



HHPK 530.01W SPORTS CONDITIONING COURSE SYLLABUS: SUMMER II 2012

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: National Strength & Conditioning Association (NSCA) (2008). *Essentials of strength training and conditioning* (3rd ed.). Champaign, IL: Human Kinetics.

Optional: American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

APA RESOURCE: Purdue Online Writing Lab:
<http://owl.english.purdue.edu/owl/resource/560/01/>

Course Description: This course encompasses a study of the scientific basis of conditioning athletes. Focus will be on cardiovascular and resistance conditioning in the off-season, pre-season, and in-season. An introduction and utilization of appropriate equipment for cardiovascular conditioning and resistance training will be examined.

Student Learning Outcomes:

By the end of the course, the successful student should be able to:

1. Describe the importance of testing (including test selection and administration) in strength and conditioning.
2. Describe the delivery and placement of warm up and flexibility programming in conditioning and training.
3. Describe the physiological adaptations that occur as a result of anaerobic and aerobic training.
4. Describe methods for developing aerobic and anaerobic work capacity, including muscular strength and power.
5. Discuss the impact of individual differences (i.e. gender, somatotype) on developing strength and conditioning programs.
6. Demonstrate the ability to design strength and conditioning programs for strength, power, muscular endurance, cardiovascular endurance, plyometrics, speed, agility, flexibility, and/or speed.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

We will review structure and function of body systems as they relate to sport conditioning and training adaptations. Activities include discussions of timely topics, application of physical fitness/sport testing techniques, and program design. The final project will be an exercise prescription, of the student's design, using information learned throughout the course. All class activities will prepare the student for this final project.

Assignment 1: E-college Quizzes (10 quizzes at 15 points each = 150 points)

Student Learning Outcomes #1, #2, #3, #4, and #5

1. Describe the importance of testing (including test selection and administration) in strength and conditioning.
2. Describe the delivery and placement of warm up and flexibility programming in conditioning and training.
3. Describe the physiological adaptations that occur as a result of anaerobic and aerobic training.
4. Describe methods for developing aerobic and anaerobic work capacity, including muscular strength and power.
5. Discuss the impact of individual differences (i.e. gender, somatotype) on developing strength and conditioning programs.

You will take 10 quizzes over material presented in assigned readings (i.e. websites and articles); the chapters of the book; and lectures. Each quiz will be timed and must be completed within the assigned time frame. The purpose of the quizzes is to ensure that you have the basic knowledge to perform other activities in class such as critiquing published research and designing strength training and conditioning programs.

Assignment 2: Read & Reactions of Research Articles (5 R & Rs at 50 points each = 250 points)

Student Learning Outcomes #1, #2, #3, #4, and #5

1. Describe the importance of testing (including test selection and administration) in strength and conditioning.
2. Describe the delivery and placement of warm up and flexibility programming in conditioning and training.
3. Describe the physiological adaptations that occur as a result of anaerobic and aerobic training.
4. Describe methods for developing aerobic and anaerobic work capacity, including muscular strength and power.
5. Discuss the impact of individual differences (i.e. gender, somatotype) on developing strength and conditioning programs.

You will research five current (2007 – present) journal articles related to this course (and information in your book). Articles should be from journals such as: *Medicine and Science in Sports & Exercise* or *Research Quarterly for Exercise and Sport*. Each article summary should be 1.5-2.0 pages typed, Times New Roman Font, with one-inch margins. Reference should be listed at the top of the summary in APA format. (An example has been provided in the Doc Sharing section of eCollege.)

Grade Earned	Read & Reaction Rubric: Evaluation Criteria	Points Awarded
A	<ul style="list-style-type: none"> Articles are research-based, peer-reviewed and published within the time frame of 2007 to the present. Completely summarizes the article in one to three paragraphs. Accurately critiques importance/relevance of findings. Evaluates and writes reaction to paper. Consistently uses Standard American English with rare misspellings. Posts reference at top of page in APA format. Paper is 1.5 – 2 pages in APA format. 	90-100% 45 - 50 points

B	<ul style="list-style-type: none"> Articles are research-based, peer-reviewed and published within the time frame of 2007 to the present. Mostly summarizes the article in one to three paragraphs. Mostly accurately critiques importance/relevance of findings. Evaluates and writes reaction to paper. Consistently uses Standard American English with rare misspellings. Posts reference at top of page in APA format. Paper is 1.5 – 2 pages in APA format. 	80-89% 40 – 44.9 points
C	<ul style="list-style-type: none"> Articles are mostly research-based, peer-reviewed and published within the time frame of 2007 to the present. Mostly summarizes the article in one to three paragraphs. Somewhat accurately critiques importance/relevance of findings. Somewhat evaluates and writes reaction to paper. Consistently uses Standard American English with rare misspellings. Reference may be posted at top of page in APA format. Paper is 1.5 – 2 pages in APA format. 	70-79% 35 – 39.9 points
D	<ul style="list-style-type: none"> Articles are not totally research-based, peer-reviewed and published within the time frame of 2007 to the present. Somewhat summarizes the article in one to three paragraphs. Somewhat accurately critiques importance/relevance of findings. May have evaluated and written reaction to paper. Consistently uses Standard American English with some misspellings. Reference may not be posted at top of page in APA format. Paper may is not 1.5 – 2 pages in APA format. 	60-69% 30 – 34.9 points
F	<ul style="list-style-type: none"> Articles are not research-based, peer-reviewed and published within the time frame of 2007 to the present. The article is not completely summarized in one to three paragraphs. Does not accurately critique importance/relevance of findings. Poorly written evaluation and reaction to paper. May not consistently use Standard American English with rare misspellings. Reference may not be posted at top of page in APA format. Paper is not the required length.. 	<60% 0-29.9 points

Assignment 3: Discussions (5 discussions at 40 points = 200 points)

Student Learning Outcomes #1, #2, #3, #4, and #5

1. ***Describe the importance of testing (including test selection and administration) in strength and conditioning.***
2. ***Describe the delivery and placement of warm up and flexibility programming in conditioning and training.***
3. ***Describe the physiological adaptations that occur as a result of anaerobic and aerobic training.***
4. ***Describe methods for developing aerobic and anaerobic work capacity, including muscular strength and power.***
5. ***Discuss the impact of individual differences (i.e. gender, somatotype) on developing strength and conditioning programs.***

Five discussions will take place during the term. You should post a **minimum of 3 posts per discussion thread**: one initial post answering the question and two response posts to your fellow classmates that further the discussion. Be sure to cite your references in APA format. Each post should be a **minimum of 150 words for initial posts and 75 for response posts**.

Grade Earned	Discussion Rubric: Evaluation Criteria	Points Awarded
A	<ul style="list-style-type: none"> Participates with the required number of on-topic postings of required length (75-150 words minimum). Initial response plus at least two additional posts. Consistently uses Standard American English with rare misspellings. Frequently attempts to motivate the group discussion by asking questions (related to initial discussion question) that further the discussion. Accurately cites accurate information in APA format Provides outside references (that support discussion material) as well as the book in APA format at the end of each post 	90-100% 36 - 40 points
B	<ul style="list-style-type: none"> Participates with the required number of on-topic postings of required length Postings reflect the reading and some outside source material but may not be accurately cited. Consistently uses Standard American English with rare misspellings Comments are logical and reflect critical thinking Provides outside references (that support discussion material) as well as the book in APA format at the end of each post 	80-89% 32 – 35.9 points
C	<ul style="list-style-type: none"> Participates with the required number of on-topic postings of required length Participates, but does not further the discussion by asking other questions related to discussion question. Minimal grammatical or spelling errors are noted in posts Opinions and ideas are stated clearly Provides references (that support discussion material) as well as the book at the end of most posts 	70-79% 28 – 31.9 points
D	<ul style="list-style-type: none"> Participates with the required number of on-topic postings Significant errors in spelling and/or grammar Occasionally posts off topic Posts do not meet length requirements Provides references that support discussion material 	60-69% 24 – 27.9 points
F	<ul style="list-style-type: none"> Does not meet the required number of posts Poor spelling and grammar appear in most posts Posts topics which do not relate to the discussion content Postings may have inaccurate information Did not provide references 	<60% 0 – 23.9 points

Assignment 4: Weekly Assignments (5 assignments at 40 points each = 200 points)

Student Learning Outcomes #1, #2, #3, #4, and #5

1. ***Describe the importance of testing (including test selection and administration) in strength and conditioning.***
2. ***Describe the delivery and placement of warm up and flexibility programming in conditioning and training.***
3. ***Describe the physiological adaptations that occur as a result of anaerobic and aerobic training.***
4. ***Describe methods for developing aerobic and anaerobic work capacity, including muscular strength and power.***
5. ***Discuss the impact of individual differences (i.e. gender, somatotype) on developing strength and conditioning programs.***

Five weekly assignments will be administered including application of material learned. Be sure to cite your references.

	Weekly Assignments: Evaluation Criteria	Points Awarded
A	<ul style="list-style-type: none"> Shows original and critical thought. Answers all questions correctly with clarity, thought and substance, using references (cited in APA format) and examples as appropriate. The writing style is appropriate to the assignment, interesting to read, accurate (no far-fetched, unsupported comments), precise (say what you mean), and concise (not wordy). Responses are on topic and original Responses are clearly written and contain few, if any spelling/grammatical errors. 	90-100% 36 - 40 points
B	<ul style="list-style-type: none"> Shows mostly original and critical thought. Answers most questions correctly with clarity, thought and substance, using references (cited in APA format) and examples as appropriate. The writing style is mostly appropriate to the assignment, interesting to read, accurate (no far-fetched, unsupported comments), precise (say what you mean), and concise (not wordy). Responses are on topic and original Responses are clearly written and contain few, if any spelling/grammatical errors. 	80-89% 32 – 35.9 points
C	<ul style="list-style-type: none"> Shows some original and critical thought. Answers some questions with clarity, thought and substance, using references (cited in APA format) and examples as appropriate. The writing style is somewhat appropriate to the assignment, interesting to read, accurate, precise, and concise. Responses are somewhat on topic and original Responses are somewhat clearly written and contain few, if any spelling/grammatical errors. 	70-79% 28 – 31.9 points
D	<ul style="list-style-type: none"> Shows slight original and critical thought. Answers a few questions with clarity, thought and substance, not using references (cited in APA format) and examples as appropriate. The writing style is somewhat appropriate to the assignment, interesting to read, accurate, precise, and concise. Responses are not all on topic and original Responses are not all clearly written and contain few, if any spelling/grammatical errors. 	60-69% 24 – 27.9 points
F	<ul style="list-style-type: none"> Shows no original and/or critical thought. Does not answers all questions with clarity, thought and substance and does not use references (cited in APA format) and examples as appropriate. The writing style is not appropriate to the assignment, interesting to read, accurate, or precise. Paper is wordy. Responses are on not topic and original Responses are not clearly written and may contain spelling/grammatical errors. 	<60% 0 – 23.9 points

Assignment 5: Exercise Prescription (1 Prescription @ 200 points)

Student Learning Outcome #6

6. Demonstrate the ability to design strength and conditioning programs for strength, power, muscular endurance, cardiovascular endurance, plyometrics, speed, agility, flexibility, and/or speed.

Student will develop a comprehensive exercise prescription using information gained in the course, as assigned by the instructor. Exercise prescription will include the following components:

- Screening tests
- Detailed 6-month exercise prescription based on an assigned individual's goals
- Strength-training component
- Nontraditional and complementary methods
- Outcome measures
- APA formatting

Grade Earned	Exercise Prescription: Evaluation Criteria	Points Awarded
A	<ul style="list-style-type: none"> • Selects appropriate screening tests. • Produces accurate, detailed six-month exercise prescription based on individual's goals, including mode, frequency, duration, intensity, and rate of progression. • Provides an appropriate strength-training component, including rate of progression, based on individual's goals. • Implements less traditional methods into the exercise prescription. • Describes detailed, reasonable outcome measures. • Presented in a professional manner using APA format throughout and in Reference Section. • Consistently uses Standard American English with rare misspellings. 	<p>90-100%</p> <p>180 – 200 points</p>
B	<ul style="list-style-type: none"> • Selects appropriate screening tests. • Produces mostly accurate, detailed six-month exercise prescription based on individual's goals, including mode, frequency, duration, intensity, and rate of progression. • Provides a mostly appropriate strength-training component, including rate of progression, based on individual's goals. • Implements less traditional methods into the exercise prescription. • Describes mostly detailed, reasonable outcome measures. • Presented in a professional manner using APA format throughout and in Reference Section. • Consistently uses Standard American English with rare misspellings. 	<p>80-89%</p> <p>160 – 179.9 points</p>
C	<ul style="list-style-type: none"> • Selects some appropriate screening tests. • Produces a somewhat accurate, detailed six-month exercise prescription based on individual's goals, including mode, frequency, duration, intensity, and rate of progression. • Provides a somewhat appropriate strength-training component, including rate of progression, based on individual's goals. • Implements some less traditional methods into the exercise prescription. • Describes somewhat detailed, reasonable outcome measures. • Presented in a professional manner using APA format throughout and in Reference Section. • Consistently uses Standard American English with rare misspellings. 	<p>70-79%</p> <p>140 – 159.9 points</p>

D	<ul style="list-style-type: none"> • Selects some appropriate screening tests. • Produces a slightly accurate, detailed six-month exercise prescription based on individual's goals, including mode, frequency, duration, intensity, and rate of progression. • Provides a somewhat appropriate strength-training component, including rate of progression, based on individual's goals. • Does not implement less traditional methods into the exercise prescription. • Describes somewhat reasonable outcome measures. • Not presented in a professional manner using APA format throughout and in Reference Section. • May consistently use Standard American English with misspellings. 	60-69% 120 – 139.9 points
F	<ul style="list-style-type: none"> • Does not select appropriate screening tests. • Produces poor exercise prescription based on individual's goals. • Provides no or inappropriate strength-training component. • Does not implement less traditional methods into the exercise prescription. • Does not describe detailed, reasonable outcome measures. • Not presented in a professional manner using APA format throughout and in Reference Section. • May consistently use Standard American English with misspellings. 	<60% 0 – 119.9 points

Grading

Assignment 1: Quizzes	150 points (15%)
Assignment 2: Read & Reactions	250 points (25%)
Assignment 3: Discussions	200 points (20%)
Assignment 4: Weekly Assignments	200 points (20%)
Assignment 5: Exercise Prescription	200 points (20%)
TOTAL	1000 POINTS (100%)

Grade Scale:

900 - 1000 = A

800 - 899 = B

700 - 799 = C

600 - 699 = D

0 - 599 = F

TECHNOLOGY REQUIREMENTS

The following information on technological requirements has been provided to assist you in preparing to use technology successfully in this course. You should have access to a computer with:

- Internet access/connection – high speed recommended (not dial-up)
- Microsoft Office (more specifically, MS Word and PowerPoint)

You also have access to a personal MyLeo account and a **MyLeo email address**. This is the email address that I will use to send you information regarding this course. Please check it regularly, and be sure to send me emails from this address, also.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

The best way to reach me is via email (Tara.Tietjen-Smith@tamu-commerce.edu) as I check it frequently. I will reply within 24 hours to your MyLeo email address. Please be courteous and professional in all of your interactions with me and fellow students.

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to Discussions etc...)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance:

Attendance is totally up to you. This is a 5-week summer course, and you can work at your own pace. The only major due dates are that all other coursework **MUST** be completed by the last day of class. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Be aware that the intent to deceive the reader does not have to be present for plagiarism to occur. For more information, please go to <http://www.plagiarism.org/>. **If you are in any doubt as to whether your work constitutes plagiarism or academic dishonesty, please discuss this with me confidentially.**

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).