



**Kinesiology**

**EXS3070: Praxis of Strength Training and Conditioning**

**3 units**

**Spring 2021**

<b>Meeting days:</b> Fridays (also online)	<b>Instructor Name:</b> Jacob R. Goodin, PhD, CSCS
<b>Meeting times:</b> 8:30 (also Online)	<b>Phone:</b> Email to set up a phone meeting
<b>Meeting location:</b> Weight Shed (also Online)	<b>Email:</b> jgoodin@pointloma.edu
<b>Final Exam:</b> Due 6/11, at 11:59 pm	<b>Office location and hours:</b> By appointment

### **PLNU Mission**

#### **To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### **COURSE DESCRIPTION**

This course provides an in-depth study of the principles and techniques used to assess physical fitness and to design and prescribe exercise programs and physical activities. Concepts of exercise science will be applied to the development **and practice** of strength training and conditioning programs. Students will acquire the knowledge and skills necessary to sit for the NSCA's certification exam—Certified Strength and Conditioning Specialist (CSCS)—or another fitness related certification exam (e.g. ACSM, ACE, NASM). Furthermore, students will leave this class with the knowledge and tools necessary to safely and effectively plan and supervise evidence-based strength training and conditioning plans in a variety of settings.

Prerequisite: KIN 3040.

## COURSE LEARNING OUTCOMES

- Demonstrate and analyze proper lifting, sprinting, change-of-direction, plyometric, and stretching technique.
- Explain how energy systems work in our body during exercise and sport.
- Assess and evaluate clients for various components of fitness.
- Design and implement safe and effective strength training, conditioning, and personal training programs by applying exercise prescription principles for training variation, injury prevention, and reconditioning.
- Learn how to provide guidance regarding nutrition and performance-enhancing substances.
- Understand the similarities and differences between training for sport and training for fitness and health.

## POTENTIAL FACE-TO-FACE INSTRUCTION

NOTE: This syllabus and the corresponding Canvas modules are set up for an optimal remote learning experience. This is because there is a (small) possibility that most of the Spring semester will be conducted entirely remotely if San Diego County remains in the purple tier. If the county moves into the red tier and hybrid face-to-face learning becomes a possibility, we will implement Flex Fridays: hands-on learning of practical skills found in the textbook. This includes weightlifting technique, spotting technique, agility and speed training, plyometric training, and aerobic endurance training. All other course content will remain the same. Please note the following details about Flex Fridays so you will be ready to participate when/if the time comes:

- Fridays, 8:30am, at the weight shed and/or track. Arrive 10 minutes early to help set up equipment. Be prepared to help put away equipment when the session is over.
- Eat breakfast beforehand. Hydrate. Bring water.

- Dress in athletic gear. Be prepared to put in serious mental and physical work to learn the skills of the day. It is rewarding to work hard and improve.
- Even though we will be outdoors, proper masking and 6-foot spacing **MUST** be maintained at all times.
- The only exception to the 6-foot rule will be when spotting your peers.
- Proper sanitization protocols will be explained and followed.
- I will take attendance and note who is working hard.
- Flex Friday can count as 1 of your 2 weekly training sessions for the Video Training Journal assignment (see below).
- Those joining us remotely will have an alternative asynchronous learning opportunity due to the lack of Zoom options at the outdoor weight shed.

## COURSE GRADING AND ASSIGNMENTS

Guided Reading Assignments:	15x5 pts
Video Lecture Responses:	15x10 pts
Key Topic Video Discussions:	15x15 pts
Chapter Quizzes:	15x10 pts
Annual Plan Project:	100 pts
Resistance Training Video Journal:	100 pts
Resistance Training Video Analysis:	100 pts
Final Exam (CSCS Practice Test):	100 pts

Total: 1000 pts

Student grades will be posted in the Canvas grade book no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the grade book as these comments are intended to help students improve their work. Final grades will be posted within one week of the end of the class. The final grade percentage will be rounded to the nearest percent with grades being recorded as follows:

Grade Percent      Grade Percent      Grade Percent

A	93 - 100	B-	80 - 82.9	D+	67 - 69.9
A-	90 - 92.9	C+	77 - 79.9	D	63 - 66.9
B+	87 - 89.9	C	73 - 76.9	D-	60 - 62.9
B	83 - 86.9	C-	70 - 72.9	F	0 - 59.9

## EDUCATIONAL OPPORTUNITIES

**Note:** All assignments are to be submitted electronically via Canvas by Saturday at 11:59pm unless otherwise noted. The only exception are the initial posts for discussions, which are due on Wednesdays at 11:59pm.

- **Guided Reading Assignments:** A guided reading assignment will be completed for each chapter that we cover in class. Templates for these can be downloaded from Canvas and contain the major headings and subheadings for each chapter. Complete these as a team (Google Docs is helpful) and submit them to Canvas. For each module I will randomly select one team and grade their notes closely. If their notes are complete and thorough, every team that submitted an assignment will receive full points. If not, I will grade every team's work closely, subtracting points for incomplete or sub-par notes. These assignments are intended to introduce students to content that we will build on in class, to cover topics that are on the CSCS exam but that we don't have time to directly address during lecture, and to give students points for reading that they should be doing already. Students can compile their notes to create a comprehensive study guide leading up to the final exam. See Canvas for example.
- **Lecture Responses:** The lecture videos are created to give you an overview or sometimes a deeper look into concepts that we will cover in this course. Earn participation points by "Liking" the video and then leaving a comment to let me know you watched it (you have to be signed in to your YouTube, Google, or Gmail account for this to work). Your comment can be a 1-2 sentence executive summary, a thoughtful question, or funny comment relevant to the video or topic discussed. In addition to your comment, feel free to upvote other's comments that you related to, laughed at, or that you found yourself asking the same question.
- At the end-screen of the video, click on the link to be taken to the next video in the sequence without needing to leave YouTube (although sometimes there will only be one video for that week).
- Don't forget to subscribe to the channel so you're alerted when new videos are added.

- **Chapter Quizzes:** Each week there will be a simple chapter quiz covering all the material presented in the chapter. These quizzes will be monitored via HonorLock.
- The assessment is timed (10 minutes), questions are in random order, and scores will be hidden until the following week.
  
- **Key Concept Video Discussions:** A weekly discussion with the initial post due by Wednesday at 11:59pm and responses due by Saturday at 11:59 pm. These discussions will take different formats depending on the topic of the week, such as:
  - Filming a short (2-4 minute) video where you explain a key concept from the chapter clearly and articulately. These videos should be in your own words and not only summarize what the textbook says, but draw upon related concepts as well.
  - Watching a short (1-20 minute) video that explains a concept or technique to summarize, analyze, or relate to chapter content.
  - Watching a longer (30+ minute) film or documentary and responding to the content or analyzing it through a critical lens.
  - Filming yourself performing a specific exercise or test, and evaluating your own and your peers' videos.
  - Other formats TBD
  
- **Annual Plan Project:** Each student will develop a year-long sport-specific strength and conditioning program for a sport of their choice. Accompanying this program will be a paper (2000 word minimum) with a thorough rationale behind each component of the training plan. The program is to include:
  - A realistic and comprehensive travel, holiday, and competition schedule for your athlete or team
  - Schedules for Off-Season, Pre-Season, In-Season, & Post-Season training, as well as Active Rest periods (i.e. the entire year)
  - Movement drills specific to the sport for warm-up and skill development [SEP]
  - Weight training exercise program including:
    - Frequency
    - Intensity
    - Sets
    - Reps
    - Exercise selection and variation
    - Rest
    - Volume
    - Energy Systems Training i.e. Conditioning (Phosphagen, Glycolytic, Oxidative) [SEP]
    - Agility training (if applicable)
    - Correct terminology and sequencing for mesocycles, training blocks, and microcycles

- A minimum of five (5) reliable, peer-reviewed sources are to be referenced in APA format in the paper to support your rationale.
- This is not a team project. Copying-and-pasting, verbatim explanations, or duplicate programs will be viewed as plagiarism. However, sharing of common methods, templates, and resources is encouraged.
- An Excel template will be posted in Canvas. This template can be extensively modified to fit your specific athlete or sport, but the basic format (weeks across the top, components of the plan down the left-hand side) should stay the same.
- See Canvas for examples.
  
- **Training Journal Video:** The purpose of this project is to instill a habit of resistance training. You will engage in some form of resistance training outside of class two or more times for each week of the semester. This can be free-weight, bodyweight, circuit, HIIT, change-of-direction, plyometric, or sprint training. During each session, record a short clip of yourself mid-lift, celebrating a PR, high-fiving your gym partner, or dancing between sets. Upload these videos to the app 1 Second Everyday (1SE) to create a training montage as evidence of your consistency. It will compile a video with a 1 second clip for each training session you completed. You will also keep a hand-written workout journal that you will turn in as well (examples in Canvas). These will both be due at the end of the semester.
  
- **Final Exam (CSCS Practice Exam):** The final exam will resemble the NSCA CSCS Practice Exam, which is a comprehensive multiple-choice test. All questions are taken directly from official NSCA practice exams. The final exam will be proctored using Honorlock.

## REQUIRED TEXTS AND RECOMMENDED RESOURCES

### REQUIRED:

Haff, GG, and Triplett, NT, eds. *Essentials of Strength Training and Conditioning*, 4th ed. Champaign, IL: Human Kinetics, 2016

### RECOMMENDED:

Stone, Stone, and Sands. *Principles and Practice of Resistance Training* .(<https://amzn.to/2Pi9GcA>)  
. Champaign, IL: Human Kinetics, 2007

Isratel, M., J. Hoffman, and C. W. Smith. [\*Scientific Principles of Strength Training\*](#) (<https://amzn.to/37U5pT1>). Juggernaut Training Systems (2016).

#### VIRTUAL LEARNING SOFTWARE REQUIREMENTS:

Zoom: <https://zoom.us/> [\(https://zoom.us/\)](https://zoom.us/)

- Sign up for a free account using your PLNU email address. Download the app to your laptop, phone, and/or tablet.

Google Drive: <https://www.google.com/drive/> [\(https://www.google.com/drive/\)](https://www.google.com/drive/)

- You already have a free account associated with your PLNU email address. Use the browser-based document functionality.

Google Chrome: <https://www.google.com/chrome/> [\(https://www.google.com/chrome/\)](https://www.google.com/chrome/)

- Google Chrome is the required browser for Honorlock, and must be downloaded and used on a laptop or desktop for the IRATs.

Laptop or desktop computer equipped with a microphone and webcam

#### COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 15 weeks. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes (based on 37.5 hours of student engagement per credit hour). Specific details about how the class meets the credit hour requirement can be provided upon request.

#### LATE AND INCOMPLETE ASSIGNMENTS

All assignments are to be submitted/turned in according to the specified time in Canvas. Late assignments/quizzes will be docked 20% per day with assignments/quizzes submitted over 5 days late receiving a 0. Completes will only be assigned in extremely unusual circumstances.

## FINAL EXAMINATION POLICY

Successful completion of this class requires completing the final examination online using HonorLock by the date specified in Canvas.

## PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](https://catalog.pointloma.edu/content.php?catoid=18&navoid=1278) [\\_ \(https://catalog.pointloma.edu/content.php?catoid=18&navoid=1278\)](https://catalog.pointloma.edu/content.php?catoid=18&navoid=1278) for definitions of kinds of academic dishonesty and for further policy information.

## STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures) [\\_ \(https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures\)](https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures) to view which states allow online (distance education) outside of California.

## PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to



register with the Disability Resource Center (DRC), located in the Bond Academic Center ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) [\\_ \(https://mail.google.com/mail/?view=cm&fs=1&tf=1&to=DRC@pointloma.edu\)](https://mail.google.com/mail/?view=cm&fs=1&tf=1&to=DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

## PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates and accessing Canvas materials regularly. See [Academic Policies](https://catalog.pointloma.edu/content.php?catoid=46&navoid=2650#Class_Attendance) [\\_ \(https://catalog.pointloma.edu/content.php?catoid=46&navoid=2650#Class\\_Attendance\)](https://catalog.pointloma.edu/content.php?catoid=46&navoid=2650#Class_Attendance) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

### **Asynchronous Attendance/Participation Definition**

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

## TUTORING

The PLNU Tutorial Center is available free of charge for all current, undergraduate PLNU students. It offers tutoring for most subjects, as well as for general help with paper editing, study skills, etc. The Tutorial Center is located on the south end of Bond Academic Center, next to the Study Abroad offices. Tutoring is available over the phone at (619) 849 2593, or via email at

[TutorialServices@pointloma.edu](mailto:TutorialServices@pointloma.edu) [\\_ \(https://mail.google.com/mail/?view=cm&fs=1&tf=1&to=TutorialServices@pointloma.edu\)](https://mail.google.com/mail/?view=cm&fs=1&tf=1&to=TutorialServices@pointloma.edu) .

## SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](https://www.pointloma.edu/offices/spiritual-development) [\\_ \(https://www.pointloma.edu/offices/spiritual-development\)](https://www.pointloma.edu/offices/spiritual-development) .

## USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

## OFFICE HOURS

It is important to me that I get to know each of you on an individual level, therefore I will be posting virtual office hours via the Zoom virtual conferencing app. I will send out more details on this soon. I have an open-door policy for questions, nerdy training theory discussions, or if you just need someone to listen and pray for you. I often won't have all the answers, but I'm positive we can figure it out together!