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FLC: ACUE

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FLC: ACUE Project

Angel C Castro

California State University San Bernardino

Abstract

Continual education for faculty members working at such a prestigious educational institution, like California State University San Bernardino (CSUSB), must come as second nature. The Association of College and University Educators (ACUE) offered a 25-module online course in Effective Teaching Practices to various cohorts within CSUSB compiling various well-known teaching methodologies that expanded the knowledge of pedagogy for those faculty members who had an opportunity to be in each cohort. The modules covered topics like designing an effective syllabus for a course, allow instructors to have a productive learning environment within the classroom, promote deeper levels of learning and thinking, and use active learning techniques to keep students engaged in the class. I was fortunate to take part of cohort A for the online course that ACUE offered, and the purpose of this submission is to show some examples of responses I submitted on the online platform. The following sections cover part of a syllabus formatted for an Aging class I teach, a clear and modified grading policy for class, revised learning outcomes within the syllabus, an outcome method, a group project rubric, and a blog response.

Keywords: FLC:ACUE, Syllabus formatting, blog response, grading policy, revised learning outcomes,

FLC: ACUE Project

Syllabus**CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
DEPARTMENT OF KINESIOLOGY****KIN 360_02: PHYSICAL ACTIVITY & AGING
Spring 2019: Monday, Wednesday 4:00-5:50pm****Classroom: Physical Sciences 204****Instructor:** Angel Castro, M.S., CSCS**Office location:** PE 116**Office hours:** M 12:00pm-3:30pm or by appointment**Email:** angel.castro@csusb.edu**Course Website:** <http://blackboard.csusb.edu>**Course Description**

Examination of the neurological and physiological changes associated with the aging process from post-adolescence through the senior years. Includes information concerning special planning, implementing and evaluation of adult oriented physical activity programs. Content is consistent with skills necessary to prepare students as a health and fitness specialist by the American College of Sports Medicine. **(4 units)**

Course Goals/Objectives and Student Learning Objectives/Outcomes

Upon successful completion of this course, students will be able to:

Learning Outcome (LO1) Give an overview of aging and physical activity.

LO2 Understand the psychological, sociocultural, and physiological aspects of physical activity and older adults.

LO3 Understand screening, assessment and goal setting in older adults.

LO4 Know basic program design and management.

LO5 Be able to set up a program for older adults with stable health.

LO6 Know basic teaching skills.

LO7 Understand leadership, communication, and marketing skills.

LO8 Know general client safety and first aid.

LO9 Understand ethics and professional conduct with older adults.

Texts/Readings

Textbook: Chodzko-Zajko, W.J. (2014) ACSM's Exercise for Older Adults; Lippincott, Williams, & Wilkins Publishing

Assignments

In-class Activities/Participation: 100 points. Throughout the quarter in-class group assignments/activities, quizzes, or group discussion topics will be given. Students must be present to receive points on these days. If you are absent on one of these days you will not receive that day's participation points. **There are no make-ups for missed in-class activities.**

Article Critique: 50 points. Write a summary and critique of a peer-reviewed article related to physical activity and aging. Your article must be pre-approved by the professor to ensure it is relevant and peer reviewed. Paper must be 1-2 pages, double-spaced following APA format (abstract not required). The critique will include a summary of the article, followed by interpretation and application of results.

Article Comparison Project: 100 pts. Using the article selected for the article critique plus two more related articles you will write a brief comparison paper on a sample of the existing literature on your chosen topic regarding older adults and physical activity. The comparison will analyze the methods used for the three different research studies, results and conclusions plus a real world application of these findings. The paper must be 2-4 pages, double-spaced following APA format (abstract not required).

Interview/Exercise Plan: 200 points. Conduct an interview of an older adult over the age of 65 and write an analysis of this interview. Write an Exercise Prescription for this individual which addresses the five categories of fitness. Include a PAR-Q advising the older adult to obtain physician's clearance prior to starting any workout routine. Incorporate fitness testing suggestions and prescription practices discussed in class. Be as thorough as possible when describing the recommended exercise prescription.

Partner Presentation: 150 points. You and your partner will research a new exercise style or testing modality that can apply specifically to older adults. Your group must find one peer-reviewed article on the topic supporting its use with an older population. The presentation will include; an explanation of the exercise, a brief description based on research findings as to why this is relevant for older adults, and a demonstration of the exercise style either via video or live presentation. Incorporate special considerations and techniques specific to the older adult population. Each group member must either turn in a copy of the PowerPoint presentation. Presentations will occur throughout the quarter, once a student signs up for a presentation date they have committed to presenting on that date, there are no options to switch dates.

Midterm: 150 points

Final: 250 points Covering all lectures and activities.

Note on Exams/Assignments: Students are expected to attend class on the days that exams are given and turn in assignments before the start of class on the assignment due date.

All information presented in lecture, study guides, book, articles and homework will be included in the examinations. An unexcused absence from a scheduled examination will result in complete loss of points for the examination missed. Missed class assignment (tests, participation/group assignments and points) will not be made up at a later date unless there are **extenuating circumstances (which will require documentation)** or the student has spoken with the professor before-hand and made arrangements.

Any tests/exams/assignments that have been granted an extension due to documented extenuating circumstances will not be accepted more than one week (7 calendar days) after the original due date absolutely no exceptions to this policy.

Quality of Written Assignments

All written assignments, unless otherwise specified, are to be typed *in your own words* (or reference citations must be included) double-spaced, 12-point Times New Roman font, formatted with standard 1 inch margins. Grammar and spelling will not be part of the final grade, only content and research. *However, if grammatical mistakes or spelling errors are so severe that content cannot be understood, upon the discretion of the instructor, the student may be asked to re-write and re-submit the assignment for a lesser grade. If you need assistance with written assignments do not hesitate to go to the Writing & Learning Center. *Plagiarism will not be tolerated and will result in an "F" and potential further action in accordance with University policy.*

Grading Scale:

1000-940 pts A, 939-900 pts A-
899-870 pts B+, 869-830 pts B, 829-800 pts B-
799-770 pts C+, 769-730 pts C, 729-700 pts C-
699-670 pts D+, 669-630 pts D, 629-600 pts D-, 599-0 pts F

Grading Distribution and Scale

Participation/In-class Activities: **100pts**

Article Critique: **50pts**

Article Comparison Project: **100pts**

Interview/Exercise Plan: **200pts**

Partner Presentation: **150pts**

Exams (midterm/final): **400pts**

Total: 1000pts

University Policies

Department Professional Expectations and Standards

The Kinesiology Department at California State University, San Bernardino strives for optimal student success during their academic programs and in prospective jobs and/or post-graduate degree programs. We as a department have high ethical and professional standards

that help promote an environment where all individuals have the opportunity to succeed academically, professionally, and personally. We expect these standards to be followed on campus and in the classroom and at any external events or schools where you are representing CSUSB's Kinesiology Department. Some of these standards include: accountability of attending class on time and coming prepared, having respect for your peer and instructors, taking responsibility for your actions or lack of actions, practicing academic integrity, communicating appropriately via email in a professional manner (i.e., address professors correctly, identify what class you are in, use professional language), and strive to improve verbal professional communication with peers and instructors. More specific standards and expectations can be found on the Kinesiology Department website, <http://kine.csusb.edu/>.

University Policies on Course Withdrawal, Cheating and Plagiarism

Cheating and Plagiarism will not be tolerated and will result in failing grade for the assignment/exam. See Academic Regulations and Procedures in the University Bulletin of Courses for the University policies on course withdrawal, cheating, and plagiarism.

Students are expected to be familiar with the University's Policy on cheating and Plagiarism. Please review this at (CSUSB Bulletin, pages 51-52). Instances of academic dishonesty will **not be tolerated**. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found at (CSUSB Bulletin, pages 46-48).

Americans with Disabilities Act (ADA) (Accessibility) Statement

It is the policy of California State University, San Bernardino to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If you are in need of an accommodation for a disability in order to participate in this class, please contact Services to Students with Disabilities at UH-183, (909) 537-5238.

California State University, San Bernardino Diversity Statement

California State University, San Bernardino (CSUSB) seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community.

Tentative Course Schedule

Week 1 04/03	Introduction Understanding Human Aging Ch. 1
Week 2 04/08, 04/10	Physical and Psychological Benefits of Physical Activity and Exercise for Healthy Older Adults Ch. 2 <i>-In-class Activity 04/10</i>
Week 3 04/15, 04/17	Active Living – Options and Benefits for Seniors, Ch. 3 <u>Article Critique Due (04/17)</u>
Week 4 04/22, 04/24	Motivating Older Adults to Initiate and Maintain a Physically Active Lifestyle, Ch. 4 <i>-In-class activity 04/24</i>
Week 5 04/29, 05/01	Physical Activity Options for Healthy Older Adults, Ch. 5 Exercise Programming
Week 6 05/06, 05/08*	<u>Midterm (05/06)</u> Active Options for Older Adults with Special Issues & Concerns, Ch. 6 05/08* <i>Partner presentations begin</i>
Week 7 05/13, 05/15**	<u>Article Comparison Project Due 05/15</u> Assessing Physical Activity, Fitness, and Progress in Older Adults, Ch. 7 <i>-In-class activity on 05/15</i>
Week 8 05/20, 05/22	Healthy Lifestyles in Old Age: Integrating Physical Activity with Nutrition to Maintain a Healthy Body Composition and Prevent Disability, Ch. 8
Week 9 05/27**, 05/29	** No School on 5/27** Helping Older Adults Select the Physical Activity Program that's Right for Them, Ch. 9 <i>-In-class activity 05/29</i>
Week 10	FAQ's and Miscellaneous, Ch. 10 <i>In-class activity 06/05</i>

<p>06/03, 06/05 **</p>	<p align="center"><u>Interview Project Due 06/05</u></p> <p align="right">**06/10 <i>In Class Study guide for</i></p> <p align="center"><i>final exam</i></p>
<p align="center">Wednesday</p> <p align="center">June 12th</p> <p align="center">2019</p>	<p align="center">FINAL EXAM at 4pm</p>

**Disclaimer: This syllabus may need to be amended during the process of this course including this schedule or any assignments listed above.

Complete Course Information

1. Course number and title	
2. Days, hours, and location of class meetings	
3. Credit hours	
4. Required or recommended prerequisites, including permission of the instructor for enrollment	
5. Any required review sessions	N/A
6. Any required laboratories or recitation or discussion sections, with the same information as given for the course	N/A

Information about Yourself and Your Teaching Assistants

7. Your full name and title, the way you wish to be addressed	
8. Your office hours, office location, office phone number, email address, home page URL, and information for virtual meetings using platforms such as Skype or Zoom	
9. Your student-instructor communication plan: the days and hours you plan to answer their emails and, if applicable, certain days and hours you will respond to cell phone calls	
10. Your teaching assistant's name, title, and availability, if applicable	N/A

Course Materials, Description, and Outcomes

11. A briefly annotated list of reading materials, such as assigned books, journal articles, class packets, and Web materials with full citations, identified as required or recommended	
12. Outside of reading materials, any other materials required for the course	
13. A complete course description, including the organization or flow of the course, your rationale for it, and the major topics it will address	
14. Your student learning outcomes for the course, including mediating and foundational outcomes	

Course Policies and Expectations for Student Responsibilities

15. All graded course requirements and a complete breakdown of your grading scale, preferably buttressed by a rationale	
16. The criteria on which each written assignment, project, and oral presentation will be evaluated, including your grading system and your policies regarding revision and extra credit	

17. Other course requirements aside from those computed in the grade (e.g., participation in discussions; unannounced, ungraded quizzes)	
18. Your policies on attendance and tardiness	
19. Your policies on missed or late exams and assignments	
20. A statement of your policies on academic dishonesty and the applications to your course, as well as the institution's policy on academic dishonesty	
21. Proper safety procedures and conduct for laboratories	N/A
22. A statement of your institution's policies on Americans with Disabilities Act (ADA) compliance	
23. Policies on classroom decorum, academic discourse, and netiquette	

Course Resources

24. A course calendar with dates of in-class activities, assignments, and assessments	
25. Relevant campus support services for students and their locations	
26. Available study or assignment aids	
27. Technical support contacts and access information for tutorials or help using the online platform	N/A

I chose to create a checklist of my current syllabus, so I could modify anything needed. I already had a calendar date on the syllabus and plan to implement a graphic syllabus to further assist my students over the summer. I clarified campus support offered to students and made a more prominent effort to let students know when assignments and tests would be given throughout the quarter by putting them in bold. I learned to be more specific on my expectations of each assignment and how the class as a whole will be graded. I really liked the speaker of the video when they said that a well-developed syllabus can always be modified to make it better each time we teach a class. I hope the visual aid helps students better understand when, where, and why of the material while teaching them to be successful in and out of class.

Modified Grading Policy for Class.

Grading Policy

Grading Distribution and Scale

Participation/In-class Activities:	100pts	10%
Article Critique:	50pts	5%
Article Comparison Project:	100pts	10%
Interview/Exercise Plan:	200pts	20%
Partner Presentation:	150pts	15%
Exam (midterm):	150pts	15%
Exam (Final):	250pts	25%
Total:	1000pts	100%

Grading Scale:

1000-940 pts A, 939-900 pts A-
 899-870 pts B+, 869-830 pts B, 829-800 pts B-
 799-770 pts C+, 769-730 pts C, 729-700 pts C-
 699-670 pts D+, 669-630 pts D, 629-600 pts D-, 599-0 pts F

My teaching philosophy is largely based on a point system. Students earn their grade based on what they do and turn into me. I weigh each assignment based on effort given as well. Small effort translates to a small grade or % of total points, while big effort translates to a bigger grade or % given for that assignment. I do not offer extra credit because I give my students a chance to turn assignments in late as long as they let me know an emergent circumstance caused the late submission. I see improvement in my grading policy because I think my flexibility with my class allows me to grade fairly. The assignments I give the students build up on each other starting from the article critique to the group presentation and ending with the interview project. I try my best to align my assignments to the learning outcomes of the class and have been successful in teaching my class the application of those outcomes. I have developed more clarity and student focused mentality, so I can better help my class be successful.

Revised Learning Outcomes.

Article Critique: 50 points. Write a summary and **critique (LO1)** of a peer-reviewed article related to physical activity and aging. The article you **choose (LO2)** must be pre-approved by the professor to ensure it is relevant and peer reviewed. Paper must be 1-2 pages, double-spaced following APA format

(abstract not required). The critique will include a **summary (LO3)** of the article, followed by an **interpretation and application (LO2)** of results including specifically an **analysis** of the topic chosen, the methods used in the article, the results of the article and an **application** of the results to **evaluate (LO4)** how your findings work on a real-world situation.

	LO 1 Analyze	LO2 Apply	LO3 Understand	LO4 Evaluate	Total points	Percent
Appropriate peer reviewed article was analyzed		X			5	10%
APA format was used			X		5	10
Article was correctly cited			X		5	10
1-2 pages in length			X		5	10
Quality of topic summary	X		X		5	10
Quality of methods section summary	X				5	10
Quality of results/conclusion section summary	X		X		10	20
Interpretation/ real world application of the findings		X		X	10	20
% of assessment points	20	25	40	15		

Article critique Article critique

I choose to evaluate the first assignment I give to each physical activity and aging class. I think this a well-rounded assignment that gives my students an idea of what I expect from them throughout the quarter. The expansion of this assignment is when the class select two other articles to compare the results of this one. I have never really made a chart like this, so this

module will help be see what learning outcome I expect form my students. I hope to apply this to future classes and expect a better understanding from my class on what they need to focus on when they do this assignment. I plan to implement this chart method to all assignments in all my lecture classes. I really enjoyed figuring out what learning outcome I need to give my students, and this module helped me appropriately set learning outcomes for each future assignment I give.

Outcome Method.

KINE 360 Class learning outcome overview

I choose this teaching method for my learning outcomes, so I could evaluate exactly how my class is learning each quarter. I have most of the methods used to some degree throughout the quarter, so I feel my students really have a grasp of what physical activity & aging entails. I try my best to incorporate as many learning outcome as I can with each activity and assignment my students do. I want them to know that caring for older adults is as important as caring for younger people in society. The various activities and assignments I have them do shows them how they can learn the outcomes of the course. The work in this module has helped me look at the bigger picture of my teaching method for the class, and I hope I can share this chart with my next class in the fall. I also look forward to applying other concepts covered in this module like the transparent assignment method. It is important to always be as prepared as possible to teach better and be a better educator. I am feeling a sense of accomplishment as I finish up this next week and hope the students see a difference in me.

Outcome Method	Remember	Understand	Apply	Analyze	Evaluate	Create
<i>Lecture</i>	X					
<i>Interactive lecture</i>	X	X	X			varies
<u>Recitation</u> <i>I do very rarely</i>	X	X				
<i>Directed Discussion</i> <i>3 Throughout the quarter</i>		X	X	X	X	varies
<i>Writing/speaking exercises</i> <i>In class activities (5)</i>		X	X	X	X	X
<i>In class activities (5)</i>		X	X	X	X	X
<i>Group work</i> <i>Group project presentation</i>		X	X	X	X	X
<i>Student peer feedback</i> <i>Midterm evaluations</i>		X		X	X	
<i>Article critique</i>		X		X	X	
<i>Article comparisons</i>		X		X	X	
<i>Project based learning</i> <i>Group project presentation</i>	X	X	X	X	X	X
<i>Role plays and simulations</i>		X	X	X	X	
<i>Problem based learning</i> <i>Identify current health trends</i>	X		X	X	X	X
<i>Case method</i> <i>Speak about them in class</i>				X	X	X
<i>Fieldwork</i> <i>Interview project</i>	X		X	X	X	X

Group Project Rubric.

KINE 360 Group Presentation Rubric

****Additionally each student must talk about a study focused on the exercise style you chose**

Description	Points Possible	Points Earned
Topic/Date chosen on time	10	
<u>Introduction to the topic *</u> (exercise style description) clear/easy to understand	20	
<u>Background information *</u> on previous research or evidence why this method works for older adults	20	
<u>Contraindications *</u> or special considerations were explained	20	
<i>Lesson *</i> Exercise methods included <u>easy</u> <u>to follow directions</u>	20	
<i>Lesson *</i> Exercise style was shown in an <u>engaging and informative way</u>	20	
<i>Lesson *</i> Presentation Included strong <u>examples of the exercise style</u> (common movements, techniques, terminology etc.)	20	
Overall design/delivery of presentation, professional, and easy to understand	10	
Bibliography of sources (References) APA format must be followed	10	
Total	150	Comments: (suggestions)

<p><u>* A score of 20 per section = This was a well-developed part of the presentation and each student spoke of a different article</u></p> <p><u>*A score of 15 or lower per section = a part of this section was missing</u></p> <p><u>*A score of 10 or lower per section = shows that section severely lacking development</u></p>		
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I chose this rubric because I want to let my students know what my expectations are for each section of the group presentation. Grading each section as thoroughly as I can is important. Students need to know what a good presentation entails and what a bad presentation lacks. In this module, I learned to be more specific on how I graded a particular assignment, and this group project came to mind. As mentioned in the rubric each student gets graded individually, so the group effort is dispersed evenly with each student in the presentation since it has to be done via power point. There were some adjustments like titles, scores, expectations that I added due to my lack of clarity, and I know that this will help my students present better in the future. Showing them examples of good and bad group presentations will give them an idea of my expectations as well. I also added a comments and suggestions section for myself as an instructor, so I can add any changes I would need to make or adjust certain sections and explanations within the rubric.

Blog Response.

Answering the four questions from the Center for Integration of Research, Teaching, and Learning (CIRTL).

- Recall the incident in which you first became aware of differences. What was your reaction? Were you the focus of attention or were others? How did that affect how you reacted to the situation?

I am a U.S. citizen from Mexican decent. My parents migrated over in the 1980's during President Ronald Reagan's Amnesty offer. They came here in search of a better future for their children and I will always be grateful for that sacrifice they made for my five siblings and myself. I come from a big family where God and family come first. It was ingrained in me as a little boy to always be respectful of others and to treat others the way I would want to be treated. Three of my siblings are light skinned natural redheads and three of us are tan skinned brunettes, so I grew up understanding that not everyone looked the same. That being said, I also grew up in a blended culture where I spoke Spanish at home and English at school. In my experience, I never really noticed big differences with other children my age until I saw my older brother being hit by another teenager of a different race simply because he looked different than us. I got angry and ran to help my brother out. Thankfully my brother has a noble heart and never retaliated against that person. He taught me a lot of self-control that day and reminded me of what our dad would tell us about respect and having a nonviolent response even in situations like that.

- What are the “messages” that you learned about various “minorities” or “majorities” when you were a child? At home? In school? Have your views changed considerably since then? Why or why not?

At home, my parents would always tell us to be nice so others would be nice back. We understood the concept of accepting those that looked, spoke and believed different than us and

were always very courteous to others. We were taught to not trust anybody we did not know but to be polite to those in need also. Personally, I don't think the way I was raised was wrong for the most part although, at times I did think my parents were too overprotective and too strict. At school, I was taught to be the best I could be and I took that to heart also. This way of thinking propelled me to always try my best and never give up on my goals. My views of minorities and majorities has not drastically changed since I was younger because racial integration was always a part of me growing up.

- Recall an experience in which your own difference put you in an uncomfortable position vis-à-vis the people directly around you. What was that difference? How did it affect you?

In my personal experience, I did not feel any uncomfortable position until about three years ago. I woke up early one morning, around 5 am, to go for a jog and got stopped by a patrol unit a few blocks away from my house. They seemed to be very upset at the fact that I was running so early and kept me seated down on a curb for about 15 minutes. I politely asked them the reason of them detaining me, and they told me they had been dispatched to the area because someone called about a man with baggy clothes walking around the area. They were in disbelief of my collected response when I told them I was out running, and their response was very confrontational and distrusting. They let me go shortly after and one of the officers said, very sarcastically, "You wanna run, so I can chase you down?" I disregarded the comment and carried on with my day. I did not let that comment get the best of me because I know that could have ended differently if I did not keep my cool.

- How do your memories of differences affect you today? How do they (or might they) affect your teaching?

Today, I have grown even more understanding of difference in cultures, upbringings, ethnicity, and religious beliefs. I realize that not everyone is the same and teaching the aging class I teach has helped me widen that understanding as well. Everybody ages differently so I let my students know that differences are completely normal and that sooner we understand the role of integration and diversity the better people we will become in society.

I chose this Analysis because I wanted to reflect on my upbringing and how it has molded me to be the man I am today. I think I was fortunate to be raised the way I was and that my experiences of the past have helped me shape what type of instructor I am today. It has made me a better teacher and has helped me speak on the importance of diversity in the classroom.