

**San José State University**  
**Department of Kinesiology/Department of Child & Adolescent Development**  
**ChAD/KIN 149: Child Health and Physical Activity**  
**Spring 2021**

**ChAD instructor:** Laura Pirazzi

Office: SH 216

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Online Office Hours: Thursdays 11:45a-1:15p  
& by appointment

**KIN instructor:** Cristina Carrillo

Office: SPX 170

E-mail: [cristina.carrillo@sjsu.edu](mailto:cristina.carrillo@sjsu.edu)

Online Office Hours: Wednesday 2:30-3:30pm  
& by appointment

**Class Information:** Thursdays 10:30-11:45am

### **Course Description**

An integrative approach to understanding the multiple factors that impact children's health and physical fitness and that influence the development of lifelong health and fitness-related habits. Emphasis is on the inter-relationships between health and fitness and cognitive, social, and emotional well-being. Prerequisite: CHAD 060, upper division standing. Units: 3

### **Course Format and Structure**

This course includes both synchronous (through the use of live, real-time video conferencing Zoom sessions) and asynchronous (when teaching materials are posted online and students work through them in their own time) meetings.

### **Course Learning Objectives**

This course is designed to provide students with the opportunity to explore a variety of topics relating to promoting or impeding children's physical development, overall fitness, health and well-being, in the context of families and schools. Upon successful completion of the course, the student will be able to demonstrate an understanding of:

- (1) basic movement skills, motor development as it applies to health and physical fitness; and movement forms and they might be taught across the content areas;
- (2) physical growth and development, and self-image;
- (3) social aspects of physical education; and cultural and historical aspects of movement forms;
- (4) developmentally, culturally and contextually appropriate teaching strategies relevant to the content standards in physical education and health.

### **[Student Learning Outcomes: BA in Child and Adolescent Development](#)**

[Mission of the Department of Child and Adolescent Development](#)

[Mission of the Department of Kinesiology](#)

### **Required Course Readings**

**KIN:** Conkle, J., (2019). *Physical Best: Physical Education for Lifelong Fitness and Health*, 4<sup>th</sup> edition. SHAPE America., Champaign, IL: Human Kinetics. (PB)

**ChAD:** Articles available in Canvas

### **Library Liaison**

For help with library resources and library research (including use of databases and online research materials – such as journal search engines) students are strongly encouraged to contact the Child and Adolescent Library

Liaison: Annina Wyss-Lockner ([annina.wyss-lockner@sjsu.edu](mailto:annina.wyss-lockner@sjsu.edu)). The Kinesiology library liaison is Adriana Poo ([adriana.poo@sjsu.edu](mailto:adriana.poo@sjsu.edu)), 408-808-2019.

### **University Policies**

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

### **Academic integrity**

All written work is intended to be the creation of the individual turning in the assignment; no student may use another student's work and claim it as his/her own. Correctly use referenced materials. Do not plagiarize. It is the role and obligation of each student to be aware of San Jose State [University's Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) (<http://www.sjsu.edu/senate/docs/S07-2.pdf>), which 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.

### **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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center \(AEC\)](http://www.sjsu.edu/aec) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Credit Hour Policy and Attendance**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>. Based on this policy, ChAD/KIN 149 students should spend approximately 9 hours per week on coursework and activities.

### **Class Web Page and Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking the messaging system in Canvas to learn of any updates. For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) ([http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)).

### **Technology Requirements and Technical Support**

Students are required to have a stable internet connection that can sustain video for class lecture and discussion. Students will also need basic computer skills and software (word processing, email, file management), basic internet skills (use of browser, searches, uploading and downloading files), and familiarity with discussion boards.

If you need any technical support, please contact our IT Help Desk or eCampus.

IT Help Desk Contact:

Phone: (408) 924-1530

Email: [itservicedesk@sjsu.edu](mailto:itservicedesk@sjsu.edu)

Submit a Ticket Request: <https://isupport.sjsu.edu/>

## **Grading**

All assignments are due to Canvas by the specified time on their scheduled due dates. All assignments turned in late will result in an **8% grade deduction for each calendar day** the assignment is late, unless a documented and compelling reason is provided. Extensions are granted only in rare cases and must be requested in advance of the assignment due date.

Make-up examinations will only be given under truly extraordinary circumstances. Students must contact the instructor prior to class time and be able to provide the instructor with written verification in order for a make-up examination to be considered.

Note that, as per [University Policy F13-1](#), all students have the right, within a reasonable time, to know their academic scores, to review their grade dependent work, and to be provided with explanations for the determination of their course grades. Final course grade will be assigned according to the following scale based on the total accumulated percentage of available points during the semester.

## **Grading Scale**

<b>Grade</b>	<b>Points</b>	<b>Percentage</b>
A plus	198-200	99-100%
A	186-197	93-98%
A minus	180-185	90-92%
B plus	176-179	88-89%
B	166-175	83-87%
B minus	160-165	80-82%
C plus	156-159	78-79%
C	146-155	73-77%
C minus	140-145	70-72%
D plus	136-139	68-69%
D	126-135	63-67%
D minus	120-125	60-62%
F	<119	<60%

## Course Assignments

Assignment	Description	Points
<b>KIN</b>		
KIN assignment	<i>A written research report and an outline of an applied activity/class session that promotes physical activity and physical literacy</i>	30
KIN Participation	<i>Three online discussion forums</i>	30
KIN Exam	<i>Multiple choice, true/false, select multiple answer and short answer exam covering all KIN 1-6 units.</i>	40
<b>ChAD</b>		
ChAD Assignment	<i>A written research-based report focusing on the effects of poverty on children's health, as well as the academic impact.</i>	30
ChAD Weekly Activities	<i>Two short individual assignments and participation in five small group discussions based on ChAD units 1-6.</i>	40
ChAD Exam	<i>Multiple choice, T/F, short answer exam covering ChAD units 1-6.</i>	30
<b>Total: 200 points</b>		

## Proposed Course Schedule

Class Meeting Date	Topic	Readings
1/28	Introduction	Syllabus
2/4	<p><b>KIN UNIT 1: Introduction to Health Education and Physical Education:</b> <i>Define the domains of personal health; Identify behavioral risk factors that influence illness and death; Discuss the influence of school health programs on improving school success, including quality physical education programs and the benefits of physical activity</i></p> <p>Watch pre-recorded <u><a href="#">Intro to Physical Best</a></u> lecture before Thursday's Zoom session.</p> <p><b>KIN UNIT 2: Growth, Maturation &amp; Physical Fitness:</b> <i>Define and distinguish between chronological age, growth and maturation; explain differences between different types of maturation; Describe how growth and maturation influence the development of physical fitness</i></p> <p>Growth, Maturation &amp; Physical Fitness (Zoom lecture)</p>	<p>Physical Best Ch. 1</p> <p>Malina (2014) pgs. 157-161</p> <p><b>Online Discussion #1 due on 2/5</b></p>
2/11	<p><b>KIN UNIT 3: Nutrition:</b> <i>Explore nutrition for student health, understand functions of macronutrients and micronutrients; explore importance of hydration; Explore dangers of added sugars</i></p> <p>Nutrition (Zoom lecture)</p>	Physical Best Ch. 4
2/18	<p><b>KIN UNIT 4: Physical Activity Behaviors:</b> <i>Explore the internal and external factors that influence physical activity</i></p>	Physical Best Ch. 2

	<p><i>behavior and motivational factors influencing physical activity behavior</i></p> <p>Promoting Physical Activity Behavior and Motivation (Zoom lecture)</p>	<p><b>Online Discussion #2 due on 2/19</b></p>
2/25	<p><b>KIN UNIT 5: Physical Fitness:</b> <i>Understand the basic training principles and components of a physical activity session; Explain components of health-related physical fitness</i></p> <p>Watch <u>Basic Training Principles</u> pre-recorded lecture before Thursday's Zoom session.</p> <p>Cardiorespiratory Endurance (Zoom lecture)</p>	<p>Physical Best Ch. 3</p> <p>Physical Best Ch. 5</p>
3/4	<p><b>Physical Fitness continued:</b></p> <p>Watch <u>Flexibility</u> pre-recorded lecture before Thursday's Zoom session.</p> <p>Muscular Strength &amp; Flexibility (Zoom lecture)</p>	<p>Physical Best Ch. 7</p> <p>Physical Best Ch. 8;</p> <p><b>KIN Assignment due on 3/5</b></p>
3/11	<p>Watch <u>Body Composition</u> pre-recorded lecture before Thursday's Zoom session.</p> <p><b>KIN UNIT 6: Assessment:</b> State examples of how each component of health-related physical fitness can be measured and evaluated; Understand and apply appropriate fitness assessments.</p> <p>Assessing Health Related Fitness (Zoom lecture)</p>	<p>Physical Best Ch. 6</p> <p>Physical Best Ch. 12 &amp; 13</p>
3/18	<p>Midterm Review Session (Zoom)</p>	<p><b>Online Discussion #3 due on 3/19</b></p>

3/25	<p><b>KIN Midterm 10:30-11:45 am</b></p> <p>Posted in Canvas on 3/25; to be completed by 4/8</p> <p><b>ChAD UNIT 1: Health Education Standards</b>  <i>Explain the frameworks that guide health education curricula; Health education lesson planning and instruction for K-12 students.</i></p>	Evans & Sims (2016)
4/8	<p><b>ChAD UNIT 2: Nutrition</b>  <i>Exploration of the impact of food dyes on children's behavior, and forming a healthy relationship with food.</i></p>	Seeing Red (2016)
4/15	<p><b>ChAD UNIT 3: Sexual Health</b>  <i>Examination of the role of schools/teachers in promoting healthy attitudes surrounding sexuality and the benefits of effective sexual education programs.</i></p>	Lottes (2002)
4/22	<p><b>ChAD UNIT 4: Substance Use</b>  <i>Prevention methods of substance use, specifically related to school interventions.</i></p>	NCPC (2009) Pettengill (2018)
4/29	<p><b>ChAD UNIT 5: Mental &amp; Emotional Health</b>  <i>Review of the factors that can influence mental and emotional health; How to promote positive mental/emotional development and general well-being for yourself and others.</i></p>	
5/6	<p><b>ChAD UNIT 6: General Health &amp; Wellness</b>  <i>Exploration of factors that influence personal health and wellness, including the implementation of effective academic programs and a consideration of the effects of poverty.</i></p>	CDC (2014) Marino (2019)
5/13	Final class meeting: <i>Review final assignment and exam</i>	<b>ChAD paper due 5/14</b>
5/19	<p><b>ChAD Exam - Wednesday, May 19 at 9:45am</b>  <i>Please note: No assignments will be accepted after 5/19 at 9:45am</i></p>	