

KIN R141: RUNNING FOR FITNESS

Originator
dfrehlich

College

Oxnard College

Discipline (CB01A)

KIN - Kinesiology

Course Number (CB01B)

R141

Course Title (CB02)

Running for Fitness

Banner/Short Title

Running for Fitness

Credit Type

Credit

Start Term

Fall 2021

Formerly

PE R143 - Running for Fitness

Catalog Course Description

This course is designed to provide exercise and fitness training for the moderate to active jogging or running student population. Emphasis is on cardiovascular conditioning and muscle strength, and endurance related specifically to jogging and running. It is designed for students to participate in and achieve a more strenuous physical activity program. Course is offered Pass/No Pass (P/NP) at student's option.

Taxonomy of Programs (TOP) Code (CB03)

0835.00 - Physical Education

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Alternate grading methods

Student Option- Letter/Pass

Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Activity

Laboratory

Minimum Contact/In-Class Laboratory Hours

52.5

Maximum Contact/In-Class Laboratory Hours

52.5

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

52.5

Total Maximum Student Learning Hours

52.5

Minimum Units (CB07)

1

Maximum Units (CB06)

1

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Students will lower BMI - measured through electro-impedance body fat analyzer. |
| 2 | Students will lower body fat percentage - measured through body composition analysis. |
| 3 | Students will learn how to set-up an appropriate walking/jogging/running program to improve their Cardiovascular-Pulmonary systems. |
| 4 | At the end of the semester students will be able to complete a three-mile walk within an hour. |
| 5 | At the end of the semester students will acquire knowledge to establish a healthy nutritional plan for better living. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Identify and discuss the knowledge and skills necessary to develop a sound running fitness program. These include cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition, and weight control. |
| 2 | Demonstrate and practice the knowledge and skills for a sound running fitness program. |
| 3 | Identify and discuss good running techniques, proper clothing for different weather and climate, shoes, and safety. |
| 4 | Discuss and apply knowledge of good nutrition as it relates to the needs of the person participating in a high-intensity physical fitness program. |
| 5 | Determine an effective intensity for various training goals and abilities. |

Course Content

Lecture/Course Content

1. Identify safety procedures for class
2. Establish the importance of proper shoes and clothing
3. Testing & Evaluation
 - a. Pre test
 - b. Post test
4. Physiology of Running
 - a. Identify proper running form to improve performance
 - b. Establish method for measuring proper target heart rate
 - c. Identify muscle groups used when running/jogging

5. Mental aspects of running
6. Nutritional Guidelines
7. Warm-up, stretching, and cool down
8. Progression into racing

Laboratory or Activity Content

1. Training programs
 - a. Pace and tempo training
 - b. Speed or interval training
 - c. Distance or aerobic training
 - d. Strength training
2. Terrain and environmental conditions
 - a. Stairs
 - b. Track
 - c. Off-campus
3. Competition and time trials
 - a. Cardiovascular VO₂ calculation
 - b. Designing progressive training programs for beginning to advanced runners interested in various distances

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Individual projects
Journals
Oral analysis/critiques
Projects
Skills demonstrations
Skill tests

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Class activities
Class discussions
Distance Education
Group discussions
Lecture

Describe specific examples of the methods the instructor will use:

1. Physical demonstration of exercises and drills by model for eventual emulation by student.
2. Group and individual attention will be given to the physical and mental aspects of running, making corrections when necessary to help students improve their ability.
3. Students will participate physically throughout class time jogging/running designated assigned distances with other students or instructor.
4. Students will utilize different training areas such as the track, sidewalks and park trails as necessary.
5. Students will practice physical drills in order to improve and develop proper biomechanics.
6. Students will be timed throughout the course. They will be tested with races and time trials.

Representative Course Assignments

Writing Assignments

1. Journals
2. Brief reports on benefits derived from exercise
3. Training programs will be developed

Reading Assignments

1. Research articles

Skills Demonstrations

1. Dynamic warm-up
2. Running form

Other assignments (if applicable)

1. Students will spend an additional two hours a week practicing their form and techniques.

Outside Assignments

Articulation

Comparable Courses within the VCCCD

KIN M24 - Running for Fitness and Conditioning

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

E2. Physical Education

Approved

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

E Lifelong Learning and Self-Development

Approved

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Other Resource Type

Description

Handouts by instructors, such as forms to record student progress, nutrition guidelines, bio-mechanical recommendations, or other physiological and mental running strategy..

Distance Education Addendum

Definitions

Distance Education Modalities

- Hybrid (51%–99% online)
- Hybrid (1%–50% online)
- 100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.

E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
Other DE (e.g., recorded lectures)	A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include: recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.
Hybrid (51%–99% online) Modality:	
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Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
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Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.

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Synchronous Dialog (e.g., online chat)	Online chat Live sessions Breakout groups
Face to Face (by student request; cannot be required)	The instructor may hold regularly scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

Examinations

Hybrid (1%–50% online) Modality

Online

Hybrid (51%–99% online) Modality

Online

Primary Minimum Qualification

PHYSICAL EDUCATION

Review and Approval Dates

Department Chair

09/05/2020

Dean

09/07/2020

Technical Review

10/14/2020

Curriculum Committee

10/14/2020

Curriculum Committee

11/25/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000556641

DOE/accreditation approval date

MM/DD/YYYY