

## SAMPLE

### Course Title Course Number Rationale

Credit Hours: **03**

Instructor: *(Name of the Instructor)*

Email: *(Email of the Instructor)*

Virtual Hours: Tuesday 9 a.m. – 12 noon

**Required Materials:** List the materials required including text books

**Recommended Materials:** List of any recommended or optional materials

**Date Syllabus Prepared:** Summer 2004 for Spring 2005

#### **Course Rationale:**

Good health is our most precious possession. Although it is normally only in times of sickness or injury that we really appreciate good health, more and more people are realizing that health is not merely the absence of disease. Indeed, there are degrees of health, or wellness, on which lifestyle can have a major impact.

Most people realize that good health is largely self-controlled and that premature illness and death can be prevented through adequate fitness and positive lifestyle behaviors. The current American way of life, unfortunately, does not provide the human body with sufficient physical activity to maintain or enhance adequate health. Furthermore, many present lifestyles patterns are such a serious threat to our health that they actually increase the deterioration rate of the human body and often lead to premature illness and death.

As we begin the twenty-first century, the majority of people in the United States know that physical activity and positive lifestyle habits promote better health, but most do not reap these benefits because they simply do not know how to implement a sound wellness program that will indeed yield the desired results. According to the Surgeon General, more than 60% of American adults do not achieve the recommended amount of physical activity, and 25% are not physically active at all.

Scientific evidence has clearly shown that improving the quality and most likely the longevity of our lives is a matter of personal choice. The biggest challenge we are faced with as we approach the twenty-first century is to teach individuals how to take control of their personal health habits to insure a better, healthier, happier, and more productive life. The overall objective of this course is written with this objective in mind. The strategy is to provide the student with the opportunity to learn the knowledges and skills necessary to achieve their own optimal wellness.

#### **Themes Emphasized:**

Throughout this course three major themes are emphasized. First, every individual is responsible for their health. Self-responsibility is truly the only way to institute changes in destructive smoking, drinking, eating, or sexual habits. Second, understanding the causes of stress and developing ways to cope with the stresses of everyday life is most important. The third major theme is the general concept of holistic health. Optimal wellness is derived from all of the physiological, mental, emotional, social, spiritual, and environmental dimensions and interactions of these dimensions that occur in life.

This course is packed with information, advice, recommendations, and practical applications. This course is designed to prepare the student to take the first step toward taking full charge of all the dimensions of personal wellness. This course will provide the student with the power to make good decisions, to responsibility, and to create and follow a healthy lifestyle. The skills you acquire, the habits you form, the choices you make, and the way you live day by day will shape your health and future. The choice is yours. Hopefully, this course will help the student decide to make optimal wellness a part of their every day life.

### **Course Key Goals:**

The key goals of this course are to: Provide balanced, in-depth coverage of the dimensions of wellness; offer a range of choices that can be adapted readily to students' lifestyles and that are appropriate for a lifetime of wellness; engage students with a multitude of current information and examples; and provide experiences that promote application of knowledge for all the topic areas in the dimensions of wellness.

### **Specialized course features:**

Contemporary wellness issues are addressed in each of the dimensions of wellness. Examples of relevant contemporary issues included are: Gender differences in strength and response to training; the "American modern diet"; new vegetarian type diets; spiritual wellness; eustress; road rage; anabolic steroids; updated AIDS/STD's information; cigar smoking; and safe sex practices.

Myths, misconceptions, and current wellness controversies are explored. Issues such as the three most prevalent myths of HIV and AIDS is debunked.

Concise lists with practical tips on what to do, or what not to do, to achieve optimal health are provided. An example of this would be the do's and don't of body weight management.

Contemporary data are summarized in bulleted lists. Such issues as current eating patterns of Americans and muscular fitness among older adults are two examples.

Relevant student views are provided at the beginning of each topic. The purpose is to emphasize the real-life orientation of the topic and offer a student point of view.

### **Pedagogy:**

Each chapter in the course outline begins with a list of learning objectives chosen by the instructor, focusing on the most important aspects students should learn. In all

but a few instances, the learning objectives chosen by the instructor are identical to those provided at the beginning of the chapters in the textbook.

Key terms are boldfaced in the textbook. The most important key terms are identified by the instructor and defined in the course outline.

Each textbook chapter concludes with a summary and bulleted list of key points.

The course outline provides a detailed sequential list of learning objectives, key terms, textbook figures and tables to observe, significant observations and clarification of significant information by the instructor, and relevant review questions.

Three, non-textbook, learning experiences include: attending an Alcoholics Anonymous (AA) meeting, interviewing a highly stressed individual, and a self-administered mile and one-half run cardiovascular assessment.

Upon completion of each chapter a quiz is administered to measure the level of learning for each of the learning objectives.

### **Assignments:**

Assignments are the same for both on-campus and distance education students. Students are expected to: read each of the eleven assigned chapters, memorize key terms, understand textbook figures and tables and accompanying WebCT presentation notes, understand significant observations and information provided by the instructor in WebCT presentation notes, and know the answers to the chapter review questions to review for the chapter quiz.

Additionally, students will complete three, non-textbook, learning experiences: attendance at an Alcoholics Anonymous (AA) meeting, interview a highly stressed individual, and perform a mile and one-half cardiovascular self-assessment run.

### **Communication with instructor and other students:**

Instructor-to-student, student-to-instructor, and student-to-student communication will take place through the use of the telephone, electronic mail, and White Board and WebCT Discussion tools. The telephone and WebCT White Board will be used to provide two-way real-time communication between students and the instructor. Students will be able to leave messages to the instructor using either electronic mail or WebCt Bulletin Board feature. Students will use WebCT to “openly communicate” with each other on timely and/or relevant wellness topics. Routinely, the instructor will provide “study suggestions” to all of the students from Harvey, his “invisible all-knowing pedagogical partner”. Harvey has been dearly loved by the instructor’s classroom students for 36 years. It is believed that Harvey will also be loved by the instructor’s distance learning students.

### **Evaluation:**

The on-campus and distance education students are identically evaluated. The final grade for this course is determined by: Eleven chapter quizzes (30%), each consisting of one multiple choice question for each of the chapter’s learning objectives.

Mid-term examination (25%), 35 multiple choice questions; Final examination (25%), 42 multiple choice questions; Interview of highly stressed professional (5%); Attendance of Alcoholics Anonymous meeting (5%); Wellness Inventory, Lab 1.1, (5%) and Cooper 1.5 Mile run test (5%). Letter grade percentages for the course are: A=90-100, B=80-89, C=70-79, D=60-69, F=below 60.

Each quiz will consist of 5 to 10 multiple-choice questions, depending upon the number of chapter learning objectives. One multiple-choice question will be asked of each learning objective. The quizzes will be administered via WebCT in a limited short-duration amount of time depending upon the number and degree of difficulty of the questions asked. The quizzes will be electronically graded and the results will immediately be posted on WebCT for the student to see.

The Mid-term examination will consist of 35 multiple-choice questions. A multiple-choice question will be asked of each of the learning objectives in Chapters 1-5. This examination will be proctored. Please note the mid-term and final-examination proctor process in the next section.

The Final-examination will consist of 42 multiple choice questions. A multiple-choice question will be asked of each of the learning objectives in Chapters 7,8, and 10 through 13. Likewise, this examination, like the Mid-term examination, will be proctored.

The Alcoholics Anonymous (AA) meeting observation; Highly-stressed individual interview; and Self-administered mile and the one-half run cardiovascular assessment will be sent to the instructor via electronic mail attachment. The instructor will grade these learning experiences in a timely way and provide the student with the result(s) via WebCT. The Distance Learning Office will inform the instructor when the student has satisfactorily completed the course evaluation. The instructor will thereafter provide the student with their final grade.

Letter grade percentages for the course are: A=90-100, B=80-89, C=70-79, D=60-79, and F=below 60. All evaluations are rounded to the nearest whole number. For example, a quiz score of 89.6 becomes a 90 and a 74.3 becomes a 74.

Importantly, because of the aforementioned grading procedures, students will receive their upgraded overall grade percentage in a timely fashion after each assignment is submitted.

### **Mid-term and Final-examination Proctor Process:**

Students must select a proctor to supervise their examinations. Arrangements to take the mid-term and final examination are made by contacting the Auburn University Distance Learning and Outreach Technology (DLOT) Office at (334)-844-3106, or via electronic mail at [audl@auburn.edu](mailto:audl@auburn.edu). Students must obtain the consent of an approved proctor and have the proctor complete the Examination Proctor Form. The form must be signed by the proctor and returned to the Auburn University DLOT office at least ten days prior to the examination date. DLOT approved proctors are academic administrators in the student's locale. Examples are city and county school superintendents, college or university academic deans or department heads, principals of accredited senior high schools, an education officer at a military installation, or

another independent learning office test supervisor at a college or university. Without exception, only persons in these positions are approved to supervise examinations. All proposed proctors are verified for appropriateness by DLOT office student service staff. Examinations are administered under the same circumstances as they would be on campus, e.g., closed book, no notes, and completed within one hour, except in special cases where legitimate disabilities are present. Examinations are sent directly to the proctor only after the DLOT office has received and approved the completed Examination Proctor Form. It is the student's responsibility to contact the proctor and arrange to take the examination within the deadline time frame. Once the proctored examination is over, the proctor collects the examination, seals it in an envelope and immediately forwards the examination in the mail. When the examination is received by DLOT office, it is handled in the same method as an assignment. An examination and course grade report is provided by the instructor.