

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **EXSC 650**

#### **PROMOTING PHYSICAL ACTIVITY IN THE COMMUNITY**

#### **COURSE DESCRIPTION**

This course will examine the promotion of physical activity in the community setting. The techniques, theories, and strategies for physical activity promotion will be examined.

#### **RATIONALE**

This course will provide the student with the opportunity to apply his/her knowledge of physical fitness and exercise to a variety of community settings, including neighborhoods, families, churches, etc. This course will offer students the opportunity to apply their knowledge from other health science classes to make real change in his/her community. It is increasingly important that students in the field of Exercise Science know the importance of community health and how to develop and implement these programs to increase the knowledge and health of those around them. This dissemination of knowledge is at the heart of Jesus Christ's message to support and help their fellow man.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Word and PowerPoint

#### **IV. MEASURABLE LEARNING OUTCOMES**

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

- A. Explain physical activity recommendations for various populations.
- B. Explain the approaches and interventions for changing physical activity behavior.
- C. Implement an intervention or program.
- D. Promote physical activity with a Christian worldview when applicable.

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (2)

Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. Each thread must be at least 500 words; demonstrate course-related knowledge; and include at least 2 scholarly references in addition to the course textbook and at least 1 biblical principle. In addition to the thread, the student is required to reply to at least 2 other classmates' threads. Each reply must be at least 300 words and reference the course textbook and 1 other scholarly or biblical source. All citations must be in current APA format.

D. Case Study

The student will be presented with a Case Study scenario and required to demonstrate his/her knowledge from the Reading & Study material. The response must be at least 500 words and include at least 2 scholarly references in current APA format in addition to the course textbook and the Bible.

E. Video Presentation

The student will write a speech advocating his/her position on the importance of physical activity in schools. The student will then record a 4–7-minute video of his/her speech as though presenting it to a group or school board. The student must cite at least 5 scholarly references that support the speech.

F. Game Design

The student will design/create an interactive game (board, computer, brain, etc.) based on a provided prompt. The gamemay be created using a variety of online tools of the student's choosing and must be playable for at least 10 minutes. The goal of the game is to address the needs set forth in the prompt while being instructive, fun, and unique.

G. PowerPoint Presentation

The student will create a slideshow presentation with photos and/or graphics, music, and text to raise awareness and motivate individuals to engage in physical activity. The presentation must be 4–6 minutes (at least 20 slides), and any citations must be in current APA format. The student must include 6–10 different graphics per minute.

H. Creative Demonstration

The student will choose 1 of the following creative formats to address the prompt provided by the instructor: song (any genre), poem, animated short video, or parable. This assignment is designed to show the student’s creativity and address how to be a physical activity leader in his/her community.

I. Final Project

Checkpoint and Discussion

The student will provide a brief description of his/her community and 4 Strategy, Objective, and Evaluation categories he/she will address for the Final Project – Physical Activity Plan.

Physical Activity Plan

The student will create a Physical Activity Plan using the template and toolkit provided. The student will choose 4 of the 8 Strategy, Objective, and Evaluation categories to use in creating a hypothetical physical activity plan for his/her hometown or community of interest.

J. Critical Incidence Questionnaires

The student will provide his/her instructor with weekly feedback of the content for each module/week. Because these are surveys, the student’s response will be compiled anonymously and will give the instructor an opportunity to clarify points that were confusing, provide additional resources, or change course content to better meet the needs of the student.

**VI. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Discussion Board Forums (2 at 100 pts ea.)	200
Case Study	100
Video Presentation	100
Game Design	100
PowerPoint Presentation	100
Creative Demonstration	100
Final Project	
Checkpoint and Discussion	100
Physical Activity Plan	200

**Total** 1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859  
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739  
 D- = 680–699 F = 0–679

C. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

***COURSE SCHEDULE***

**EXSC 650**

Textbook: Brown et al. *Promoting Physical Activity* (2010).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Brown et al.: ch. 1 1 presentation 1 website	Course Requirements Checklist Class Introductions DB Forum 1	10 0 100
<b>2</b>	Brown et al.: ch. 2 1 presentation 2 websites	Case Study	100
<b>3</b>	1 presentation 1 video	Video Presentation Critical Incidence Questionnaire 1	100 0
<b>4</b>	Brown et al.: ch. 3 1 presentation 1 website	DB Forum 2 Final Project – Checkpoint and Discussion	100 100
<b>5</b>	Brown et al.: ch. 4 1 presentation 1 website	Game Design Critical Incidence Questionnaire 2	100 0
<b>6</b>	Brown et al.: ch. 5 1 presentation 2 websites	PowerPoint Presentation	100
<b>7</b>	Brown et al.: ch. 6 1 presentation 2 websites	Creative Demonstration Critical Incidence Questionnaire 3	100 0
<b>8</b>	Brown et al.: ch. 7 1 presentation 1 website	Final Project – Physical Activity Plan	200
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.