American Public University System

The Ultimate Advantage is an Educated Mind

Department of Sports and Health Sciences
SPHE315
Training & Conditioning
3 Credit Hours
8 weeks
Prerequisite(s): None

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Instructor Information

Instructor:
Email:
Phone:
Office Hours:

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Course Description (Catalog)

This course concentrates on the science, planning, management, and analysis of training and conditioning as it relates to the human body. Through a series of assignments and case studies, you will learn the theory of muscle growth and how muscle growth applies to your body. The course will answer many questions including how can you build an impressive, muscular physique using free weights? How,

for example, can you customize your workouts according to your body type? And how should diet, including food supplements, factor into your fitness goals?

Course Scope

This course introduces learners to the basics of strength training and conditioning. Using sound principles of exercise science, learners will assess, conceptualize, create and implement a customized workout plan based on individual body type.

Course Objectives

After successfully completing this course, students will fulfill the following **Learning Objectives** (L.O.):

1. Analyze the benefits health benefits gained from strength training
2. Examine the body's responses to weight training
3. Compare & contrast functions of the human body related to training & conditioning
4. List and explain the various lower and upper body strength training exercises
5. Identify strength training goal sets and examining pathways to goal achievement

Course Delivery Method

This SPHE315 **Training and Conditioning** course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. **Online assignments are due by Sunday evening** of the week as noted and include Discussion Board questions (accomplished in groups through a threaded discussion board), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

Course Materials

Book Number	Authors	Book Title	Publication Info	ISBN
SPHE 315	Thomas D. Fahey:	*Basic Weight Training for Men & Women (8th ed)*	New York: McGraw Hill	9780078022623 (Hard Copy)

- The VitalSource e-book is provided via the APUS Bookstore.

- Please visit http://apus.libguides.com/bookstore for more information.

Textbook in APA format:

Fahey, D. Thomas. (2010). *Basic Weight Training for Men & Women (8th ed)* New York: McGraw-Hiill

Required Readings:

See Course Outline

Additional Resources:

In the Course Materials folder there are additional course articles, and up to date APA handouts.

Websites

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Website URL/Address
The OWL at Purdue	http://owl.english.purdue.edu/
APA Style Homepage	http://www.apastyle.org/index.aspx
American Society of Exercise Physiologists	http://www.asep.org/node/60
North American Society of Sports Management	http://www.nassm.org/
National Health & Exercise Association	http://www.nhesa.org/
National Strength & Conditioning Association	http://www.nsca-lift.org/

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Evaluation Procedures

Graded Assignment	Percentage
Course Materials Quiz	2
Week 1 Forums (2)	2
Week 2-8 Forums (6)	21
Quiz 2, 3, & 4	15
Mid-Term	12
Customized Workout	15
Lifestyle Assessment	8
Week 8 Quiz	25

Total	100

8 – Week Course Outline

Week	Topic(s)	Learning Objective(s)	Reading(s)	Assignment(s)
1	**Introduction to Weight Training and Muscle Development**	**1, 2, 3**	Intro: Fahey **Textbook:** Chapter 1, Fahey Chapter 2, Fahey Course Packet: • Introduction • Week 1 Lesson	1) Forum: Introduction & Bio 2) Discussion Board: Gym Myths 3) Quiz #1: Course Materials Quiz

2	**Weight-Training Guidelines and How Weight Training Improves your Body**	**1,2,3**	**Textbook:** Chapter 3: Fahey Chapter 4: Fahey Article #1 by Cissick Course Packet: • Week 2 Lesson	1) Forum: Progressive Overload 2) Writing Assignment #1 Lifestyle Assessment
3	**Getting Started with a Training & Conditioning Program. Chest and Shoulders**	**2,3,4**	Chapter 5: Fahey Chapter 6: Fahey Course Packet: • Week 3 Lesson	1) Forum: Suggested Number of Reps 2) Quiz #2 Covers Chapters 1-6
4	**Adaptations Developing the Lower Body** **Developing the Back and Neck**	**2,4,5**	Chapter 7: Fahey Chapter 8: Fahey Article #2 by ExRx.net (online article: http://www.exrx.net/WeightTraining/Techniques.html Course Packet: • Week 4 Lesson Packet	1) Forum: Injury Prevention 2) Midterm Research Paper
5	**Exercise & Altitudes** **Developing the Chest and Shoulders** **Developing the Arms**	**1,2,5**	Chapter 9: Fahey Chapter 10: Fahey • Week 5 Lesson Packet	1) Forum: Exercise identification and discussion 2) Quiz #3: Covers Chapters 7-10

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6	Exercises to Develop Speed & Power	**2.4,5**	Chapter 11: Fahey • Week 6 Lesson Packet	1) Forum: Speed and Power Exercises 2) Quiz #4: Covers Chapters 11
7	Nutrition and Weight Training	**2,4,5**	Chapter 12: Fahey • Week 7 Lesson Packet	1) Forum: Nutrition and Weight Training 2) Customized Workout Plan
8	Drugs and Supplements	**2,.4.5**	Chapter 13: Fahey • Week 8 Lesson Packet	1) Forum: Course Wrap up 2) Final Exam covers Chapters 1 - 13

Please see the Student Handbook to reference the University's grading scale

Policies

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

Drop/Withdrawal Policy
Plagiarism Policy
Extension Process and Policy
Disability Accommodations

WRITING EXPECTATIONS
All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.
• Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
• Arial 11 or 12-point font or Times New Roman styles.

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- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation made for special situations and online submission variances.

CITATION AND REFERENCE STYLE
Attention Please: Students will follow the APA Style Manual, 6th Edition as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation used in the APA Style Manual, 6th Edition.

DISCUSSION BOARDS
Specifics on requirements for discussion board assignments can be found in your course packet in the RESOURCES are of the classroom. Generally speaking, for most weeks you will be required to post an initial response to the discussion question (DQ) being asked on or before Day 4 (Thursday) of the course week. Your initial post must be a minimum of 500 words. You are then required to respond to at least two other students by Day 7 of the course week (Sunday), with a word minimum of 250 words (for each of the two required responses). Points will be deducted at a rate of **10% a day** for each day you are late with your initial post – up to a minimum of two days. **NO DISCUSSION BOARD POSTS** will be accepted for grading purposes after that week has concluded.

The only exception to what is above will be previous permission from your course instructor OR a verifiable, documentable emergency.

LATE ASSIGNMENTS (Writing Assignments)
My policy regarding late assignments is fairly clear. You are expected to have your assignments turned in on-time by the required due date. If you are late with an assignment, expect a **10%** deduction to occur for each day that paper is late. If your paper is greater than 2 days late, it will not be accepted.

Please note that technology issues **are not** an acceptable excuse for submitting your writing assignments late. I encourage all of my students to "Have a plan B" meaning that if the computer you use is not available to you or your Internet connection goes down, you have a "Plan B" to submit your work. Examples include a friend or neighbor's computer, a library and so forth.

Please be advised that exceptions to the Late Assignments Policy will be made on a case by case basis for emergency situations and if they are verifiable.

NETIQUETTE
Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

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- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

DISCLAIMER STATEMENT
Course content may vary from the outline to meet the needs of this particular group.

Academic Services

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

- *Charles Town Library and Inter Library Loan:* The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- *Electronic Books:* You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- *Electronic Journals:* The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- *Turnitin.com:* **Turnitin.com** is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.
- *Smarthinking:* Students have access to 10 free hours of tutoring service per year through Smarthinking. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Research Center. From the ORC home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

Request a Library Guide for your course (http://apus.libguides.com/index.php)
The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: librarian@apus.edu