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## Physical Education and Health Instructional Program

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Go to: [HCC/Canvas Online](#) to see course work and to do Exams. This class is Web-Enhanced.

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# PHED 1304 – Personal & Community Health

CRN# **37320** – Fall 2017

3-Credit Hours/ 48 Contact Hours per semester/ Term (16 weeks)

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**Instructor:** Stacie Ringleb-Krutilek

**Phone/Email:** 713-718-5714 / [s.ringlebkrutilek@hccs.edu](mailto:s.ringlebkrutilek@hccs.edu)

**Office location and hours:** Stafford Campus, Learning Hub room 305/ by appointment only/also before and after class

*Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics.*

**Instruction type:** Hybrid

**Course Location/Times:** Stafford Campus / Tuesday 11:00-12:20

**\*Course Prerequisites:** EDUC 1300, ENGL 0310 or 0349

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### Course Description:

This course provides an introduction to the fundamentals, concepts, strategies, applications, and contemporary trends related to understanding personal and/or community health issues. This course also focuses on empowering various populations with the ability to practice healthy living, promote healthy lifestyles, and enhance individual well-being. **This course fulfills the New Core 2014 requirement under the Component Area Option.**

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### Instructional Material:

Connect Core Concepts in Health, 15<sup>th</sup> Brief Ed., ISBN # 9781260226300

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## Learning Outcomes:

### Program Student Learning Outcomes/Objectives:

1. Students will perform physical skills to improve and enhance cardio-respiratory, strength, endurance, flexibility, and/or balance as measured with a departmental field exam.
2. Students will develop broad content knowledge within the discipline of health/physical education associated with good health management, health risks and/or disease prevention.
3. Students will demonstrate an understanding of basic safety/emergency procedures.
4. Conduct a personal wellness appraisal and utilize data results to determine potential health impacts and appropriate intervention activities.

### Course Student Learning Outcomes/Objectives:

#### Upon successful completion of this course, students will:

1. Evaluate the dimensions of health and how they relate to personal and community wellness.
  2. Explain the importance of physically active and healthy lifestyle in preventing premature disease and promoting wellness.
  3. Describe the leading health problems, trends, and needs of diverse populations.
  4. Identify major agencies, foundations, and associations supporting community health at local, state, national and international levels and data tools and resources.
  5. Evaluate sources of health information, including the internet, to determine reliability.
  6. Develop, and implement a plan of healthy behavior to meet personal and community needs to enhance quality of life.
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## Core Curriculum Competencies:

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Students enrolled in this core curriculum course will complete several essays, including at least one oral presentation, designed to cultivate the following core objectives:

- **Critical Thinking Skills** — to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** — to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Quantitative and Empirical** — to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Social Responsibility** — to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student proficiency in Communication and Critical Thinking skills will be assessed through written, oral, and manual demonstration of skills needed for an emergency situation. Student proficiency in Quantitative and Empirical Literacy will be assessed through a series of essay questions. Social Responsibility will be assessed by a 500 word reflection paper about their civic responsibilities.

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## HCC Grading Scale:

<b>Letter Grade</b>	<b>Numerical Grade</b>	<b>Points per Semester</b>
<b>A</b>	100-90	<b>4 points per semester</b>
<b>B</b>	89-80	<b>3 points per semester</b>
<b>C</b>	79-70	<b>2 points per semester</b>
<b>D</b>	69-60	<b>1 point per semester</b>
<b>F</b>	<60	<b>0 points per semester</b>
<b>FX</b>	Failure due to non-attendance	<b>0 points per semester</b>
<b>IP (In Progress)</b>		<b>0 points per semester</b>
<b>W (Withdrawn)</b>		<b>0 points per semester</b>
<b>I (Incomplete)</b>		<b>0 points per semester</b>
<b>AUD (Audit)</b>		<b>0 points per semester</b>

**IP (In Progress)** is given only in certain developmental courses. The student must re-enroll to receive credit. **COM (Completed)** is given in non-credit and continuing education courses.

**FINAL GRADE OF FX:** Students who stop attending class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of "FX" at the end of the semester. Students who stop attending classes will receive a grade of "FX", compared to an earned grade of "F" which is due to poor performance. Logging into a DE course without active participation is seen as non-attending. Please note that HCC will not disperse financial aid funding for students who have never attended class.

Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of "FX" is treated exactly the same as a grade of "F" in terms of GPA, probation, suspension, and satisfactory academic progress.

To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

## **Instructor's Requirements:**

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student's responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments

## **Instructional Methods:**

As an instructor, I want my students to be successful. I feel that it is my responsibility to provide you with knowledge concerning your Personal Health in the field of Physical Education.

As I believe that engaging the students in the learning is essential for teaching to be effective, you will spend the majority of class time involved in engaging activities. You will be involved in discussions with your classmates and your instructor, along with Assignments and Exams from information obtained from your Textbook.

## **Instructor's Grading Criteria:**

Your instructor will conduct quizzes, exams, and assignments that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

**Grading:** <No make-ups/No late assignments accepted – See Makeup Policy below.>

<b>Journals</b>	80 points
<b>Exams</b>	340 points
<b>Quantitative/Empirical Essay</b>	100 points
<b>Community Outreach Project</b>	100 points
<b>Challenge of Aging</b>	30 points
<b>Oral Presentation</b>	50 points

**Total of 700 points:**

- 700-630 = A
- 629-560 = B
- 559-490 = C
- 489-420 = D
- 419-0 = F

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## **Student Assignments:**

Assignments have been developed that will enhance your learning. To better understand a topic, you will be given assignments on key information that you will need to remember for your success in your career as an educator. Students will be required to successfully complete the following:

### **Oral Presentation (presentation/video):**

Critical Thinking and Communication skills will be assessed through a minimum of 8-15 slides of PowerPoint presentation/or video pertaining to an approved health related topic. Critical Thinking and Communication will be valued at 4% of the final course grade. (See assignment in class for full details and due date.)

### **The Challenge of Aging Essay:**

Critical Thinking and Communication skills will be assessed through a 500 word essay. This assignment deals with the inquiry, analysis, evaluation and synthesis of the information in Chapter 17 and will address written communication and critical thinking. Critical Thinking and Communication will be valued at 7% of the final course grade. (See assignment in class for full details and due date.)

### Quantitative/Empirical Essay:

Within the semester, students will submit a Quantitative-Empirical Essay. Their assessments/formulas will include Body Mass Index, Hip to Waist Ratio, Karvonen Formula, Resting Metabolic Rate, and Blood Pressure. Through calculating these formulas, students will understand their *personal health and fitness through quantitative and empirical analysis of their specific data*. Quantitative and Empirical Literacy be valued at 14% of the final course grade. (See assignment in class for full details and due date.)

### Community Outreach Project:

In culmination of the semester, students will write a 500 word reflection essay about their civic experience helping others within their community. Their Community Outreach Project will include a picture of themselves while donating, volunteering or actively participating within the community. Personal Responsibility will be valued at 14% of the final course grade. (See assignment in class for full details and due date.)

### Make Up Policy:

The tests — skills and written — will cover all material covered in the course. This includes handouts, lectures, demonstrations, and discussions. **No make ups or extra credit will be given.** Failing to take an exam will result in a "0" for the grade. This also pertains to the Skills Test Days.

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## HCC Policy Statements:

### HCC Policy Statement: ADA, Academic Honesty, Student Attendance, 3-peater, Withdrawal Deadline

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/district/students/disability-services/>

Access Student Services Policies on their Web site:

<http://www.hccs.edu/district/students/student-handbook/>

### HCC Policy Statement: Sexual Misconduct

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental

rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities. If you require an accommodation due to pregnancy, please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross

Director EEO/Compliance

Office of Institutional Equity & Diversity

3100 Main

(713) 718-8271

Houston, TX 77266-7517 or Houston, TX 77266-7517 or [Institutional.Equity@hccs.edu](mailto:Institutional.Equity@hccs.edu)

### **HCC Online and/or Continuing Education Policies:**

Access HCC Online Policies on their Web site:

All students are responsible for reading and understanding the HCC Online Student Handbook, which contains policies, information about conduct, and other important information. For the HCC, Online Student Handbook click on the link below or go to the HCC Online page on the HCC website.

The HCC Online Student Handbook contains policies and procedures unique to the online student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as HCC Online contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the HCC Online Student Handbook by visiting this link:

<http://www.hccs.edu/media/houston-community-college/distance-education/student-services/HCC-Online-Student-Handbook.pdf>

Access CE Policies on their Web site:

<http://www.hccs.edu/continuing-education/>

### **EGLS3 – Evaluation for Greater Learning Student Survey System:**

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and department chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

### **Campus Carry:**

"At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at: <http://www.hccs.edu/district/departments/police/campus-carry/>."

### **Hurricane Harvey:**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so.

[www.hccs.edu/harveystudentresources](http://www.hccs.edu/harveystudentresources)

## **Personal and Community Health**

**CRN 37320**

**Tuesday 11:00am-12:20pm**

(Note: Assignments may be added or deleted during the semester)

### **September:**

**12:** Introduction to Course  
Course Syllabus

Chapter 1 – Taking Charge of Your Health

Chapter 2 - Stress: The Constant Challenge

Chapter 3 - Psychological Health

Chapter 4- Intimate Relationships and Communication

Chapter 5-Sexuality, Pregnancy & Childbirth

Chapter 6-Contraception & Abortion

**\*Exams 1-3 Due Close September 19 by 11:30pm**

**19:** Chapter 9 - Nutrition Basics

Chapter 7 – Drugs

Chapter 8 – Alcohol/Tobacco

**\*Journal 1 Due By 11:30pm**



**\*Exams 1-3 Due Close by 11:30pm**

**\*Exams 4-9 Due Close September 26th by 11:30pm**

**26:** Chapter 10 – Exercise for Health and Fitness

Chapter 11 – Weight Management

**\*Exams 4-9 Due Close by 11:30pm**

**October:**

**03:** Chapter 12 – Cardiovascular Disease and Cancer

**\*Journal 2 Due By 11:30pm**

**10:** Chapter 17- Aging Go Over assignment

**\*Exams 10-12 and 17 Due Close October 17 by 11:30pm**

**17:** Chapter 13-Immunity & Infection

Chapter14 - Environmental Health

**\*Exams 10-12 and 17 Due Close by 11:30pm**

**24:** Chapter 15 – Medicine

Chapter 16 - Personal Safety

**\*Journal 3 Due By 11:30pm**

**\*Exams 13-16 Due Close October 31 by 11:30pm**

**31:** **Conference Day-No Class I will be in my office for conferences if you have any questions on up coming assignments.**

**\*Quantitative Assignment Due by 11:30pm**

**\*Exams 13-16 Due Close by 11:30pm**

**November:**

**07:** **Student Presentations-In Class**

**14:** **Student Presentations-In Class**

**\*Challenge of Aging Project due By 11:30pm**

**21: Student Presentations-In Class**

**28: Student Presentations-In Class**

**December:**

**05: \*Community Outreach Project Due by 11:30pm**

**\*Journal 4 Due By 11:30pm**

\*No face to face class

**12: Finals Week \*No face to face class**