

**PHYED 37.2 Course Outline as of Fall 2003****CATALOG INFORMATION**

Dept and Nbr: PHYED 37.2 Title: WEIGHT TRAINING - INTER.

Full Title: Intermediate Weight Training

Last Reviewed: 2/10/2003

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	2.00	Lecture Scheduled	0	17.5	Lecture Scheduled	0
Minimum	1.00	Lab Scheduled	4.00	3	Lab Scheduled	70.00
		Contact DHR	0		Contact DHR	0
		Contact Total	4.00		Contact Total	70.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 70.00

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 22 - 4 Times in any Comb of Levels

Also Listed As:

Formerly: PE 14.2

**Catalog Description:**

In-depth exposure to nautilus machines, dumbbells, barbells related to repetition and resistance.

**Prerequisites/Corequisites:****Recommended Preparation:**

Course Completion of KFIT 7.1 ( or PHYED 37 or PHYED 37.1 or PE 14.1 or PE 195.1)

**Limits on Enrollment:****Schedule of Classes Information:**

Description: Body development with emphasis on aerobic exercise, cardiovascular endurance, neurological efficiency, skeletal formation with an intelligent understanding of the biomedical genetics of the individual. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Course Completion of KFIT 7.1 ( or PHYED 37 or PHYED 37.1 or PE 14.1 or PE 195.1)

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: 4 Times in any Comb of Levels

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>			Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>			Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>			Effective:	Inactive:
<b>CSU Transfer:</b>	Transferable	Effective:	Fall 1981	Inactive:	Fall 2011
<b>UC Transfer:</b>	Transferable	Effective:	Fall 1981	Inactive:	Fall 2011

### **CID:**

### **Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

- I. Understand the Logical Approach to Exercise
  1. Analyze resistance exercises with super-slow training and understanding negative work potential and value to maintain high intensity work.
  2. Demonstrate basic advanced exercises using Nautilus, barbells, dumbbells, involved in the class.
  3. Construct a research paper which outlines and describes the individual training program which reflects knowledge of safe techniques and training methods.
  4. Analyze aerobic and an aerobic activity for cardiovascular fitness and endurance.
  5. Understand heredity and genetic factions in training to reach his or her maximum potential.
  6. Knowledge of nutritional needs as in a proper training program.
  7. Establish an individual exercise program.

### **Topics and Scope:**

- I. Definition the Importance of Physical Fitness Components
  - A) Body composition
  - B) Cardiovascular endurance
  - C) Flexibility
  - D) Muscle length
  - E) Body fat
  - F) Nutrition
  - G) Balance
  - H) Coordination
  - I. Agility
  - J. Reaction
- II. Selecting performance tests to show

- A. Improved physical strength at the beginning and end of the class
- III. Principles of Endurance Exercise
  - A. Stretch, warmup, exercise, cool down
- IV. Demonstration of Various
  - A. Stomach, lowback, torso
  - B. Legs; press, curl, extension
  - C. Chest, stomach, upperback, neck
  - D. Forearms, waist, hands
- V. Design an Individualized Physical Exercise Program
- VI. Set Required and Individual Goals
- VII. Base Program on Frequency, Intensity, Time (FIT) and Target Zones

**Assignment:**

Research paper

**Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

None, This is a degree applicable course but assessment tools based on writing are not included because skill demonstrations are more appropriate for this course.	Writing 0 - 0%
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**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%
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**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances, Performance exams	Skill Demonstrations 20 - 40%
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**Exams:** All forms of formal testing, other than skill performance exams.

Multiple choice, True/false	Exams 20 - 40%
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**Other:** Includes any assessment tools that do not logically fit into the above categories.

ATTENDANCE	Other Category 40 - 60%
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**Representative Textbooks and Materials:**

