



# Los Angeles Mission College

Department of  
Kinesiology  
13356 Eldridge Ave  
Sylmar, CA. 91342  
(818)364-7600

## Health 11 PRINCIPLES OF HEALTHFUL LIVING

Section: 0133

### Course Syllabus

Semester & Year: Summer, 2014

Units: 3

First Day of Class: July 21<sup>st</sup>, 2014

Final Grades Posted by: August 21<sup>st</sup>, 2014

Class Days & Times: M,T,W,&TH 7:45am-10:10am

Final Exam: August 21<sup>st</sup>, 2014 7:45am-10:10am

Holidays:

Instructor: Steve Ruys

Office Phone: (818) 364-7621

Fax: (818) 833-3307

Email: [ruysc@lamission.edu](mailto:ruysc@lamission.edu)

Website: [www.lamission.edu/~ruysc](http://www.lamission.edu/~ruysc)

Office: HFAC 103E

Office Hours: M & W 10:45am -1:15pm

### Course Description

Offers health concepts to use today and tomorrow as guidelines for self-directed responsible living. Emphasis is placed on relating health concepts to the individual's well-being in personal, community, vocational and leadership roles.

### Student Learning Outcome

#### 1. Information Competency

Students, after completing a course in the Health discipline, will be able to demonstrate information competency by combining aspects of library literacy, research methods and technological literacy. Evidence will be the ability to locate, evaluate, utilize and communicate information in all its various formats in understanding health issues.

#### 2. Global Awareness

Students, after completing Health 11, will be able to demonstrate global perspectives by generating theoretical and pragmatic approaches to health and environmental issues. Evidence will be the ability to analyze global health and environmental issues from multiple perspectives and to articulate an understanding of these interconnected issues by formulating appropriate and global responses

### Course Objective

At the conclusion of the course, the student will be able to:

1. Demonstrate understanding of health principles incorporating a wide variety of aspects from nutrition to aging.
2. Demonstrate understanding of self-responsibility for personal health and wellness.
3. Understand implications of personal and societal behavior on diseases and disease prevention.

### Required Textbook

Donatelle, R. Health, The Basics, 10<sup>th</sup> edition, Pearson ISBN # 9781256704560

### Class Evaluation

Below are the required assignments for this class and the basis for your final grade. We will go over these together in class.

#### 1. Homework and Class Participation 100 points

At the end of each chapter there is a section called Assess Yourself, this is your Homework. This must be turned in at the start of each new chapter. Late homework will not be accepted.

Regular and punctual attendance is extremely important. Roll will be taken either by sign in or by the collection of your quiz scores. We will meet 20 times for this class and you will receive points each day for your participation. Homework and active participation in group and class discussions are required.

#### 2. Current Event/Critique Paper 100 points

You will have 2 current event papers due throughout the summer. They must be on a health related topic we have covered or are going to cover in class. Each paper is worth 50 points and must be no more than 3 pages, written in the

most current APA style (12pt font with 1" margins). The article must be attached to the paper. Review the scoring rubric below.

3. Quizzes 120 points

You will have the opportunity to take 8 quizzes during the semester. Quizzes are worth 20 points each and are based on chapter readings and class lectures and discussions. Your 6 best scores will be used for your final grade.

4. Final Project 200 points

The final project will be discussed the first week of class. You will create a personal health and fitness portfolio that will consist of

**Grading Procedures**

A	90-100%	468-520
B	80-89%	416-467
C	70-79%	364-415
D	60-69%	312-363
F	0-59%	001-311

**Participation:**

- 5 points = Full participation
- 4 points = Partial participation
- 3 points = Some participation
- 2 points = Few participation
- 0 points = No participation

**Schedule:**

Week 1

- July 21<sup>st</sup> Monday: Go over syllabus, Start Chapter 1, & Add students.
- July 22<sup>nd</sup> Tuesday: Chapter 1, Chapter 2, & Talk about Current Event Paper and Final Project.
- July 23<sup>rd</sup> Wednesday: Ch. 1 & 2 Assess Yourself Homework Due, **Quiz 1 on Chapter 1 & 2**, & Chapter 9
- July 24<sup>th</sup> Thursday: Chapter 9

Week 2

- July 28<sup>th</sup> Monday: Ch. 9 Assess Yourself Homework Due, **Quiz 2 on Chapter 9**, & Chapter 10.
- July 29<sup>th</sup> Tuesday: Chapter 10.
- July 30<sup>st</sup> Wednesday: Ch. 10 Assess Yourself Homework Due, **Quiz 3 on Chapter 10**, & Chapter 11.
- July 31<sup>st</sup> Thursday: Chapter 11, & Turn in Current Event Paper.

Week 3

- August 4<sup>th</sup> Monday: Ch.11 Assess Yourself Homework Due, **Quiz 4 on Chapter 11**, & Chapter 12.
- August 5<sup>th</sup> Tuesday: Chapter 13.
- August 6<sup>th</sup> Wednesday: 12 & 13 Assess Yourself Homework Due, **Quiz 5 on Chapter 12 & 13**, Chapter 3.
- August 7<sup>th</sup> Thursday: Chapter 3, & Chapter 5.

Week 4

- August 11<sup>th</sup> Monday: Ch. 3 & 5 Assess Yourself Homework Due, **Quiz 6 on Chapter 3, & 5**, Chapter 7.
- August 12<sup>th</sup> Tuesday: Chapter 7.
- August 13<sup>th</sup> Wednesday: Ch. 7 Assess Yourself Homework Due, **Quiz 7 on Chapter 7**, Chapter 8
- August 14<sup>th</sup> Thursday: Chapter 8, & Turn in Current Event Paper.

Week 5

- August 18<sup>th</sup> Monday: Ch. 8 Assess Yourself Homework Due, **Quiz 8 on Chapter 8**, & Final Project Pre.
- August 19<sup>th</sup> Tuesday: Final Project Presentation
- August 20<sup>th</sup> Wednesday: Final Project Presentation
- August 21<sup>st</sup> Thursday: Final Project Presentation

**Class Information and Management Requirements**

**Scantrons**

You are going to need 8 scantrons for quizzes – be prepared!

**SPECIAL ACCOMMODATIONS**

If you require special accommodations for a disability, religious holiday, or any other reason please inform me within the first week of the course and I will accommodate you if at all possible. For accommodations due to disability, you must consult with the Disabled Students Programs and Services Office (818) 364-7732, after which we will abide by their recommendations.

### **Cell Phones**

Do not use your cellphone during class time. Turn them off before you come into the classroom. You will lose participation point if you are on your phone.

### **Be Punctual**

I advise you to arrive on time for class. On the days when we have quizzes, you will not be given that quiz if you arrive after the quiz has been given out.

### **Class Attendance**

As this is an activity course, it is extremely important that you attend class regularly to be able to accumulate participation points.

#### **Here are some additional resources on campus that you may find useful.**

•**LAMC Bookstore**: For hours of operation, book availability, buybacks, and other information call 818-364-7798 or 364-7768 or visit: <http://www.lamissionbookstore.com/>

•**Counseling Department**: For appointments and information call 818-364-7655 or visit <http://www.lamission.edu/counseling/>

•**Disabled Students Programs and Services**: For appointments and information call 818-364-7732 or visit <http://www.lamission.edu/dsps/>

•**Extended Opportunity Programs and Services**: For appointments and information call 818-364-7645 or visit <http://www.lamission.edu/eops/>

•**Financial Aid**: For information and applications call 818-364-7648 or visit <http://www.lamission.edu/financialaid/>

•**Library**: For information on library hours, resources, workshops, and other services contact 818-364-7105 or 364-7106 or <http://www.lamission.edu/library/>

•**Tutoring Services in Learning Center**: Laboratories for Learning, Writing, Math & Science. Walk-in and appointment services offered. Call 818-364-7754 or visit [www.lamission.edu/learningcenter](http://www.lamission.edu/learningcenter)

## **Health 11 Current Event Paper Instructions**

Search the Internet for an article on a health topic of your choice. Choose a subject area that has global impact, or relates to a global issue. Summarize the content of the article by writing out the main points of the article. Second, give your comment about what you learned from the article and how it may relate to you. Print out and attach a copy of the article to your paper. Hand it in to the instructor on the due date.

You will be more successful if you follow directions. Some details of the directions are listed below.

1. Searching Internet- Select a health related research article that has a primary or secondary source. It must be from a credible site, one respected, or valued by health professionals and one that is substantial in length, being no less than 5 paragraphs. At the beginning of your article, identify your source, the date, who wrote it, and if it is a primary or secondary source. Check if references are cited, if so identify them. (No Q & A, FACTS, encyclopedia, advertisement, or press releases).
2. Write on content- Indicate if your article is a primary or secondary source. Write the title of the article at the top of your paper. Summarize the information given in the article, including the main points made. If opinions are given, you may tell whether you agree or disagree. However, be clear on who you disagree with, and back up your opinion with facts and logic.

3. Format- Your critique should be no more than 3 pages long and written in paragraph form. Type the paper, using a 12pt size, with Times New Roman font, double spaced, black ink, on white paper. Print out the article from the website. Place your typed paper on back of the article you choose and staple it in the upper left hand corner.
4. Review the rubric posted on my website page. This is the guide used to evaluate, or grade, your paper. I suggest you always proof read your paper twice, reading it once silently, once out loud. Then hand it to another trusted friend or family member to read. Plan to make corrections to make it your best. If any material is plagiarized, zero points will be earned.
5. Caution: A good strategy is to complete the paper 24 hours before the due date. This allows for computer access problems, printer problems, emergencies etc. This will lessen the pressure, or stress factor which could prevent you from handing in your best work. In addition, it will assure it is handed in on the due date. There will be no late papers accepted, NO EXCEPTIONS. If you know you cannot be in class to hand it in, find someone to hand it in for you. If you arrange with me to hand it in earlier than the due date, it will be accepted.

**Current Event Paper Rubric ~ Health 11**  
**Grading Criteria:**

EVALUATION CRITERIA	POINTS EARNED
<b>A. Article Chosen (maximum 5 credit points can be earned)</b> <ul style="list-style-type: none"> <li>• Research article as a primary or secondary source is selected, &amp; it clearly relates to the given assignment. Appropriate Internet source was used. It contains many thorough <u>substantial details</u> about a health topic. <span style="float: right;">5</span></li> <li>• Research article as a primary or secondary source is selected, &amp; it clearly relates to the given assignment. It contains <u>some/few details</u> about a health topic. <span style="float: right;">4</span></li> <li>• Article selected is not a primary source, nor list secondary sources. It somewhat relates to the given assignment. <u>One or No substantial details</u> about a health topic. <span style="float: right;">3</span></li> <li>• <u>Article has little relationship</u> to the given assignment. <span style="float: right;">2</span></li> </ul>	
<b>B. Content/Focus of paper (maximum 5 credit points can be earned)</b> <ul style="list-style-type: none"> <li>• The paper <u>clearly discusses the main points</u> of the article with supporting comments demonstrating understanding of the points. <span style="float: right;">5</span></li> <li>• The paper somewhat discusses the points of the article but is <u>lacking in some significant area/s</u> <span style="float: right;">4</span></li> <li>• The paper <u>vaguely focuses on the main points</u> of the article. <span style="float: right;">3</span></li> <li>• The paper <u>does not relate to the main topic</u> of the article. <span style="float: right;">2</span></li> </ul>	
<b>C. Grammar/Spelling (maximum 5 credit points can be earned)</b> <ul style="list-style-type: none"> <li>• There are <u>no errors in grammar/spelling</u> that distract the reader from the content. <span style="float: right;">5</span></li> <li>• There are <u>3-4 errors in grammar/spelling</u> that distract the reader from the content. <span style="float: right;">4</span></li> <li>• There are <u>5-8 errors in grammar/spelling</u> that distract the reader from the content. <span style="float: right;">3</span></li> <li>• There are more than <u>8 errors in grammar/spelling</u> that distract reader from the content. <span style="float: right;">2</span></li> </ul>	
<b>D. Thoroughness/Completeness of Assignment (maximum 5 credit points can be earned)</b> <ul style="list-style-type: none"> <li>• Appropriate source was used; paper was written with the specific guidelines, and instructor's instructions were all followed. <u>Copy of the article and workshop verification was turned in</u> with paper. <span style="float: right;">5</span></li> <li>• Appropriate source was used; paper was written with specific guidelines, instructor's instructions were mostly followed. <u>Copy of article and workshop verification was turned in</u> with the paper. <span style="float: right;">4</span></li> <li>• <u>Inappropriate source was used; paper was not written with specific guidelines</u>, and instructor's instructions were somewhat followed. Copy of article, or workshop verification may not have been turned in with the paper. <span style="float: right;">3</span></li> <li>• <u>Inappropriate source; paper written without following specific guidelines</u>, and most of the <span style="float: right;">2</span></li> </ul>	

instructor's instructions were not followed.

## **Health 11 Final Project Instructions**

Create a Power Point or Poster Board Presentation on a current health related topic that we have covered in class. This is your final project for Health 11 and it is worth 38% of your grade. Create an informative and professional presentation.

- DO NOT WAIT UNTIL THE LAST WEEK!
- All topics must be approved by the instructor no later than Thursday August 7<sup>th</sup> of the 3<sup>rd</sup> week.
- If you are going to do a Power Point Presentation you must email it to the professor the day before your presentation.
- Each Student will have a total of 15 minutes for the presentation; 10 minutes to present and 5 minutes for Questions.

### **Final Project Rubric ~ Health 11** **Grading Criteria:**

<b>EVALUATION CRITERIA</b>	<b>POINTS EARNED</b>
<b>A. Topic Chosen (maximum 5 credit points can be earned)</b> <ul style="list-style-type: none"><li>• Presentation topic selected is appropriate, &amp; it clearly relates to the given assignment. It contains many thorough <u>substantial details</u> about a health topic.</li><li>• Presentation topic selected is appropriate, &amp; it clearly relates to the given assignment. It contains <u>some/few details</u> about a health topic.</li><li>• Presentation topic selected is not appropriate. It somewhat relates to the given assignment. <u>One or No substantial details</u> about a health topic.</li><li>• <u>Topic has little relationship</u> to the given assignment.</li></ul>	5 4 3 2
<b>B. Content/Focus of presentation (maximum 5 credit points can be earned)</b> <ul style="list-style-type: none"><li>• The presentation <u>clearly discusses the main points</u> of the topic with supporting comments demonstrating understanding of the points.</li><li>• The presentation somewhat discusses the points of the topic but is <u>lacking in some significant area/s</u></li><li>• The presentation <u>vaguely focuses on the main points</u> of the topic.</li><li>• The presentation <u>does not relate to the main topic</u> of the topic.</li></ul>	5 4 3 2
<b>C. Grammar/Spelling (maximum 5 credit points can be earned)</b> <ul style="list-style-type: none"><li>• There are <u>no errors in grammar/spelling</u> that distract the audience from the content.</li><li>• There are <u>3-4 errors in grammar/spelling</u> that distract the audience from the content.</li><li>• There are <u>5-8 errors in grammar/spelling</u> that distract the audience from the content.</li><li>• There are more than <u>8 errors in grammar/spelling</u> that distract audience from the content.</li></ul>	5 4 3 2
<b>D. Thoroughness/Completeness of Assignment (maximum 5 credit points can be earned)</b> <ul style="list-style-type: none"><li>• Appropriate sources were used; Presentation followed the specific guidelines, and instructor's instructions were all followed.</li><li>• Appropriate sources were used; Presentation followed the specific guidelines, instructor's instructions were mostly followed.</li><li>• <u>Inappropriate sources were used; presentation did not follow the specific guidelines</u>, and instructor's instructions were somewhat followed.</li><li>• <u>Inappropriate sources; presentation did not follow the specific guidelines</u>, and most of the instructor's instructions were not followed.</li></ul>	5 4 3 2