



Basic Course Information

Semester:	Spring 2021	Instructor Name:	Hector Vildosola
Course Title & #:	ES 102 Physical Fitness	Email:	Hector.vildosola@imperial.edu
CRN #:	21695	Webpage (optional):	
Classroom:	Online	Office #:	Online
Class Dates:	Online	Office Hours:	Zoom call / appointment
Class Days:	Online	Office Phone #:	Zoom call
Class Times:	Online	Emergency Contact:	
Units:		Class Format:	Asynchronous

Course Description

This course is designed to emphasize physical conditioning and development. Equips the student with a repertoire of exercises and conditioning activities which can be used to maintain physical fitness throughout college and adult life.

Course Prerequisite(s) and/or Corequisite(s)

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Demonstrate strength and endurance components.
2. Demonstrate improved cardiovascular fitness.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Show strength through proper application and basic repetitions and develop overall conditioning skills.
2. Practice concepts of motion and flexibility.
3. Demonstrate the concept of cardio-vascular fitness.
4. Demonstrate knowledge of the muscular system of the body.
5. Develop knowledge of aerobic conditioning.

Textbooks & Other Resources or Links

[\[Get Fit, Stay Well! \(fourth edition\) \(Optional\)\]](#)

Book by Janet L. Hopson, Rebecca J. Donatelle, and Tanya R. Littrell

Video recordings

App: Map my fitness by under armour

Course Requirements and Instructional Methods

[Describe course activities, assignments, tests, homework, etc.]

The course is a activity course, where the student is expected to perform physical activities that require, medium to intense workout sessions. The student is expected to show evidence that they have performed the weekly physical activities for this the use of an APP, video recordings or pictures must be submitted on a weekly basis.

Pre, mid semester and post exercise evaluation will be performed to check and see the progress the student is making during the semester.

Discussions with peers will be done on a weekly or biweekly basis, here we will discuss our workouts and new trends in the physical fitness world.

Course Grading Based on Course Objectives

The student will be evaluated on his work on a weekly basis and broken down in the following categories:

- Pre, mid-term and post evaluation: 30 pts each (total 90 points).
- Weekly physical activities (2 per week): 10 points (total 140 points).
- Discussions and TED talks: 10 points (total 80 points).

Some extra credit activities will be posted throughout the semester to encourage and further develop in our students the habit of exercising

Course Policies

Attendance

A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.

- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.
- **What does it mean to “attend” an online class?**
- Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:
 - Student submission of an academic assignment
 - Student submission of an exam
 - Student participation in an instructor-led Zoom conference
 - Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
 - A posting by the student showing the student's participation in an assignment created by the instructor
 - A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters

An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

Class Netiquette

What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.

□ Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others’ opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].

How am I expected to act in an online “classroom” (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call.

Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

1) Be RESPECTFUL

a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)

a. People walking around and pets barking can be a distraction.

3) EAT AT A DIFFERENT TIME.

a. Crunching food or chugging drinks is distracting for others.

b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU

- a. It is hard to see you in dim lighting so find a location with light.
- b. If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.

5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING

- a. If you are using the camera, show your face; it helps others see your non-verbal cues.
- b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

6) Be READY TO LEARN AND PAY ATTENTION

- a. Catch up on other emails or other work later.
- b. If you are Zooming, silence your phone and put it away.
- c. If you are in a room with a TV – turn it off.

7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS

- a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It’s best if you conference in a private space, but if you can’t find a quiet place, when noises arise **MUTE** your laptop.

8) REMEMBER TO UNMUTE WHEN SPEAKING

- a. Follow your instructor’s directions about using the “**raise hand**” icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
- b. Do not speak when someone else is speaking.

9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING

- a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
- b. Do not use the Zoom meeting to meet with your peers or put on a “show” for them.

10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING

- a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

Other Course Information

Career possibilities in [Physical Fitness](#)

Work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experiences. These opportunities will provide you with a deeper, more engaging and relevant learning environment. This semester, I will be offering the following WBL activities in order to provide you with the opportunity to explore career options in **Physical fitness.**

Activity

1. WBT Guest Speaker. A guest speaker will be recorded thru a zoom call and uploaded for our students to watch. The purpose is for our speaker to talk about the opportunities they are in the physical fitness industry.
2. WBT Train a peer. The students will have to build a workout to put one of their classmates thru, I will break the class in pairs randomly and have to do the classmates workout that they build. The purpose is to simulate the student working with a client if they decide to enter the personal training world and enhance communication and written skills to demonstrate their workout.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

Anticipated Class Schedule/Calendar

[Provide a tentative overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format as in the example below may be used for this purpose.]

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1	Discussion, Pre physical evaluation, Exercise plan Design	
Week 2	Ted Talk (Mental Training), 2 Cardio Workouts	
Week 3	Discussion, 2 strength training workouts	
Week 4	2 Stretching workouts, WBT Guest speaker, Job opportunities on the physical fitness spectrum	
Week 5	TED talk (Habits), 2 HIIT workouts	
Week 6	Discussion, 2 Movement workouts , quiz	
Week 7	2 build your own workouts. Discussion	
Week 8	Mid-term physical evaluation, Reevaluate plan design	
Week 9	2 workouts Frequency, Discussion	
Week 10	2 workouts Intensity	
Week 11	2 workouts Time	
Week 12	2 workout Type.	
Week 13	Discussion FITT, 2 Build your own workout	
Week 14	WBT- Build a classmate a workout, 1 build your own workout	
Week 15	Post physical fitness evaluation, class evaluation discussion	

*****Subject to change without prior notice*****