

George Mason University
College of Education and Human Development
Physical Activity for Lifetime Wellness

Weight Training/Body Conditioning – 20007 – RECR 120 - 004
1 Credit Spring 2020
TR 10:30-11:45 am, January 21 – March 12, Fairfax/RAC 1001

Faculty

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Prerequisites/Corequisites

None

University Course Catalog Description

Introduces students to fitness and healthy lifestyles. Provides students with an overview of the various types of weight training, with an emphasis on circuit training method.

Course Overview

Athletic attire is required for this class. If you do not come prepared you will be marked as absent. Appropriate wear should include t-shirt/sweatshirt, shorts, sweatpants, athletic socks and proper athletic shoes. Jeans and any kind of sandal or open-toe shoes are not allowed in the gym or weight room. **Always check Blackboard before coming to class.**

Please be prepared to participate in activity first day of class.

Cell phones/electrical devices are not permitted in class or on the weight room floor. There is no exception to this rule.

Students are required to clean RAC equipment as required by RAC policy.

Course Delivery Method

This course is an activity course.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Use the equipment appropriately.
2. Explain the purpose of and demonstrate a circuit weight training program.
3. Design a fitness plan that meets their current level of fitness.
4. Develop an appreciation for healthy lifestyles and lifetime fitness by stating what you will do in terms of your personal fitness once you leave this class.

Professional Standards: Not Applicable

Required Texts: None

None. Readings will be posted on Blackboard as needed.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy).

Assignments, Quizzes and Final Examination

1. **Assignments** – There will be a total of four assignments scheduled throughout the semester. Assignments must be submitted to Blackboard (as applicable) on assigned due dates.
2. **Quizzes** – There will be a series of three multiple choice quizzes posted to Blackboard. Each quiz must be completed prior to the posted deadline to receive credit.

Attendance/Lab Exercises

Attendance and performance of lab exercises during class will be the most important component for grading. Students must be on time, attend the entire class and participate in assigned lab exercises to receive full credit for class attendance. Unexcused absences, late arrivals and lackadaisical performance could adversely affect your grade. (Absences are only excused by a doctor's note. The doctor's note must be emailed or presented immediately upon return to class. Text, emails, phone calls do not excuse an absence. Doctor's notes only excuse class participation and do not excuse completion of assignments, quizzes or the final examination.)

Grading Scale (%)

A	90 – 100
B+	88 – 89.9
B	84 – 87.9
B-	80 – 83.9
C+	78 – 79.9
C-	70 – 73.9
D	60 – 69.9
F	0 – 59.9

Components for Final Grade

Quizzes – 60 Points

Assignments – 40 Points

Attendance – 70 Points

Total Possible Points – 170 Points

(e.g. 153 or more points is an A)

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

Week 1 (January 21 and 23)

1. Class overview (syllabus)

2. Fitness screenings and assessments for body composition, posture, stability and mobility, balance, flexibility, muscular endurance, muscular strength and aerobic conditioning
3. ACSM Risk Stratification and classification
4. Physical Activity Readiness Questionnaire (Par Q)
5. Health benefits of regular cardiorespiratory conditioning and resistance training
6. Energy pathways
7. Heart rate zones
8. Ventilatory thresholds
9. RPE
10. Anatomical planes of motion (sagittal, frontal and transverse), kinesiology and fundamental movements
11. Major muscles – shoulder girdle, shoulder, elbow/forearm, wrist, trunk, hip joint, knee joint, ankle/foot
12. Guided discovery of different types of exercise modalities and options

Week 2 (January 28 and 30)

1. Strength curve
2. FITT (or FITT-VP) model
3. Equipment usage and safe practices
4. Exercise library
5. Guided discovery of different types of exercise modalities and options
6. Seven basic training principles (Individual Differences, Overcompensation, Overload, Adaptation to Imposed Demands, Use/Disuse, Specificity and General Adaptation System)
7. Dynamic warm-up and post-workout stretching
8. Workout log

Week 3 (February 4 and 6)

1. Guided discovery of different types of exercise modalities and options
2. Phases of cardiorespiratory training programming and progression (ACE IFT Model – aerobic-base training, aerobic-efficiency training, anaerobic-endurance training and anaerobic-power training)
3. Phases of movement and resistance training (ACE IFT Model - stability and mobility training, movement training, load training and performance training)
4. SMART goals
5. Weight training goal options - general fitness, muscular endurance, muscular strength, muscular hypertrophy and muscular power
6. Fitness program design

Week 4 (February 11 and 13)

1. Workout on gym floor to establish, apply and refine individualized fitness plan/program (supervised for adherence to principles, form and technique)
2. Weight management and nutrition

Week 5 (February 18 and 20)

1. Workout on gym floor to apply and refine individualized fitness plan/program (supervised for adherence to principles, form and technique)
2. Periodization (undulating and linear progressions, macrocycles, mesocycles, and microcycles)
3. Importance of rest and active recovery

Week 6 (February 25 and 27)

1. Workout on gym floor to apply and refine individualized fitness plan/program (supervised for adherence to principles, form and technique)
2. Myofascial release

Week 7 (March 4 and 6)

1. Workout on gym floor to apply and refine individualized fitness plan/program (supervised for adherence to principles, form and technique)
2. Review and presentation of individualized fitness plan/program
3. Fitness reassessments and evaluations

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Campus Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

1. Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
2. **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.
3. For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

4. For additional information on the College of Education and Human Development, please visit our website <http://cehd.gmu.edu/>.

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