

**KIN 2993B – Lifestyle, Individual Fitness and Exercise (LIFE)
 Winter 2024**

<p>Instructor: Dr. Molly Driediger Office: TH 4153 Email: mdriedig@uwo.ca Phone: 519-661-2111 ext. 85078 Office Hrs: by appointment</p> <p>TAs: TBD</p>	<p>Lectures: Monday</p> <p>Instruction Mode: Blended</p> <p>1h/week in-person lecture 2h/week in-person lab 2h/week lab preparation, field trips, readings</p> <p>Lectures and labs will not be recorded or posted online.</p>
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NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via OWL. Check the website regularly for course announcements.

Calendar Course Description (including prerequisites/anti-requisites):

This course is an introduction to knowledge and techniques essential in designing exercise programs promoting individual active lifestyles. Using a variety of common exercise types, students will put into practice techniques to educate and motivate individuals to adopt an active healthy lifestyle to promote optimum health for all ages.

Antirequisite(s): [Kinesiology 2980A/B](#) (if taken in 2018-19); the former Kinesiology 2940Q/R/S/T; the former Kinesiology 2941Q/R/S/T.

Prerequisite(s): Completion of the first year Kinesiology program and registration in the School of Kinesiology.

Extra Information: 5 lecture/laboratory hours.

You are responsible for ensuring that you have successfully completed all course pre-requisites, and that you have not taken an anti-requisite course.

Statement on Prerequisite Checking

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites

NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.

My Course Description

This is a student-centered activity course. It is an introduction to the theory and techniques that form the foundation for designing physical activity and exercise programs to promote active lifestyles for individuals across the lifespan. Students will gain practical experience by engaging in various indoor and outdoor physical activities and group exercise classes. Students are expected to learn to put into practice techniques used to develop and deliver group exercise classes and implement strategies to promote aspects of daily healthy active living among people of all ages.

Overarching Course Objective:

Individuals need to enjoy moving to initiate and maintain engagement in physical activity for lifelong health and wellbeing.

Learning Outcomes:

Upon completion of this course, students will be able to:

1. Summarize and apply **health behaviour change theories** and **psychological strategies** to promote the initiation and maintenance of physical activity among healthy individuals.
2. Recognize and implement the current Canadian 24-Hour **Movement Guidelines** when developing strategies to promote physical activity for individuals.
3. Source, interpret, **critically appraise**, and discuss fitness-related media and scholarly articles.
4. **Collaborate** with other students to **research, organize, and deliver** succinct fitness-related information to peers.
5. Apply knowledge of exercise prescription, equipment and training principles to **develop, structure, implement and coach** others through safe and effective group exercise experiences.
6. **Apply knowledge** of instructional strategies to motivate, educate, and engage participants in group and individual exercise.
7. Provide **constructive, effective feedback** to peers to share understanding while promoting physical activity.
8. Recognize and reflect on the **benefits of a physically active lifestyle** by **gaining exposure** to new and different ways of moving in local indoor and outdoor settings during independent field trips.
9. Apply knowledge in a **real-world setting** to learn to value service and gain an appreciation of instructional practices through field-based experiential learning with community partners.

Course Format:

Half course, 0.5 course, blended design, ~5h/week

1h/week in-person lecture

2h/week in-person lab

2h/week readings, lab preparation and field trips*

Required Course Material:

There is no textbook for the course.

The **Weekly Lessons** tool in **OWL** will be used to outline weekly lab tasks, learning objectives and resources.

The lab component is set up as a flipped classroom. That is, students prepare for lab by reviewing the online content and lab instructions and then use lab time to engage in hands-on, collaborative activities that require them to apply the knowledge that they read or viewed in pre-class videos or lectures (Educause, 2012).

Course Conduct:

Students are expected to attend all lectures and labs (see *course-specific conditions*). Lectures and labs will not be recorded or posted online. If absent, students are expected to connect with peers to gather any missed content.

Due to the nature of this course, including the requirement for active participation, please dress accordingly (e.g., running shoes, shorts or gym pants/leggings, and t-shirts) for labs.

If you wish to change prior to class, please arrive early and use the single person change room located across the hall from TH 2100 or use any of the stalls in the gender-neutral washrooms located throughout Thames Hall.

Outdoor shoes, bags, food and drink will not be allowed in the lab space. Always bring a **lock** to secure your belongings in one of the lockers located in the hallway by the atrium on the main floor of Thames Hall. Locks must be removed daily.

Safer space: I wish to foster a respectful learning space where all students feel welcome and comfortable to ask questions, share ideas and diverse perspectives. I expect students and instructors to be respectful and supportive of each other.

Students are expected to be prepared and on-time for their scheduled lab, to demonstrate effortful engagement and professional and collaborative conduct at all times. This also applies to conduct during independent field trips.

Due to a strict maximum number of students in each laboratory section, students are not permitted to attend alternate lab sections. **YOU MUST ATTEND THE SESSION YOU ARE REGISTERED FOR.**

***Field Trips:**

Students are expected to plan, prepare for, travel to/from and participate in these community-based experiences independently (or with classmates) outside of class time.

Students are responsible for attending:

- **Two different YMCA exercise classes** between **January 8th and March 1st** to complete the *YMCA Independent Field Trip assignment*.
- **One activity** from a selection provided by participating local organizations (e.g., Boler Mountain, etc.) between **January 8th and April 1st** to complete the *Choose Your Own Adventure Independent Field Trip assignment*.

The following points apply to all field trip components:

- **Field trip forms** must be reviewed, signed and **submitted to OWL prior to traveling to any of the off-campus facilities for the first time.**
- **Students who do not submit the field trip form prior to traveling to the activity will receive a grade of zero on** the related assignment (i.e., YMCA **and/or** Choose Your Own Adventure Independent Field Trip assignments).
- All activities offered are **complimentary** (no charge). This is a huge privilege. Letters of thanks are encouraged and will be collected via OWL Assignments at the end of the semester.
- **Students will require the use of a bus pass, or a reliable method of transportation,** to/from YMCA facilities and other organizations that provide activities off-campus within London. Again, complete the field trip form prior to travel.
- It is expected that each student arrives prepared and dressed appropriately for the activity (i.e., fitness attire, running shoes, weather-specific gear for outdoor adventures).
- Students are expected to fully participate in each field trip activity or exercise class. Those who are unable to engage fully must obtain formal academic accommodations.
- Students are expected to be respectful of the facility, any instructors/coaches and other participants or clientele. **Reports of inappropriate behavior will result in a grade of zero on your assignment.**

The following points apply to the YMCA field trip only:

- Each student will receive a **complimentary limited-time membership** to attend two group fitness classes at any London YMCA during **September and October** only. Students will choose the location and classes they wish to attend.
- Students are encouraged to arrive **30-45 minutes prior to their first class** to obtain their membership card and have their picture taken.
- Students must **arrive 15-20 minutes before** the start of each class to ask questions, meet the instructor, and gather the necessary assignment information.

Schedule:

Please note that this is a **tentative schedule**. As such, *the content and sequence of topics are subject to change at the discretion of the instructor.*

Week	Lecture Topic	Online Lab Prep	Lab	Evaluation
Week 1 1 st week of lecture and labs	Introduction to instructors and lab Warm-up & cool down Group exercise types/modalities Equipment & Safety	Read syllabus , browse OWL site Complete online course introduction module Review functional anatomy slides Couch potatoes and Hitchhikers	LAB in TH 3107 & 3101 Select group & modality Equipment and space Design warm-up/cool down Group exercise video	Lab participation 1 Lab task: Partner identified, contract signed, fitness modality selected with date for presenting, warm-up created.
Week 2	Technique fundamentals, movement patterns and exercise variations	Review warm-up and cool down Create/plan a dynamic warm-up & cool down including static stretches	Design warm-up/cool down Group exercise video Exercises and equipment	Lab participation 2 Lab task: Background on modality, list of exercises and variations.
Week 3	Technique fundamentals, movement patterns and exercise variations	Review exercise variations Fundamentals of movement	Warm-up presentations Individualizing exercise Group exercise video	Lab participation 3 Lab task: Fitness modality information, exercises and variations, cool down. Warm-up presentations start
Week 4	Group dynamics Fundamentals of group exercise instruction	Creating a class, leadership styles Instructor cues for common exercises	Warm-up presentations Conditioning Group exercise video	Lab participation 4 Lab task: Fitness modality information, warm-up, conditioning refined, cool down

				Warm-up presentations continue
Week 5	Music and exercise	Music, beat-based classes Cues and technique Flexibility and mobility	Warm-up presentations Conditioning Cool down Group exercise video	Lab participation 5 Lab task: Activity/exercise class fully planned, start to rehearse. Warm-up presentations continue
Week 6	History of group fitness	Exercise sequence Flexibility and mobility	Group exercise video Exercise class rehearsal Cool down	Lab participation 6 Lab task: Activity/exercise class fully planned, practiced with music listed
Week 7	FALL READING WEEK No labs or lectures			
Week 8	Guest: YMCA panel	Review for presentations	Student-led lab	Lab participation 7 Lab task: Activity/exercise class fully planned, practiced with music listed YMCA Independent Field Trip Assignment due
Week 9	Canadian Adult 24-Hour Movement Guidelines Theories of behaviour change	Prep for presentation	Student-led lab	Lab participation 8 Lab task: Participant Impression Score or Peer Evaluation
Week 10	Self-presentation in exercise settings	Prep for presentation	Student-led lab	Lab participation 9 Lab task: Participant Impression Score or Peer Evaluation
Week 11	Physical activity & exercise interventions	Prep for presentation	Student-led lab	Lab participation 10 Lab task: Participant

				Impression Score or Peer Evaluation
Week 12 Good Friday (no labs Fri)	Guest: ParticipACTION	Prep for presentation	Student-led lab (M-Th)	Lab participation 11 (M-Th) Lab task: Participant Impression Score or Peer Evaluation
Week 13 (Friday lab only)	Final Exam review	Prep for presentation	Student-led lab (Fri only)	Lab participation 11 (Fri) Lab task: Participant Impression Score or Peer Evaluation Choose Your Own Adventure Independent Field Trip Assignment due
Week 14 Classes end Monday April 8th	NO LECTURE		NO LABS	

Course Evaluation:

Due dates are provided below and will be communicated on OWL **Calendar** and within OWL **Assignments**.

“Late” policy: Assigned work, including formal assignments and lab work documentation are due as communicated below and in OWL. Assignments are due **before** the date and time listed. Assignments submitted through OWL are due before 11:55 pm. However, there is a 5-minute grace period (i.e., when due at 11:55 pm, students who submit at or before 12:00 am will not be considered late). **Assignments that are submitted late without accommodation will receive a grade of zero (i.e., those time-stamped 12:01 am or later will receive a grade of zero).**

Make-up exam

Per University policy, makeup examinations for the final exam (i.e., during the Spring exam period) are held on the second Thursday in May (for second-term courses).

Evaluation	Value	Description	Learning Outcome	Date
PARTICIPATION				
Lab Participation	12%	Students will work to complete assignments and fulfill learning objectives. 1 mark = proof of lab task completion <i>during lab time</i> (not accepted at any other time).	1-8	Assessed at end of each lab, starting Week 1. There are a total of 11 labs. Review course <i>specific conditions</i> for important

				information on lab participation.
ASSIGNMENTS				
Warm-up presentation	5%	In groups, students will instruct and lead a warm-up that aligns with their selected fitness modality. Students who engage in the warm-up will provide feedback to the presenting group.	3, 4, 5, 6, 7	Presented during lab time weeks 3-5
Group Exercise Class Presentation	22%	In pairs, students will be required to instruct and lead an exercise class. Students who engage in the class will rate the exercise and instruction to provide feedback as a Participant Impression Score.	1, 2, 3, 4, 5, 6, 7	Presented during lab time in weeks 8-13
*Independent Field Trip Assignment – YMCA group exercise classes	16%	Students will independently visit a local London YMCA location of their choice to participate in two exercise classes. Students will reflect on these experiences and submit a written report to OWL Assignments.	3, 5, 6, 8, 9	Friday March 1st
*Independent Field Trip Assignment – Choose Your Own Adventure	12%	Get active! Discover local settings and organizations that offer opportunities for physical activity to explore different ways of moving. On their own time, students will be required to independently engage in one local activity, reflect on their experience and submit a report.	8, 9	Monday Apr. 1st
Peer Evaluation	1.5%	Students will provide an evaluation of their group member's contribution to and performance on the presentation assignments by completing a Qualtrics survey.	4, 7	Due immediately following scheduled student-led presentation
Participant Impression Score	1.5%	After participating in each fitness class presented, students will rate their experience and provide the presenting students with a score by completing a Qualtrics survey.	7	Due after participation in each student-led lab
TESTS				
Final Exam	30%	<i>Multiple choice, 2h, in-person, cumulative</i>	1, 2, 5, 6	FINAL EXAM Cumulative,

				Scheduled by Registrar during final exam period
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Course-Specific Conditions:

This is a movement course. The laboratories within this course are designed to provide students with the opportunity to apply concepts discussed in lecture. It is important that all students in this course observe, analyze and take part in a variety of movements, in real time. There are 11 in-person labs in the winter term.

If faced with extenuating medical or compassionate circumstances, **students can miss two labs without academic penalty and without explanation or submission of documentation.** If a student is absent for more than two labs, they are required to submit formal documentation and obtain accommodations through a Kinesiology academic advisor <https://www.uwo.ca/fhs/kin/undergrad/academic/index.html>, otherwise lab participation for that lab will be zero.

Including the two missed labs provided without penalty, students who miss 5 or more laboratories without appropriate academic consideration/accommodation, will be debarred from writing the final exam and will receive an F for this course.

Students who miss any labs are expected to connect with peers to review missed content. Lab tasks must be completed on a subsequent week as time allows or on the student's own time, as the lab task permits. Completion of weekly lab tasks will directly impact the student's ability to perform well on the initial and final practical assessment. Students are encouraged to seek peer and TA feedback on lab tasks during lab time to enhance understanding and to promote final assessment performance.

Practical assignment (i.e., group exercise class presentation only):

As there are limited labs allocated for presentations, students are expected to be prepared to present on the date that they signed up for.

If a student is faced with extenuating medical or compassionate circumstances and is not able to present on their scheduled presentation date, the student who is affected must obtain academic accommodations to have their presentation rescheduled. **Presentations will not be rescheduled without formal accommodations.**

Peer evaluation:

Students who do not submit a peer evaluation of their group members before the end of day (i.e., 11:59 pm) on the date that they present/instruct their Group Exercise Class **will receive a zero on this portion of their final mark** regardless of the score received from other students. The Peer Evaluation contributes 1.5% to the final mark.

Course/University Policies

1. The website for Registrarial Services is <http://www.registrar.uwo.ca>.

In accordance with policy, the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

2. **Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy,

specifically, the definition of what constitutes a Scholastic Offence, in the Academic Calendar (westerncalendar.uwo.ca).

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (www.turnitin.com).

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

3. Use of Electronic Devices

During Exams: Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

Personal Response Systems (“clickers”) may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning.

You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else's clicker in class constitutes a scholastic offence;
- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

4. Academic Considerations and Absences from Lectures and Assessments

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from

the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic counsellors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

Academic Accommodation

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

Academic Consideration

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's [Official Student Record Information Privacy Policy](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student "was seen for a medical reason" or "was ill.").

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

Examination Conflicts

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as "heavy load" conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a "Conflict Room," wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

5. **Contingency Plan for an In-Person Class Pivoting to 100% Online Learning**

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

6. **Online Proctoring**

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

7. **Grades**

Where possible assignment objectives and rubrics will be posted on OWL.

Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 13th, 2023 (for first term half-courses)
- November 30th, 2023 (for full-year courses)
- March 7th, 2024 (for second term half-or full year courses)

A+	90-100	<i>One could scarcely expect better from a student at this level</i>
A	80-89	<i>Superior work that is clearly above average</i>
B	70-79	<i>Good work, meeting all requirements and eminently satisfactory</i>
C	60-69	<i>Competent work, meeting requirements</i>
D	50-59	<i>Fair work, minimally acceptable.</i>
F	below 50	<i>Fail</i>

Rounding of Grades (for example, bumping a 79 to 80%):

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this is presented".

Appealing a Grade Within this Course

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31st (for first-term half courses) or June 30th (for second-term half courses or full-year courses)

8. Support Services

Health and Wellness:

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

There are various support services around campus and these include, but are not limited to:
Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

9. Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>