

Syllabus

KSS 4900 – Special Topic: Risks and Benefits of Exercise

Spring 2013

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Office Hours: By appointment

Course Description:

This course is designed to discuss in depth the risk and benefits associated with acute and chronic exercise.

Objectives:

1. Describe the potential stresses and risks to the physiological systems of the human body during acute exercise.
2. Describe the likely stresses and risks to the physiological systems of the human body during chronic exercise training.
3. Describe the documented benefits to the physiological systems of the human body from acute exercise.
4. Describe the documented benefits to the physiological systems of the human body from chronic exercise training.

Course Content:

Physiological stresses, risks, benefits and adaptations from acute and chronic exercise as they apply to various topics including;

1. Cardiovascular function and heart disease
2. Lungs function and pulmonary disease
3. Musculoskeletal function
4. Brain and nervous system function
5. Immune response
6. Aging process
7. Cancer development

Each student will submit a topic on the physiological risk or benefits of exercise for approval before the end of the first week of class. Students will present their topics to the class. Each presentation should last 10-15 minutes followed by 5-10 minutes discussion. Two weeks after the presentations, a four page, APA formatted paper is due.

Text: No textbook. Suggested sources include:

Grading:

- A ≤ 90% of total points,
- B 80-89% of total points,
- C 70-79% of total points,
- D 60-69% of total points,
- F < 60% of total points

Evaluation:

| | |
|--------------------------------|--------------------------------------|
| Presentation topic and outline | 15 points |
| Presentation | 100 points |
| Class Participation | 5 points per day up to 60 points. |
| Attendance | minus 5 points per unexcused absence |
| Research paper | 50 points each |

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call [217-581-6696](tel:217-581-6696), or go to 9th Street Hall, Room 1302.

Oral Presentation Rubric

| | Superior | Satisfactory | Needs Improvement | Unsatisfactory |
|------------------------|---|---|---|--|
| Organization | Arrangement of ideas clearly related to topic; well organized with introduction, body, conclusion; good transitions; introduction includes attention-getter, statement of thesis, credibility information; conclusion includes summary and closure. | Conveyed a central idea or topic; most information presented in logical structure; adequate introduction, body, conclusion; adequate transitions. | Attempted to focus on an idea or topic; ideas were loosely connected to topic; structure unclear; introduction, body, conclusion detectable but not comprehensive; transitions unclear. | Had little or no focus on central idea or topic; no apparent logical structure; introduction, body, or conclusion absent; lacked transitions. |
| score | | | | |
| Language | Appropriate standards of usage for situation and audience; consistently used varied sentence structure and word choice; evidence of precise and vivid language; unfamiliar terms defined. | Used some varied sentence structure and word choice; unfamiliar terms easily interpreted; adequate standards of usage employed. | Unfamiliar terms not easily interpreted; little varied sentence structure and word choice; minimal evidence of appropriate standards of usage. | Inadequate standards of usage; no varied sentence structure and word choice; unfamiliar terms not defined. |
| score | | | | |
| Material | Content highly specific, credible, relevant, sufficient, interesting; evidence supported topic; connection between support and main points is clear; content was appropriate to situation and audience; information source accurately cited. | Content adequately specific, credible, relevant, sufficient, interesting; lacked support for some points; partial audience adaptation of content; some information sources cited. | Content minimally specific, credible, relevant, sufficient, interesting; minimal support; few information sources cited; little audience adaptation of content. | Content not specific, credible, relevant, sufficient, interesting; ideas not supported; information sources not cited; lacks audience adaptation of content. |
| score | | | | |
| Analysis | Presentation clearly adapted to the audience and situation; approach and structure highly consistent with overall purpose; strong evidence of critical thinking. | Some evidence of adaptation to the audience and situation; approach and structure consistent with overall purpose; some evidence of critical thinking. | Inconsistent adaptation to audience and situation; approach and structure inconsistent with overall purpose; inconsistent evidence of critical thinking. | Limited adaptation to audience and situation; approach and structure not appropriate for the overall purpose; lacks evidence of critical thinking. |
| score | | | | |
| Verbal Delivery | Voice varied in pitch, volume, rate, and emphasis; appropriate enthusiasm; free of fillers (ahs, uhms, ers); highly effective articulation and pronunciation. | Some variation in pitch, volume, rate, and emphasis; some fillers (ahs, uhms, ers); effective articulation and pronunciation. | Limited variation in pitch, volume, rate, and emphasis; some distracting fillers (ahs, uhms, ers); minimally effective articulation and pronunciation. | No variation in pitch, volume, rate, or emphasis; fillers (ahs, uhms, ers) detract from the presentation; lack of clear articulation and pronunciation. |
| score | | | | |
| Total Score | / 100 | | | |