

GEORGE MASON UNIVERSITY

School of Recreation, Health and Tourism

HEAL 430-001—Seminar in Exercise Science and Health Promotion

Tuesdays 7:20 – 10:00 pm

SPRING 2010

Professor: LeaAnn Fritsch, MS
Office Hours: by appointment before class
Email: lfritsch@gmu.edu
Phone: 703-472-7530

Class Location:

Prince William campus: Bull Run Hall Room 249

Prerequisites:

Completion of 90 hours (print out degree audit/grad status to validate credit hour completion)

Course Description:

This course provides an overview of contemporary and often controversial health issues, with analysis of selected problems of current concern to society. This course will also encourage progress and/or completion of internship packages, as well as provide guidance for successful resume writing and interviewing.

Objectives:

1. Analyze factual information in order to clarify health issues.
2. Relate current health issues/problems to health education in the workplace, school or community setting.
3. Demonstrate sensitivity in dealing with opposing viewpoints.
4. Synthesize knowledge obtained through the literature, presentations, group leadership and membership, and/or scholarly writing.
5. Make significant progress toward completion of internship packet.
6. Create appropriate, effective resumes and understand and apply sound interviewing skills.

Course Overview:

Requirements

ASSIGNMENTS	POINTS
Six Health Topics	12
Draft Resume	15
Internship Manual Appendix 1	15
Topic Thought Questions (averaged)	10
Topic Presentation/Discussion Facilitation	20
Position Stance Paper	20
Degree Audits/Participation/Attendance/Peer Evaluation	8
Total Points Possible	100

Assignment Details:

All submitted work must be typed/computer generated. Assignments are due at the start of class on the due date. Ten percent (10%) of the assignment point total will be deducted each week day it is late. Attendance in class is necessary, but not required. The instructor will track attendance and participation (see point scale above).

Printers break, people catch illnesses, and funerals, weddings, and life happen. Students are expected to talk with the instructor and make arrangements *ahead of time*—NOT after the fact.

*Note: There is no single text for this course, but there will be **required** reading assignments to facilitate discussion of health/exercise topics. Your success in this class is hinged upon participation in discussion that will only be possible by completing all assigned reading. Be prepared for reading assignments for each class period. Thank you.*

Six Health Topics

Consider and research the vast array of health topics, especially those that are *controversial* in nature. Select and submit a total of six (6) “hot” topics that interest you. Since this seminar covers Exercise Science and Health Promotion, three (3) topics should deal with Exercise and three (3) should deal with other Health topics other than exercise. Submitted topics are to be specific (narrowed scope), and you must take a position stance. For example, if you have interest in Vaccines, you must streamline the topic and “choose a side of an issue”. For Example: “Influenza Vaccinations: You Should Not Do It”. You must select topics that have at least two opposing “schools of thought”. The point is for you to gain skills in researching and evaluating data to make an informed decision. All six topics are submitted as one assignment. See schedule for due date.

Draft Resume

Create a rough draft resume. It does not have to be perfect—it is a *draft*. Bring a hard copy to class on the scheduled due date. The following are resources for those who need to update their resumes or create them from scratch:

<http://careers.gmu.edu/movingon/document.pdf>

Read the brief resume writing section, pp. 25-32. Reviewing the Resume Contents sections that describe and give examples of an Objective, Education, Experience, etc. will help you create the rough draft of your resume. Students **MUST** at least have written the following sections:

Identifying information: name, address, email, phone number

Objective: make up a dream job or internship you would like to apply for

Education: Do not include high school

Experience: Can include paid work, internship, related class projects, volunteer experience

Skills: list applicable skills

Employers like to know other facts, so create an “other” section if you’ve done these: Community service, volunteer work, campus clubs, activities, certifications (see list on p.28)

You may try using the **Resume Builder** in Career Services [PatriotJobWeb](#) (PJW) database. Once you receive your PJW password, open PJW and click on Documents at the top of the page. Select Resume Builder to create a resume draft by following the instructions/prompts. Contact University Career Services with questions: 703-993-2370 or careerhp@gmu.edu

Internship Manual Appendix 1

You will need to review the internship manual and obtain a hard copy of **Appendix 1**. Appendix 1 will be due toward the end of the semester in *completed form*—see schedule. **Do NOT** delay. **START NOW!** You can print it from the RHT website: <http://rht.gmu.edu> (CLICK: undergraduate education, internship and field work, internship manual—embedded in first full paragraph of text) or the Copy Center may still sell hard copies for a minimal fee.

Topic Thought Questions

When an exercise/health presentation is scheduled, there will be corresponding reading assignments to be read prior to class. Students are free and encouraged to read supplemental research as well. **Submit two (2) insightful questions on the topic** (see schedule for due

date). Questions will be graded for their contemplative, insightful, perceptive nature. Go beneath the “surface” of the subject matter a bit to get to the “meat” within the topic. Generalized questions will not suffice for this assignment. **These are questions that you could ask the presenter in class.**

Presentation Topic & Reading Assignment

As soon as possible prior to your presentation date, select and submit your specific health/exercise topic via email. (This is the topic on which you will write a paper, as well as present and facilitate discussion during one class period). One week prior to your presentation date, you must email your instructor and class members **3** of your research sources—links work best so that students can simply click, open, and read. It is critical for you to keep your GMU email account cleared to receive reading assignments. If you do not receive readings, it is your responsibility to contact the instructor. Use **APA format** for referencing. The reading assignments should be from peer-reviewed scholarly journal sources—full articles—not reviews. For our purposes, do not use sources dated older than 2004, with a minor exception: I will allow two sources to be older than 2004.

Topic Presentation/Discussion Facilitation

Each student will **present** his/her topic during one class period (quality trumps quantity here). Following the presentation, the student (not the instructor) will address questions (class will have completed required reading on topic prior to class). The presenter is encouraged to **facilitate** class discussion/involvement during the presentation. Instructor will be making note of those who actively participate. Students should create Power Point presentations, incorporating any necessary and creative tools, displays, and/or props to keep audience interested and involved. Professionalism (attire, posture, body language, pace, voice projection/inflexion, eye contact, etc.) is a key part of the presentation. **DO NOT READ TO THE CLASS!** Talk and explain in your words. **Presentation outlines or slide note handouts (for each audience member and instructor) are required by presenter.** Again, references should be from peer-reviewed scholarly journal sources. For our purposes, do not use sources dated older than 2004 (except for two). Use a **minimum of 8 references and use APA guidelines for citation** (same requirement for writing your paper). At the start of the semester, students are randomly assigned presentation dates. Students are free to trade dates amongst themselves, but all changes must be reported to the instructor.

What is the point and purpose of the presentation and paper assignments?

To provide students experience in Exercise/Health research that requires them to evaluate and analyze the vast body of data on a given subject. This experience should require them to scrutinize and critique test designs and investigative processes. Most importantly, these assignments are to teach students to make a decision on an issue based on **evidence**. In general, if the evidence does not support a practice—don't do it. Students will experience how to interpret evidence on an issue, and then take a stance (position). The presentation assignment provides an avenue to sharpen communication skills that will last a lifetime.

Position Stance Paper

This is the written portion of your topic presentation. Students will submit a position paper, 10-15 pages in length. Resource guidelines are listed above. Papers are to be typed, double-spaced, with one-inch margin, and 12-point font. **Papers are due on student's presentation date**. Plagiarism is not an option.

The keys to a good position paper:

Pick an issue. Research the studies and data. Based on the evidence, take a stance on the issue. Clearly state your position. Construct your paper with your thesis in the introduction. Back up your position with the evidence. Present the main counter-arguments. What is the evidence to support your stance? Draw everything together to support your introductory thesis (your position on the issue). What implications do the results have on you, your community, etc.? Can you apply this in your profession? What are some future directions related to this topic that should be researched?

Participation & Peer Evaluation

Students are expected to attend all classes and actively engage in discussion. On student presentation days, an unexcused absence by any student will result in a -5 point deduction from that student's presentation grade (we need you to participate!). Students will anonymously evaluate the presentations of their peers. This assignment is to be taken seriously. Scores given by peers should be based on merit, not popularity. No one is well-served by erroneous/false scores. Peer and instructor scores will be combined at a certain percentage for a final total score. Note: 8 points of your total grade are influenced by your ability to evaluate your peers. If it was not a perfect presentation, do not give a perfect score.

Tentative Course Schedule (subject to change)

***Appendix 1 of internship packet is an on-going assignment due: 27-April-2010.**

Tuesday 1/19: Syllabus; Presentation Date Assignments

Degree Audits (credit hour totals); Obtain Appendix 1 of Internship Manual

Tuesday 1/26: Six Health Topics Due

Tuesday 2/2: Presentation Details, Do's and Don't's

Tuesday 2/9: Appendix 1 Workshop (bring your copy to class)

Tuesday 2/16: Resume Writing—Draft Resume Due

Tuesday 2/23: Presentations Begin!

Tuesday 3/2: Interviewing Skills

Tuesday 3/9

Tuesday 3/16

Tuesday 3/23

Tuesday 3/30

Tuesday 4/6

Tuesday 4/13:

Tuesday 4/20

Tuesday 4/27: **Appendix 1 Due (remember to attach resume for full credit)**

NO FINAL EXAM

Grading Scale

Student's letter grade is based on the individual point score converted into a percentage. Based upon the student's class performance, the following letter grades will be assigned:

98-100%	A+	
93-97.99%	A	Distinguished Mastery of Material
90-92.99%	A-	
87-89.99%	B+	
83-86.99%	B	Good Mastery of Material
80-82.99%	B-	
77-79.99%	C+	
73-76.99%	C	Acceptable Mastery of Material
70-72.99%	C-	
60-69.99%	D	Minimally Acceptable
<60%	F	Unacceptable

Note: Professor reserves the right to alter the schedule as necessary.

- All Students are held to the standards of the GMU Honor Code [See <http://www.gmu.edu/catalog/apolicies/#Anchor12>]
- University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor.
- Students with disabilities who seek accommodations in a course must be registered with the Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester [See www.gmu.edu/student/drc]

