate feedback. Presentation of Health topic to community (zoom, outdoor, teams etc.) Evidence.	SLO #2
	Spirituality & Health	Spirituality & Health Readings	Blog 3– Faith’s Role in Health and Wellness	SLO #2, 3
8	Optimal Health and Wellness	Concept 25: Toward Optimal Health and Wellness: Planning for Healthy Lifestyle Change - Section 8, pages 475-477	Prepare for Final Exam	SLO #2, 3
	<b>PROCTORED FINAL EXAM</b>			



**Suggested schedule for completion in 16 weeks:**

<b>Modules</b>	<b>Lessons</b>	<b>Readings</b>	<b>Assignments</b>	<b>Outcomes Met</b>
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Lifestyles for Health, Wellness, and Fitness	Concept 1: Health Wellness, Fitness and Healthy Lifestyles: An Introduction - Section 1, pages 1-3,6- 9, 12&13	Blog 1	SLOs #2, 3
2	Health Behavior Change	Concept 2: Determinants of Lifelong Health, Wellness and Fitness - Section 1, pages 18, 21-22 Concept 3: Self-Management and Self-Planning Skills for Health Behavior Change - Section 1, pages 28-35	Behavior Change Worksheet	SLOs #1, 2
3	An Introduction to Physical Activity	Concept 4: Preparing for Physical Activity - Section 2, pages 48-9, 52-3 Concept 5: The Health Benefits of Physical Activity - Section 2, pages 64-68 Concept 6: How Much Physical Activity is Enough? - Section 2, pages 82-86	Begin FITT Project Begin Water Log Begin Activity Log	SLOs #1, 2
4	The Physical Activity Pyramid & Sleep Readings	Concept 7: Adopting an Active Lifestyle - Section 3, pages 96-103 Concept 8: Cardiorespiratory Endurance - Section 3, pages 112-117 Readings on the Importance of Sleep	Quiz 1 (Concepts 1-6) (Continue Logs) Begin 2-week Sleep Log	SLOs #1, 2
5	The Physical Activity Pyramid	Concept 9: Vigorous Aerobic, Sports, and Recreational Activities - Section 3, pages 134-138 Concept 10: Muscle Fitness and Resistance Exercise - Section 3, pages 152-158, 165 Concept 11: Flexibility - Section 3, pages 192-195	Blog 2– Sleep (Continue Logs)	SLOs #1, 2
6	Physical Activity: Special Considerations	Concept 12: Body Mechanics: Posture, Questionable Exercises, and Care of the Back and Neck - Section 4, pages 216-230 Concept 13: Performance Benefits of Physical Activity - Section 4, pages 252-264	FITT Project Due (4-week Activity Log) Water Log Due Sleep Log Due	SLOs #1, 2, 3
7	Nutrition and Body Composition	Concept 14: Body Composition - Section 5, pages 275 Concept 15: Nutrition - Section 5, pages 306-322	Nutrition Worksheet	SLOs #1, 2, 3
8	Managing Diet and Activity	Concept 16: Managing Diet and Activity for Healthy Body Fatness - Section 5, pages 330-338 Fasting Readings	Quiz 2 (Concepts 7-16)	SLOs #2, 3


Modules	Lessons	Readings	Assignments	Outcomes Met
9	Stress Management	Concept 17: Stress and Health - Section 6, pages 344-352 Concept 18: Stress Management, Relaxation, and Time Management - Section 6, pages 360-364, 368-372 Forgiveness Readings	Life Experience Survey	SLOs #2, 3
10	Avoiding Destructive Behaviors	Concept 19: The Use and Abuse of Tobacco - Section 7, pages 380-383 Concept 20: The Use and Abuse of Alcohol - Section 7, pages 392-398	Journal 1 - Resilience	SLOs #2, 3
11	Avoiding Destructive Behaviors	Concept 21: The Use and Abuse of Other Drugs - Section 7, pages 408-412 Dr. Grant -Caffeine: Is it good for your brain? & Readings Concept 22: Preventing Sexually Transmitted Infections - Section 7, pages 422,427-429	Quiz 3 (17-22 & Caffeine) Begin Presentation Preparation	SLOs #2, 3
12	Making Informed Choices	Concept 23: Cancer, Diabetes, and other Health Threats - Section 8, pages 436,444-448 Concept 24: Evaluating Fitness and Wellness Products: Becoming an Informed Consumer - Section 8, pages 456 & 457, 461	Journal 2 – How to be Fit for Life? Continue Presentation Preparation	SLOs #2, 3
13	Present to the community a health topic from personal learning in the course.		Multimedia Presentation of Health Topic uploaded to Blog and classmate feedback. Presentation of Health topic to community (zoom, outdoor, teams etc.) Evidence.	SLO #2
14	Spirituality & Health	Spirituality & Health Readings	Blog 3– Faith’s Role in Health and Wellness	SLO #2, 3
15	Optimal Health and Wellness	Concept 25: Toward Optimal Health and Wellness: Planning for Healthy Lifestyle Change - Section 8, pages 475-477	Prepare for Final Exam	SLO #2, 3
16	<b>PROCTORED FINAL EXAM</b>			

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

## Part 4: Grading Policy

### Graded Course Activities

Percent %	Description
15	Presentation
15	Final Exam
15	Quizzes
15	Blogs
10	Journals
	FITT Project
10	<ul style="list-style-type: none"> <li>• Evaluation Paper</li> <li>• Activity Log</li> <li>• Sleep Log</li> <li>• Water Log</li> </ul>
10	
5	
5	
100	Total Percent Possible

### Viewing Grades in Learning Hub

- Click into the course.
- Click on the **Grades** link in the Settings Box to the left of the main course page.

### Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

## Part 5: Course Policies

### Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/mbmsc/moodle/public/incompletes.html>.

### Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication.

Students have the right and privilege to learn in the class, free from harassment and disruption.

### Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to [success@andrews.edu](mailto:success@andrews.edu) or fax it to (269) 471-8407.
3. Email [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu) to inform the School of Distance Education that a disability has been reported to Student Success.

### Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

### Commit to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

**Honesty**

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student's academic standing. Lessons may be discussed with other students, tutors may help to guide a student's work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student's own work.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

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