

San José State University
Department of Kinesiology
KIN 38 Beginning Jogging, Section 05, Spring 2013

Instructor:	Matthew Bejar, Teaching Associate
Office Location:	SPX 301
Email:	matthew.bejar@sjsu.edu
Office Hours:	Tuesday and Thursday 1:00-2:30pm or by appointment
Class Days/Time:	Tuesday and Thursday 3:30-4:20am
Classroom:	SPX 44A

MySJSU Messaging

In order to ensure that you receive all pertinent email communication, you must have a current and accurate email address in the MySJSU system. Please check to make sure your email is updated in MySJSU. Also, copies of course materials such as the green sheet (syllabus), major assignment handouts, etc. may be found on Desire2Learn (D2L). If you do not have a D2L account, you will need to set one up. For more information on setting up your account go to <http://www.sjsu.edu/ecampus/students>.

Course Description

Beginning jogging is an introductory course that is designed to provide students with the basic skill and knowledge that are required to develop and implement a running program designed to improve various health-related components of fitness. The course will provide the student with basic running skills and proper techniques necessary to develop and implement a safe, effective beginning running program. Various principles and concepts of running will be presented in lectures and discussions throughout the semester. However, the majority of class time will involve active participation in running in order to develop and maintain various health-related components of fitness.

Activity Program Learning Outcomes

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

1. Demonstrate the acquisition and application of motor skills appropriate to running.
2. Demonstrate an understanding of the basic terminology, applicable history, rules, strategies, current research and practice, safety, tactics, and etiquette appropriate to running.

3. Demonstrate an understanding of the benefits of running as it relates to physical and mental health.
4. Demonstrate a positive change in personal fitness as it relates to cardiovascular endurance, muscular strength, muscular endurance, body composition, and flexibility through moderate to vigorous physical activity.

Course Content and Student Learning Outcomes

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

1. Identify and explain the fundamental principles underlying the development and maintenance of various health-related components of fitness, such as cardiovascular fitness, flexibility, body composition, and muscular endurance.
2. Identify and explain the physiological effects and health-related fitness benefits of a running program.
3. Perform an adequate running workout consisting of a warm-up, aerobic conditioning, and cool-down.
4. Design and implement a personal running program.
5. Identify potential sources of injury with regards to running.
6. Utilize appropriate running apparel.
7. Demonstrate running safety and etiquette.
8. Demonstrate an understanding of basic running terminology.
9. Demonstrate a greater understanding of relevant issues and trends in running literature.
10. Enjoy a health-related, physical recreation activity across their lifespan.

Required Texts/Readings

Assigned readings will be posted on D2L. No textbook is required; although, a list of recommendations is provided on the last page of the green sheet for those who are interested.

Classroom Protocol

1. Workouts will take place EVERY CLASS, except the first and last days of class. Recognizable and acceptable effort in class participation is a necessary requirement.
 - a. Running is an activity class requiring moderate to vigorous physical effort. While rigorous physical exercise has many benefits, it also presents potential hazards for certain groups of individuals. These include PERSONS OF ANY AGE who (i) are sedentary, (ii) have a known heart or blood vessel disease, including high blood pressure, (iii) have a high risk of heart disease (major risk factors include smoking, diabetes mellitus, high cholesterol, heredity, and high blood pressure). In

addition, risk is greater for persons in the above categories who are 40 years of age or older.

- b. It is recommended that individuals in the above categories make the instructor aware of such conditions AND consult a physician to have a complete medical examination, including an exercise electrocardiogram (stress EKG), prior to participation in classes involving vigorous activity.
 - c. Do not exercise at an intensity or duration that is more than that which you can currently tolerate! Participation in activity courses is at the student's own risk. The necessary physiological condition and fitness, and health insurance needs for the class are the responsibility of the student.
2. Running logs will be kept the entire semester, documenting each session, including the warm-up, type of workout, length of run, cool-down, and a brief statement about how one felt (i.e., rating of perceived exertion) during class.
 3. If students feel ill or injure themselves, the students should notify the instructor immediately.
 4. Students should obey all traffic lights and other safety laws.
 5. The following behaviors will not be tolerated: excessive tardiness, attempting to leave class early, frequent use of cell phone, horseplay, and other inappropriate behavior.
 6. Appropriate workout clothes and shoes for running must be worn to class.
 7. No food and drink are allowed in the gym except water. Absolutely NO glass containers are allowed.
 8. Please treat fellow workout participants with respect.
 9. The instructor reserves the right to deduct participation points and/or dismiss students from class who violate classroom protocol.
 10. Students are responsible for abiding by all other class and gym policies outlined on http://www.sjsu.edu/kinesiology/programs/activity_program/policies/

Dropping and Adding

February 4 is the last day to drop this course without a "W" being assigned. According to University policy, dropping this course after February 4 is permissible only for serious and compelling reasons, and requires written documentation. Lack of attendance or unsatisfactory performance in course work is not a serious and compelling reason. The last day to add the course is February 11; however, students who receive add codes should use them as soon as possible.

Assignments and Grading Policy

1. **Participation** will account for 50% of the total grade. Typically, Tuesdays will consist of a steady-paced endurance run, and Wednesdays will comprise of a faster-paced/more challenging workout (e.g., intervals, fartlek, tempo, stairs workout, etc.). At three points in the semester (i.e., beginning, middle, and end), students will complete a 1.5 mile run to assess current level of fitness. Attending and actively participating in class is crucial! The grading policies for this component of the grade are as follows:

- a. Recognizable and acceptable effort is required in order to get full credit! (One point per class)
 - b. TWO missed (i.e., “grace”) classes are allowed until one’s grade is negatively affected. (For example, a student who misses three out of 27 classes would receive 24 out of 25 points.)
 - c. Participation points can and will be deducted for frequent violation of classroom protocol (see above). DO NOT ask to leave early unless there is a compelling reason to do so! Likewise, excessive tardiness will not be tolerated.
 - d. If one incurs a short-term illness or injury, a doctor’s note is required in order to be excused!
 - e. If the instructor approves, students may attend other sections of this class to make up for missed classes.
 - f. Missing and not making up an assessment will result in a full letter grade deduction from one’s overall grade per missed assessment.
 - g. If a student misses six to eight classes, the highest grade one can earn is a “B.” Likewise, if a student misses more than eight classes, the highest grade one can earn is a “C.” These include the two “grace” days (see 1b above).
 - h. Lastly, if students are caught signing in or otherwise misrepresenting another student’s presence in class, the instructor reserves the right to give a failing grade for the course and report the student to the office of Student Conduct and Ethical Development. (see Academic Integrity Statement)
2. A **running log** will account for 15% of the total grade. The beginning of the running log should begin with a goal statement. Students will identify their goals, reasons for taking the class, and what they ultimately hope to get out of this class. Recommended length is two to three paragraphs. This will be due **February 7**.
- For every class, students will document all workouts, including the warm-up, type of workout (easy run, tempo, stairs, workout, intervals, etc.), length of run (either time or distance), cool-down, a rating of perceived exertion (Was this easy, moderate, challenging? How did you feel?), and any other optional reflections in a notebook. All of these aforementioned components are required in order to get full credit.
- Lastly, students will write a brief post-class reflection about one or more of the following questions: (a) How do you feel (physically and/or mentally) compared to the beginning of the semester, (b) Looking back, what would you do differently?, and/or (c) Did you reach your goals? Did you modify your goals? Moving forward, what are some of your new goals? Recommended length is one to two paragraphs. This will be due **May 7**.
- Overall, each running log entry is worth one point, the goal statement is worth 10 points, and the post-class reflection is worth 5 points. Running logs will be collected and graded on **February 7, March 21, and May 7**.
3. An **article critique** will account for 15% of the total grade. Students will select and read an article from a peer-reviewed journal (e.g., Journal of Sports Science and Medicine), running magazine (e.g., Runner’s World), or another newspaper or magazine containing

an article pertaining to running. Articles from other sources may be accepted as long as they are approved by the instructor. Students will then write a paper, which will include a brief introduction, summary, critique of the article, significance, and a citation in APA format. For the introduction, include a brief statement of why this article was chosen or what appeared interesting about it. In the summary, outline the author's (or authors') main argument. When critiquing the article, addressing some of the following questions is suggested: What are the strengths and weaknesses of the article? Did the author(s) adequately provide evidence for his/her/their main point(s)? Did the article make sense? Was it easy to read? Conclude the paper by discussing the significance of the article to the class and/or your understanding of running. Did you learn anything new? Will this affect how you view or participate in running in the future? Also, remember to include a citation in APA format at the end of the paper. Recommended length is 2 to 3 pages. A grading rubric will be posted on D2L. All articles need to be submitted to D2L and approved by **April 4**. Article critiques are due on **April 11** via D2L.

4. A written comprehensive **final exam** will account for 20% of the total grade and will be administered on the FINAL DAY OF CLASS: **May 9**. It will consist of information presented in class and readings posted on D2L. It may contain multiple choice, true/false, fill in the blank, matching, or short answer items. There are no make-ups for missing exams, except in serious and compelling cases!

Grading Breakdown

- | | |
|--|-----|
| 1. Participation* | 50% |
| 2. Running Log (w/ goal statement and post-class reflection) | 15% |
| 3. Article Critique | 15% |
| 4. Final Exam | 20% |

Grading:	A = 90%-- 100%	B = 80%-- 89%	C = 70%-- 79%
	D = 60%-- 69%	F = 59% or lower	

*NOTE: Students who miss six to eight classes can't earn a grade higher than a "B."
 Students who miss more than eight classes can't earn a grade higher than a "C."

Important Dates

January 31	Assessment #1
February 7	Running Log (w/ goal statement) due
March 21	Assessment #2, Running Log due
April 4	Articles due (for approval)
April 11	Article Critique due
May 2	Assessment #3
May 7	Running Log (w/ post-class Reflection) due
May 9	Final Exam

University Policies

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Student Technology Resources (Optional)

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center (Optional)

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the [LARC website](http://www.sjsu.edu/larc/) for more information at <http://www.sjsu.edu/larc/>.

SJSU Writing Center (Optional)

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center (Optional)

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

Student Success Center (Optional)

All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, reinstatement and probation questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. Looking for academic advice or maybe just some tips about how to navigate your way around SJSU? Check out the CASA Student Success Center, located in MH 533! It’s also a great place to study, and you can check out laptops/iPads.” The [CASA Success Center website](http://www.sjsu.edu/casa/ssc/) is located at <http://www.sjsu.edu/casa/ssc/>

Recommended Books

Running Information

- Daniels, J.T. (2005). Daniels' running formula (2nd Ed.). Champaign, IL: Human Kinetics.
- Henderson, J. (2000). Running 101: Essentials for success. Champaign, IL: Human Kinetics.
- Noakes, T.D. (2002). Lore of running (4th Ed.). Champaign, IL: Human Kinetics.
- Noakes, T.D., & Granger, S. (2003). Running injuries: How to prevent and overcome them. New York, NY: Oxford University Press.
- Pfitzinger, P., & Douglas, S. (1999). Road racing for serious runners: Multispeed training- 5k to marathon. Champaign, IL: Human Kinetics.
- Puleo, J., & Milroy, P. (2009). Running anatomy. Champaign, IL: Human Kinetics.
- Ryan, M. (2007). Sports nutrition for endurance athletes (2nd Ed.). Boulder, CO: VeloPress.
- Sport Medicine Council of British Columbia. (2012). The beginning runner's handbook: The proven 13-week runwalk program (4th ed.). Vancouver, BC: Greystone Books.

Running Novels

- Bingham, J. (1999). The courage to start: A guide to running for your life. New York, NY: Touchstone.
- Lear, C. (2000). Running with the buffaloes: A season inside with Mark Wetmore, Adam Goucher, and the University of Colorado men's cross country team. Guilford, CT: Lyons Press.
- McDougall, C. (2009). Born to run: A hidden tribe, superathletes, and the greatest race the world has never seen. New York, NY: Vintage Books.
- Moore, K. (2006). Bowerman and the men of Oregon: The story of Oregon's legendary coach and Nike's cofounder. Emmaus, PA: Rodale.
- Parker, J.L. (1978). Once a runner: A novel. Tallahassee, FL: Cedarwinds.
- Parker, J.L. (2007). Again to Carthage: A novel. New York, NY: Scribner.
*sequel to *Once a Runner*
- Shivers, J., & Shivers, P. (2006). Harriers. Uniontown, OH: Fresh Writers Books.