

Kinesiology 100-01 Public Health and Physical Activity
Fall 2018
Monday/Wednesday/Friday 11-11:50AM

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Office Hours: Monday 1:30-3 and by appointment



Course Description:

From a young age, children hear from teachers, parents, and commercials that being physically active promotes health. But if being active is that simple, then why don't more people exercise regularly? And why do we have an obesity epidemic in the US? In this course, we will examine why telling people to 'work out' is insufficient. We will investigate physical activity from a Public Health perspective and examine aspects of our world that facilitate or hinder physical activity. We will question why we tend to blame individuals for their poor health behaviors, instead of looking at the complex social, behavioral, economic, and environmental factors that may overwhelm individual motivation to live a healthier life.

The course has two broad goals.

- First, the course aims to introduce you to the field of Public Health and the challenges associated with solving complex health problems.
- Second, the course will give you opportunities to collaborate with peers on assignments and projects that model real-world Public Health practice with an emphasis on non-written communication.

Course Objectives:

By the end of the course, you will be able to:

- describe the burden of disease associated with lack of physical activity in order to understand the magnitude of this Public Health problem.
- describe how physical activity fits into a broader conceptualization of health and wellness.
- explain the complexities of what impacts health behavior (such as physical activity) in order to understand the challenges in changing these behaviors.
- enhance presentation skills in order to continue the lifelong process of improving our ability to communicate to different audiences.
- explore ways to present information and ideas in order to build communication skills that are applicable to engaging with the world of Public Health.
- contribute to successful group work to better understand the collaborative world of Public Health.

Expectations:

1. Class participation

Participation is a crucial element of this course and is expected. Students should be engaged with the material during class, respond to questions, participating in group discussions/work, etc. This enhances the learning environment for all.

Health is a priority and students should not come to class if they are not feeling well. No details, notes, etc. are needed, but please use the Honor Code and fill out the webform so you are not unfairly penalized. This also applies to family emergencies and representing W&M (ex: athletics). Unless there is an emergency situation,

this should be done **before** class. If you need to be absent for an extended period of time, please consult the Dean of Students Office.

Reporting Absences

- If you need to miss a book quiz or presentation **email** me prior to the class period to make arrangements.
- If you need to miss a class where an individual assignment was due to enhance group work, fill out the **webform and email** your assignment to your group **copying me**.
- If you need to miss a working day class, fill out the **webform and email** your group to let them know you will not be there.
- If you need to miss another class, fill out the **webform** so that you will not be penalized if I collect work during the class period.

2. Participation and policies on laptops/tablets

Your full attention and regular participation are required at each class meeting. This includes careful note taking, asking thoughtful questions, and participating regularly in class discussions. Using laptop computers and tablets provides much temptation for distraction and reduces our ability to be present in conversations. While you may use these devices in class, they should only be used for note taking, and students should close other programs that could inhibit their ability to participate in class. If you choose to not be mindfully present during class time, consider sitting in the back to limit your potential to distract others.

3. Assignments

Assignments may be due in hard copy and/or electronic format via Blackboard. Please pay attention to what is being asked for each assignment. Assignments are due at the beginning of class unless otherwise directed. Points will be deducted for assignments turned in late, unless there are extenuating circumstances arranged with me. See course assignments below for how this applies to assignments graded out of 4 points. For other assignments, those turned in 1 minute – 24 hours late will receive a 10% deduction from the highest possible grade. Assignments turned in 24 hours—1 week late will receive a 30% deduction from the highest possible grade. Assignments submitted more than 1 week late will not be accepted.

For electronic submissions, Google documents/slides/etc. will not be accepted. You must attach a document.

4. Questions regarding grading

Any questions regarding grading of tests, projects, or assignments must be submitted in email format to me within one week of the posted grade.

5. Personal Conduct

Treat guest speakers and fellow classmates with the utmost respect at all times. Information disclosed during class discussion or through assignments should remain confidential. Please demonstrate an appreciation of diversity and inclusiveness.

Student Accessibility Services:

William & Mary accommodates students with disabilities in accordance with federal laws and university policy. Any student who feels they may need an accommodation based on the impact of a learning, psychiatric, physical, or chronic health diagnosis should contact Student Accessibility Services staff at 757-221-2512 or at sas@wm.edu to determine if accommodations are warranted and to obtain an official letter of accommodation. For more information, please see www.wm.edu/sas

Sensitive Topic Material:

Topics we discuss in the course may be of a sensitive nature and could be triggering for some students. Please take care of yourself while reading, studying, or in class. Excuse yourself if you need a break. Please come speak to me if there's anything that you're concerned will be challenging for you personally in a way that will impact your learning in this course. In addition, please be respectful of others and their experiences when participating in class discussions.

Required Materials:

Finkelstein, E., & Zuckerman, L. (2008). *The fattening of America: how the economy makes us fat, if it matters, and what to do about it*. Hoboken, N.J.: Wiley.

Course Assignments:

1. Participation and Engagement

There will be several points during the course, where you will be asked to bring something to class, submit something on Blackboard, or complete a task during class. These are designed to encourage you to participate in class, engage with the material and will factor in to your participation and engagement grade. See course schedule for due dates and syllabus for requirements for assignments.

Optional: There is an optional grading scale (Option B) that includes rewarding students for active participation and discussion in class. If you would like to take this option, I will reward you with 5% of your grade from this participation and a decreased emphasis on your individual assignments.

2. Individual Assignments

You will have several individual assignments due during the semester. Pay attention to instructions with details as well as how to submit the assignment. Most will be graded on the 4 or 5 point scale below. See course schedule for due dates.

3. Group Assignments

You will have several group assignments due during the semester. Most will build toward your final project. Although there will be class time allotted to work on many of these assignments, you should plan to work with your group outside of class as well.

4. Book Quizzes

You will take two book quizzes, one for each half of *The Fattening of America*. The quizzes are designed to reward students for readings the book. Therefore it should only be challenging if you did not read the book. 10 points will come from the quiz and 5 points for your active discussion in class.

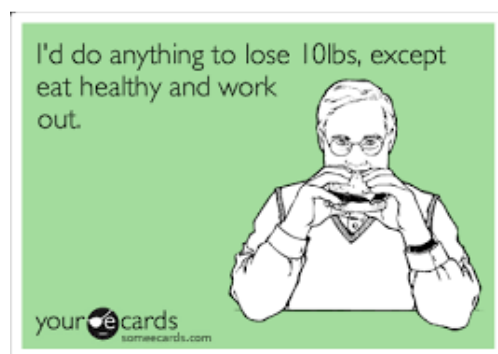
5. Environmental Assessment Project

Groups will present a project that assesses the impact of the environment on physical activity. More details will be provided in class.

6. Final Project

As our culminating project, groups will present on the work they've submitting throughout the semester to your peers. More details in class.

- Many participation and feedback assignments will be graded out of 4 or 5 points with the following rubric:
 - 4 point scale rubric for written work:
 - 4 = excellent submission, 3 = good submission, 2 = lacked effort 1 = minimal effort 0 = unacceptable effort/no submission.
 - Submissions between 1 minute and 24 hours late will receive 1 point lower than the grade the assignment would have earned had it been submitted on time. Submissions between 24 hours and 1 week late will receive 2 points lower than the grade the assignment would have earned had it been submitted on time. Submissions over 1 week late will receive a 0.
 - 1 additional point for participation in class. For assignments that have an in-class component (ex: days when you are submitting an assignment that will contribute to a group work day) an additional point will be given for active participation in class OR an excused absence with clear communication and submission to your group.



Grading by assignment*:

	<u>Option A</u>	<u>Option B</u>
1. Participation and Engagement (Giving Constructive Feedback, Assignments collected in class, Individual presentations and improvement, Current events/pop culture)	10%	10%
2. OPTION: In-class participation	0%	5%
3. Individual Assignments (Presentation Examples, Public Health Problem, Article Presentation, Health Disparities, Journals (3), Policy)	20%	15%
4. Group Assignments (Infographic, VERB article, Infographic 2, Preparation for Environmental Assessment Day 2 (assessed by other group), Social Marketing, Needs/Assets Map, Policy Memo)	20%	20%
5. Book Quizzes	10%	10%
6. Environmental Assessment Project		
a) Presentation/Final Project	15%	15%
b) Individual contribution	5%	5%
7. Final Project		
a) Presentation/Final Project	15%	15%
b) Individual contribution	5%	5%
Total	100%	100%

* As the semester progresses I reserve the right to alter the weight of any given assignment(s). This will only be done to students' advantage.

At the end of the semester, grades will be calculated using the following scale.

Grade	Percent
A	93 – 100
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%
D+	67 – 69%
D	63 – 66%
D-	60 – 62%
F	0 – 59%

.49 and below will be rounded down and .50 and above will be rounded up. No other rounding will occur in calculating final grades.