

Kinesiology 100-01 Public Health and Physical Activity

Spring 2019

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.

Course Goals:

The course has two broad goals.

- First, as a COLL 100, this course introduces you to big ideas that shape the way we view the world. COLL 100 courses focus on developing non-written communication skills. For this class, those skills culminate in oral presentations.
- Second, the course aims to introduce you to the field of Public Health and the challenges associated with solving complex health problems.

Course Objectives:

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

- **Present** information and ideas using communication skills that are applicable to the world of Public Health.
- **Collaborate** in a group to understand the collaborative world of Public Health.
- **Describe** the burden of disease associated with lack of physical activity in order to understand the magnitude of this Public Health problem.
- **Explain** the complexities of what affects health behavior (such as physical activity) to understand the challenges in changing these behaviors.
- **Describe** a comprehensive approach to solving complex Public Health problems.

Expectations:

1. Class participation

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

- Health is a priority and you should not come to class if you are not feeling well. While occasions may arise that you need to miss class, I hope that you will only be absent for reasons related to illness and family emergencies.
- Excessive absences and patterns in absences will require additional documentation. If you are absent for an extended period, you should obtain documentation from the Dean of Students Office.
- Only excused absences related to illness, family emergencies and athletics will be approved for class periods involving grades (quizzes, book quizzes, in-class group work).
 - For an excused absence, you must report these absences to me before the class period unless the situation is an emergency. **Note: Details are not needed (and often not desired).** Please remember the Honor Code when reporting absences.

Reporting Absences

- Missing a quiz or presentation: **email** me prior to the class period to make arrangements.
- Missing a class will affect group work: fill out the **webform and email** your assignment to your group **copying me**.
- Missing a working day: fill out the **webform and email** your group to let them know you will not be there.
- Missing another class: fill out the **webform** so that you will not be penalized if I collect work during the class period.

If you have an excused absence for a class where work is collected, I will not penalize you for not attending, however you will not get full credit since you were not present to do the work. Instead, you will not receive a grade for that class and your grade will be averaged with one fewer assignments than your classmates.

1. 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.

2. **Assignments and Rubrics**

Assignments will be submitted via Blackboard. Please pay attention to how I ask for each assignment. Assignments are due at the beginning of class unless otherwise directed.

You will lose points for assignments turned in late, unless there are extenuating circumstances that you talk about with me. See below for how this applies to assignments graded out of 4 points. For other assignments, those turned in between 1 minute and 24 hours late will lose 10% from the highest possible grade. Assignments turned in between 24 hours and 1 week late will lose 30% 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 file to Blackboard.

I will distribute a rubric for each assignment prior to the due date. You should pay close attention to the rubric so that you understand how your work aligns with the areas that I focus on while grading.

3. **Blackboard**

I use Blackboard as the primary source of communicating with the class. I expect you to regularly check Blackboard for important announcements or set Blackboard to email these to you. In addition, I expect you to read all feedback given on assignments. Even if you have a good grade, there could be feedback that affects future submissions.

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 private to our classroom. 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:

1. Ehrenreich B. (2001). *Nickel and Dimed: On (Not) Getting by in America*. NY: Henry Holt & Co.
2. 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 need to bring something to class, submit something on Blackboard, or complete a task during class. These assignments encourage you to participate in class, to 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 I will decrease the percentage your individual assignments are worth.

2. Individual Assignments

You will have several individual assignments due during the semester. Pay attention to instructions with details, especially to 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 one book quiz for *Nickel and Dimed* and two book quizzes for *The Fattening of America* (one for each half). The quizzes are designed to reward students for readings the book. Therefore it should only be challenging if you did not read the book.

5. Quizzes

You will take 4 content quizzes during the semester. These short quizzes are designed to reinforce material discussed in class. I will drop your lowest quiz grade at the end of the semester.

6. 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.

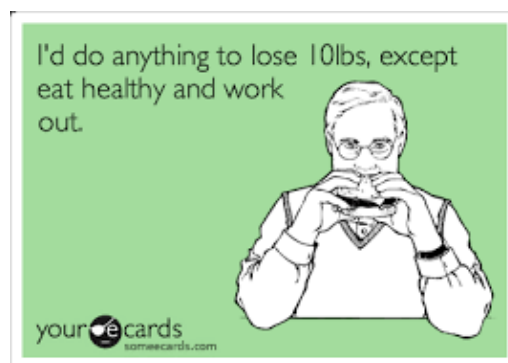
7. Final Project

As our culminating project, groups will present in class on the topics they discussed throughout the semester. More details in class.

Grading:

Many participation and feedback assignments will be graded out of 4 or 5 points with the following scale:

- 4 point scale for written work:
 - 4 = excellent submission, 3 = good submission, 2 = lacked effort 1 = minimal effort 0 = unacceptable effort/no submission.
 - Assignments turned in between 1 minute and 24 hours late will lose 10% from the highest possible grade. Assignments turned in between 24 hours and 1 week late will lose 30% from the highest possible grade. Assignments submitted more than 1 week late will not be accepted.
- 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*

Assignment	Option A	Option B
Participation and Engagement Assignments collected in class, current events/pop culture, article presentation	5%	5%
Optional In-class Participation	0%	5%
Individual Assignments Public Health Problem, Health Disparities, Journals (3), Policy	15%	13%
Group Assignments Infographic 1, VERB article, Infographic 2 – Health Disparities, Preparation for Environmental Assessment Day (assessed by other group), Policy Memo	10%	10%
Book Quizzes (3)	15%	15%
Content Quizzes (4 –drop the lowest score)	15%	12%
Environmental Assessment Project		
Presentation/Final Project	15%	15%
Individual Contribution**	5%	5%
Final Project		
Presentation/Final Project	15%	15%
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.

** grade given at end of semester

Grading Scale

At the end of the semester, I will calculate grades 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%

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