



**DePaul University | School of Continuing and Professional Studies**  
**Program Identifier: Undergraduate Program / Graduate Programs**

## COURSE TITLE: EXTERNSHIP FITNESS

SUMMER 2021, 3 CREDIT HOURS

### INSTRUCTOR INFORMATION

Name: Valerie Worthington, Ph.D.

Office Location: Remote

My office hours are biweekly on Wednesdays at 7pm central and by appointment.

You can reach me 773-329-0118 or at [vworthin@depaul.edu](mailto:vworthin@depaul.edu)

Course Dates: Beginning and ending dates; day/time of class sessions

Course Location and Delivery Format: Online

### COURSE DESCRIPTION

This course is designed to address the externship requirement of SCPS, focusing on the topic of health and fitness. Students will consider their learning styles by revisiting David Kolb's learning styles inventory first introduced in the initial stages of the SCPS program. Learners will develop ways of expanding their learning repertoires, and of examining their own ideas as well as those of experts. Specifically, students will explore how historical and current concepts of fitness play themselves out societally as well as in their own lives. Learners will engage with reading materials and resources to explore various components of fitness, including exercise, nutrition, stress, sleep, and genetic influences. They will choose one component of fitness to focus on, building an action plan for incorporating more of that component of fitness into their daily routines for the duration of the course and beyond. Students will also create an annotated bibliography of fitness-related resources and a creative artifact related to their engagement with the course materials and ideas. Students will track their own interests through readings, video, interactive online resources, and commentary and reflection on their experiences.

## LEARNING OUTCOMES AND COMPETENCIES:

After completing this course, you will be able to:

- Describe the course competences in your own words
- Explain the implications of your learning preferences inventory results for your work on the competences
- Define fitness and explain how its role in your own life has changed over the duration of the course
- Develop a clearer perspective on historic and sociological conceptions of and influences on fitness
- Discuss different components of fitness and the ways these fit together and affect one another
- Identify potential barriers to implementation of a fitness plan (environmental, motivational, financial, etc.)
- Complete an annotated bibliography of resources related to fitness
- Complete a creative artifact related to experiences in the course

In this course, you will develop the following competencies:

L10 Can reflect on the learning process and methods used in an experiential project.

L11 Can explore and critique political, societal, and personal issues and trends related to the concept of physical fitness.

## LEARNING STRATEGIES & RESOURCES

No books are required. All course resources are located in the course and/or will be the result of your own research.

Required Reading DePaul Library e-reserves:

Beck, M. (2001) Finding Your Own North Star: Claiming the Life You Were Meant to Live. Three Rivers Press. (Chapter 11: A Map of Change)

CrossFit Journal article: What Is Fitness? [http://library.crossfit.com/free/pdf/CFJ\\_Trial\\_04\\_2012.pdf](http://library.crossfit.com/free/pdf/CFJ_Trial_04_2012.pdf)

Various online resources

## LEARNING DELIVERABLES (GRADED EVIDENCES OF LEARNING)

Students will complete written discussions, written assignments (including an annotated bibliography), and a creative artifact. The goal of these assignments is to help learners make connections between the content of the course, their own fitness goals, and their future plans. Assignment due dates are available in the course. The absolute latest students will be able to submit outstanding assignments is three days after the end date of the course.

## ASSESSMENT OF STUDENT LEARNING

Student work will be assessed according to the assignment instructions and student ability to link their work to the course competencies and learning outcomes. Point values for each assignment are provided with the assignment, and there are multiple opportunities to revise based on feedback. Late work will be accepted for a total of 5 days beyond a given due date, with a 10% deduction of possible points per day. Late work will not be accepted after 5 days without prior permission from the instructor.

As this is an online course, students will be responsible for logging in to Desire2Learn each week and completing assignments on a timely basis.

## GRADING CRITERIA & SCALE

Students electing to take the class for a letter grade will be graded according to the scale below.

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

Grades lower than a C- do not earn credit or competence at the School for New Learning. Students wishing to be graded on this letter grade scale must inform the course instructor of this preference

before the end of the 2nd week of the quarter. After the 2nd week, requests for a change in the grading basis cannot be approved.

### PASS/FAIL GRADE POLICY

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the [University catalog](#) before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the [SCPS catalog](#).

### MINIMUM SCPS GRADE POLICY

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

### INCOMPLETE (IN) GRADE

This process follows university [policy](#).

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade form](#) (via email, word doc), no later than week 10 (or prior to the

final week of a shorter-term course).

- The instructor has discretion to approve or not approve the student's request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

## COURSE SCHEDULE

Specific due dates for deliverables are available in the course. Generally, initial discussion posts will be due on Wednesday or Thursday, and written assignments will be due on Saturday or Sunday. The actual days will depend on the number of assignments due in a given week. Please see the due dates in Desire 2 Learn for additional details.

## VIDEO CONFERENCE SCHEDULE

There are no required video conferences in this course, but the instructor will offer optional office hours biweekly on Wednesdays at 7pm Central. Refer to the course information for specific dates and Zoom information.

## COURSE POLICIES

Students in this course are expected to adhere to all university policies and expectations. Please use the Course Q & A discussion thread to ask questions that would be of interest to all students (e.g., clarification of due dates) and email the instructor privately for issues of personal interest (e.g., requests for due date extensions).

Late assignments will be accepted for up to 5 days after the due date, with a 10% percent deduction in possible points added each day.

The course announcement feature will be used often for communicating relevant course

information; students are responsible for all of the information in these announcements. Any changes in the course or course expectations will be communicated this way.

*THIS COURSE INCLUDES AND ADHERES TO THE COLLEGE AND UNIVERSITY POLICIES DESCRIBED IN THE LINKS BELOW:*

[Academic Integrity Policy](#) (UGRAD)

[Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)

[Withdrawal/Drop Policy](#) and [Withdrawal Tuition](#)

[Accommodations Based on the Impact of a Disability](#)

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

[Protection of Human Research Participants](#)

#### OTHER RESOURCES FOR STUDENTS

[University Center for Writing-based Learning](#)

[Dean of Students Office](#)

## INSTRUCTOR BRIEF BIO

I have been interested in health and wellness for many years. I train and teach a martial art called Brazilian Jiu-Jitsu (feel free to do a Google image search on my name to return pictures of me in heavy cotton pajamas!), and over time, that practice has become a way of life for me. I have tuned into the mind-body connection, how best to fuel my activities, and what it means to be well and fit in my life. I am also a professional coach with certifications from the Center for Credentialing and Education and the International Coaching Federation. I am working on certification through the National Board for Health and Wellness Coaching.

I look forward to learning about everyone's fitness journeys!

## CHANGES TO SYLLABUS

This syllabus is subject to change as necessary. If a change occurs, it will be clearly communicated to students.