

GEORGE MASON UNIVERSITY
College of Education and Human Development
Physical Activity for Lifetime Wellness

Cardio Conditioning RECR 118 001

1 Credit, Spring 2022

Monday, January 24 – Sunday, March 13

RAC Fairfax Campus/Online

Meeting (In Person) Tuesdays, January 25– Tuesday, March 8, 9:00 AM – 10:15 AM

RAC Fairfax Campus

Faculty

Name: Steve Gallagher

Office Hours: By appointment

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Prerequisites/Corequisites

None

University Course Catalog Description

Introduces cardiovascular fitness. Provides students with lectures and multiple cardiovascular workouts. Topics discussed include cardiovascular endurance, cardiovascular diseases, body composition, nutrition, and weight management. Teaches the use of cardiovascular equipment and designing a cardiovascular fitness program.

Course Overview

Students will be required to participate in unsupervised cardiovascular workouts. Students are required to track their exercise using an app such as MapMyWalk or other fitness tracker such as a smart watch or Fitbit.

Safe Return to Campus Policies and COVID-19 Safety Precautions

For guidance on Safe Return to Campus guidelines and requirements, please refer to the following site:

<https://www2.gmu.edu/safe-return-campus/faqs-for-safe-return>

Course Delivery Method

This course will be delivered hybrid (50% or more) using synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. There will be a requirement to meet You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 24, 2022 at 9:00 am.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face

class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday.

Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

- Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and

participating in course discussions and group interactions.

- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following

1. Maintain a bout of cardiovascular exercise at a target heart rate of 60-85% of maximum heart rate for at least 30 minutes.
2. Define and calculate target heart rate and determine personal ranges.
3. Design a cardiovascular fitness plan that meets your current level of cardiovascular fitness.
4. State and differentiate between at least three different ways to aerobically condition the body.
5. Explain how cardiovascular conditioning has contributed to one's lifetime fitness.

Professional Standards

Not Applicable

Required Text

None. Handouts posted on Blackboard

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 and/or Examinations**

- Participation – (5 points will be given each day with a deduction of 1 point for each five-minutes (or part of 5 minutes) that a student is late. Students must attend the entire class period and participate in the daily activities to receive full credit for the class. If you attend, are on time each day, and participate as scheduled, you will receive the full 5 points for that day. Unexcused absences, late arrivals, and lackadaisical performance which result in daily point reductions could significantly affect the grade.
 - Excused Absences – Students are excused from exercise with a doctor’s note. Doctor notes must be submitted immediately upon returning to class or the note may be scanned and emailed to the instructor. Students are required to inform the instructor of situations that may require adjustment in the schedule.
- Students will submit records for one unsupervised workout each week. Five (5) points will be awarded for each unsupervised workout. The unsupervised workouts are to be submitted through Blackboard. Workouts will not count if they are submitted late or do not meet the requirements for each week.
- Three quizzes. Each quiz includes 10 questions for a total 10 points per quiz.
- Assignments - assignments must be submitted on or before the due date unless otherwise directed. Late assignments do not receive credit.
 - Target heart rate worksheet (5 points)
 - 1st Fitness Assessment (5 points)
 - Fitness plan (10 points)
 - HIIT Workout (10 points)
 - Alternative Workout (10 points)
 - 2nd Fitness Assessment (5 points)
 - Final essay (10 points)
- Total points
 - Supervised workouts/meetings 70 points
 - Unsupervised workouts 35 points
 - Quizzes 30 points
 - Assignments 55 points
 - Total 190 points

- **Other Requirements**

- See Blackboard for guidelines on submitting workouts.

- Pre-Existing Conditions – Students with injuries / pre-existing conditions that may affect performance must inform the instructor during the first-class session or as soon as possible after injury.
- Students will meet on campus two days per week for a lecture and supervised exercise.
- Students may use fitness equipment on campus such as a treadmill, elliptical or bike as long as the student can submit documentation of exercise such as a photo of the equipment monitor after the work out is complete. Students must have a way to measure exercise heart rate for each unsupervised work out such as a heart rate monitor, app, or fitness tracker. The exercise heart rate device on treadmills, ellipticals, and bikes can be used.
- Each unsupervised walk will include distance, duration, and heart rate. There must be confirmation submitted to Blackboard. This will be discussed in class.

Grading Scale (%)

A	100 - 90
B+	89.9 - 87
B	86.9 - 83
B-	82.9 - 80
C+	79.9 – 77
C	76.9 - 73-76.9
C-	72.9 – 70
D	69.9 – 60
F	59.9 or lower

Professional Dispositions

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

Class Schedule

Week 1

1. Class overview (syllabus)
2. Heart rate and workout monitoring devices, apps and services – Map My Walk, Map My Run, Map My Ride, Strava, Training Peaks, Garmin, FitBit
3. Heart rate zone calculations and cardio-fitness assessments
4. ACSM Risk Stratification and classification
5. Physical Activity Readiness Questionnaire (Par Q)
6. Health benefits of regular cardiorespiratory conditioning
7. Energy pathways
8. Heart rate zones
9. Ventilatory and power thresholds
10. RPE
11. Workout records (logs)
12. One supervised and two unsupervised workouts of 20 minutes or more.

Week 2

1. FITT (or FITT-VP) model
2. Equipment usage and safe practices
3. Exercise library
4. Seven basic training principles (Individual Differences, Overcompensation, Overload, Adaptation to Imposed Demands, Use/Disuse, Specificity and General Adaptation System)
5. Dynamic warm-up and post-workout stretching
6. Workouts/workout records (logs)
7. One supervised and two unsupervised workouts of 25 minutes or more.

Week 3

1. Workouts/workout records (logs)
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. Interval training and different interval training options
6. Conditioning program design
7. One Supervised and two unsupervised workouts of 30 minutes or more.
8. Quiz 1 due

Week 4

1. Workouts/workout records (logs)
2. Weight management and nutrition
3. One supervised and two unsupervised workouts of 30 minutes or more.

Week 5

1. Workouts/workout records (logs)
2. Periodization (undulating and linear progressions, macrocycles, mesocycles, and microcycles)
3. Importance of rest and active recovery
4. One supervised and two unsupervised workouts of 35 minutes or more.
5. Quiz 2 due

Week 6

1. Workouts/workout records (logs)
2. Myofascial release
3. One supervised and two unsupervised workouts of 35 minutes or more.

Week 7

1. Workouts/workout records (logs)
2. Fitness reassessments and evaluations
3. One Supervised and two unsupervised workouts of 35 minutes or more.
4. Final quiz due

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 Resources for Students

1. Policies
 1. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
 2. Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
 3. 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.
 4. 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 <https://ds.gmu.edu>).
 5. Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.
2. Resources
 - a. Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>.
 - b. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
 - c. **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](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730) or emailing titleix@gmu.edu.
 - d. For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.
 - e. For additional information on the College of Education and Human Development, please visit our website <http://cehd.gmu.edu/>.