

USC Dornsife
College of Letters,
Arts and Sciences

**HBIO203L – Individualized Exercise Prescription
(2 units)**

Spring 2016

Lectures: T/Th 11:00-11:50 a.m.

Location: THH 114

Laboratory: Monday 2:00 PM – 3:50 pm

Location: PED B15a

Instructor: Gioia Polidori Francisco, PhD

Office: AHF 253

Office Hours: Wednesday 2-4 pm
Thursday 2-4 pm

Contact Info

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Lab Director: Emi Embler, PhD

Course Description

Principles and theories related to exercise prescription; programs of weight-training, circuit-training, aerobics, flexibility, high and low-intensity training guidelines; safeguards and effectiveness.

I. Learning Objectives

- To understand cross-disciplinary concepts of basic anatomy, nutrition and physiology as they relate to physical fitness and contribute to the development of an individualized exercise prescription to safely and effectively reach personal fitness goals.
- To obtain core knowledge and skills that can foster professional development and provide tools for future employment in a variety of fields or for graduate study in the health professions or other biology-related disciplines.
- To develop the ability to think critically, analyze, and use information to solve problems that solidify students' understanding of basic scientific principles.
- To place biological knowledge into an ethical context, especially how biology can contribute to the resolution of ethical, social, and environmental issues.

II. Texts:

Required: Principles and Labs for Fitness and Wellness. 12th edition. Hoeger, W.W.K., Hoeger, S.A. Thomson Wadsworth, Belmont, CA. 2010, 2008.

Recommended: Strength Training Anatomy. 3rd edition, Delavier, F. Human Kinetics, Champaign, IL. 2006.

ACSM's Guidelines for Exercise Testing and Prescription. 7th edition. Lippincott Williams and Wilkins, Baltimore, MD. 2006.

Essentials of Strength Training and Conditioning. 3rd edition. Baechle and Earle. Human Kinetics, Champaign, IL. 2009.

III. Grading Breakdown

Assignment	% of Grade
Midterm 1	20
Midterm 2	20
Final Exam	30
Lab	25
Quizzes	5
TOTAL	100
JEP (Extra Credit)	2.5

•The grading scale is based on the traditional scale as follows:

	A (≥93%)	A- (≥90%)
B+ (≥87%)	B (≥83%)	B- (≥80%)
C+ (≥77%)	C (≥73%)	C- (≥70%)
D+ (≥67%)	D (≥63%)	D- (≥60%)
F (≤59.9%)		

IV. Description and Assessment of Assignments

- Class material will be evaluated via quizzes, exams and final project.
- Material covered in labs will be evaluated via laboratory exercises and quizzes as well as classroom exams.
- Quizzes will be given during lectures and will be based on the material discussed. Up to 2 lectures/quizzes can be excused without the need for a written excuse letter, however, a request to be excused from taking a lecture quiz must be made before the lecture.
- Exams and lab grades will not be given a letter grade. Only the final grade will be given a letter grade.

- The final lab project will be in the form of a complete exercise prescription.
- Assignments will be submitted on Blackboard. Students will be allowed to submit via email only if blackboard is down and will be expected to submit on Blackboard as soon as the software is working again.
- Late submissions will not be accepted.
- Blackboard will be used to post announcements, handouts, articles, rubrics, deadlines, feedback to quizzes and exam grades so check this site periodically.
- Lecture slides will be posted on blackboard, however, please do not rely entirely on slides, these are meant as a starting point for note-taking. Class notes and textbook information will form the basis of the material that will be on the exams. If you attend class regularly, you will be updated on the status of lecture notes and course material/announcements.
- A request to take a make-up exam must be accompanied by evidence of necessity (ie: letter from a doctor, excuse letter) and must be made before the date of the scheduled exam.
- The only extra credit offered for this course is JEP. JEP is the oldest and largest university service-learning program in the country. It offers students the unique opportunity to combine academic coursework with experiences in the community surrounding the campus. At the beginning of the semester, a JEP representative will visit our class and tell you more about the opportunities available that semester. To register for JEP, visit <http://dornsife.usc.edu/joint-educational-project/>.

V. Tentative Lecture Schedule

Date	Lecture Topic	Hoeger	Labs
Jan. 12	Introduction	1	No lab
Jan 14	Physical Fitness & Wellness	2	
Jan 19	Behavior Modification		No Lab
Jan. 21	Risk Stratification	notes	
Jan. 26	Body Composition	4	Body Comp
Jan. 28	Nutrition for Wellness I	3	No Lab
Feb. 2	Nutrition for Wellness II	5	
Feb. 4	Sports Nutrition	3	
Feb. 9	Review		C/R
Feb. 11	Midterm I		Fitness
Feb. 16	Cardiorespiratory System overview	6	No Lab

Feb. 18	Cardiorespiratory Benefits	6	
Feb. 23	Cardiorespiratory Endurance	6	Muscular Strength
Feb 25	Musculoskeletal System overview	6	
March 1	Muscular Strength and Endurance I	7	No Lab
March 3	Muscular Strength and Endurance II	7	
March 8	Project		Muscular Endurance
March 10	Muscular Flexibility I	8	
March 15	Spring Break		No Lab
March 17	Spring Break		
March 22	Muscular Flexibility II	8	Muscular Flexibility
March 24	Review		
March 29	Midterm II		No Lab
March 31	Plyometric Training	notes	
April 5	Skill Fitness	9	Agility
April 7	Skill Fitness Testing	9	
April 12	Periodization	notes	No Lab
April 14	Injury Rehabilitation	notes	
April 19	Project		No Lab
April 21	Sport Psychology	notes	
April 26	Exercise and Health	11-12	
April 28	Review		
April 30- May 3	Study Days		
TBD	FINAL EXAM		

VI. Academic Integrity:

Students who violate University standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the University. Since dishonesty in any form harms the individual, other students and the University, academic integrity policies will be strictly enforced. I expect you familiarize yourself with the Academic Integrity guidelines found in the current SCampus. Academic dishonesty/misconduct (plagiarism, cheating, unauthorized collaboration, etc.) will not be tolerated. All academic integrity violations will result in a grade sanction and will be reported to the Office for Student Judicial Affairs. It is your responsibility to “reasonably” protect your own work from the plagiarism of others.

VII. Disruptive Student Behavior:

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students’ ability to learn and an instructor’s ability to

teach. Please be informed that you are expected to turn off all electronic communication devices (mobile phone, tablet or laptop) or disable them (and remove earphones) during class time except when submitting quizzes. Using a laptop in class to take notes is permitted. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office of Student Judicial Affairs for disciplinary action. Please turn off or disable all cell phones or other electronic communication devices during class time. Using a laptop in class to take lecture notes is permitted.

VIII. Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

IX. Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.