I. Course Description
HLTH 103: Personal Health – The dynamics of health in modern life in a rapidly changing world; modern concepts of health, disease, and longevity; current medical findings relative to emotional health, human sexuality, family planning, disease control, environmental health, and quackery are included.

Important Note: This course is an abbreviated 8-week version of the normal 16-week version. Common sense dictates that we will need to go very quickly in order to cover all of the requisite material. None of the material is “hard”, but there will be quite a bit of reading and class assignments accomplished in a short period of time. This is not a “go at your own pace” type of correspondence course. It is a regular course distributed via an online format. Therefore, we will be progressing twice as fast as normal.

II. Diversity Statement
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

III. Rationale
Learning and Leading through Reflective Practice is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that students be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. The Division of Kinesiology & Sport Management is committed to preparing reflective leaders in its professional preparation program. In this course, the faculty understands that students must understand the foundations of the profession.

This course is designed to help students examine their own personal philosophy about health relative to the six dimensions of wellness (intellectual, physical, emotional, spiritual, interpersonal/social, and environmental). Information will be presented in a manner designed to assist students in making health-related choices and behavior changes as deemed appropriate. Students will also be given ample opportunities to reflect on their decisions and to adopt changes that foster a healthier lifestyle.

IV. Required Textbook and Materials

### V. Student Learning Outcomes

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

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Course Outcomes</th>
<th>Assessment Techniques</th>
<th>Cross-Curricular Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong> – use communication skills with individuals and groups; disseminate information in a variety of oral, written and electronic formats to diverse populations, such as students, customers, clients, employees and managers.</td>
<td>• Demonstrate an ability to synthesize and present relevant information, express personal opinions, and respectfully discuss with peers a variety of health-related topics</td>
<td>Discussion boards</td>
<td>• Use inquiry and analysis, as well as critical and creative thinking</td>
</tr>
<tr>
<td><strong>Personal and Professional Decision Making</strong> – apply critical and creative thinking skills to solve problems and make adequate decisions through the integration of theory and practice.</td>
<td>• Reflect on personal behaviors and lifestyle choices and how they impact one’s overall health</td>
<td>Discussion boards</td>
<td>• Foundational lifelong learning skills</td>
</tr>
<tr>
<td><strong>Continuing Ethical and Legal Practices</strong> – promote ethical behavior and apply legal principles that exceed the expectations of the student’s career field.</td>
<td>• Understand what constitutes plagiarism and the resultant penalties if plagiarism takes place, whether intentional or unintentional.</td>
<td>Discussion boards</td>
<td>• Use ethical reasoning to promote foundational lifelong learning skills</td>
</tr>
<tr>
<td><strong>Practical and Theoretical Competence</strong> – utilize current theoretical and practical research to develop relevant competencies applicable to the student’s field.</td>
<td>• Develop a basic understanding of personal health and how it relates to one’s future career and lifelong success</td>
<td>Quizzes, exams</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Development</strong> – foster professional development through participation in professional organizations, practical experiences and volunteer activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Self enhancement</strong> – value diverse social and cultural environments and their impact on self-awareness and self-concept.</td>
<td>• Enhance the ability to communicate with others from diverse backgrounds and understand a variety of viewpoints and opinions</td>
<td>Discussion boards</td>
<td></td>
</tr>
</tbody>
</table>

### VI. Course Schedule

Please see accompanying course schedule posted under Content on Desire2Learn (D2L).

### VII. Methods of Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Discussion</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Assignments</td>
<td>100</td>
</tr>
<tr>
<td>Exams</td>
<td>100</td>
</tr>
</tbody>
</table>

**Total** 320 points
VIII. **Grading Scale**
Grades will be determined by computing a percentage of the total points earned for the semester. The grading scale is a straight standard scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>90--100%</td>
<td>A</td>
<td>287 – 320 points</td>
</tr>
<tr>
<td>80--89%</td>
<td>B</td>
<td>255 – 286 points</td>
</tr>
<tr>
<td>70--79%</td>
<td>C</td>
<td>223 – 254 points</td>
</tr>
<tr>
<td>60--69%</td>
<td>D</td>
<td>191 – 222 points</td>
</tr>
<tr>
<td>≤ 59%</td>
<td>F</td>
<td>≤ 190 points</td>
</tr>
</tbody>
</table>

**Please note:** Any work which meets the basic requirements of an assignment is **not** worth an “A”; it is an indication of a “C” paper or project. Work that is characteristic of an “A” grade is unusual, creative, insightful, and imaginative. I bring this up because some students are under the mistaken impression that work that meets the basic requirements of an assignment deserves an “A” grade.

IX. **Expectations for Graded Assessments**

1) **Quizzes:** You will have four quizzes. Each will be comprised of 25 multiple choice, true/false, and short answer questions. You will have 30 minutes for each quiz. They must be taken **without** any help or assistance from outside sources. LockDown Browser is required for all quizzes. It can be downloaded by visiting the USD Technology page (under Downloads) or by clicking [here](#). **No late work or make ups will be allowed unless the student has made specific arrangements with the instructor BEFORE the quiz/exam.**

**Please note:** I have posted a practice quiz under the “Quizzes” tab for you to use to make sure you have correctly installed LockDown Browser. It is an ungraded assignment that will let you see the basic format of quizzes/exams while also allowing you to review elements of the syllabus.

2) **Discussion Assignments:** For each discussion board, a question or set of questions will be posed by the instructor. Each student is expected to participate professionally. This includes not only expressing the student’s own thoughts, but also providing his/her peers with feedback and asking constructive questions. Each student is expected to have read the assigned material in advance and be prepared to discuss the material with supporting references as appropriate. Each discussion assignment is worth 50 points (except the Introduction Discussion, which is worth 20 points). To earn full credit, you must research the question and provide comprehensive information. Points will be deducted if you do not provide in-depth information and respond to **two** of your peer’s posts. Your initial post will be worth 30 points and your two follow up posts will be worth 10 points each. A grading rubric has been posted under the Content link on D2L.

I will assess your Discussion postings based on the following:
- Frequency of postings - Students will be required to submit **at least THREE (3) postings per discussion board on TWO (2) different days.** Your original post will be in response to the discussion board question(s). **Your TWO (2) follow up posts** should be in response to two different classmates’ original postings. Posting three times in one day is **not** an acceptable frequency (unless you post more than three times total per discussion board). The quality of participation and learning increases when postings are spread out over the course of the discussion board. This method of posting provides a greater ability to synthesize other perspectives, increase learning, and contribute more fully to an evolving discussion.
  - Please note: Your **follow up posts must contain a minimum of 5-6 sentences** of content. I expect to see specific reasons why you thought the information was interesting or pertinent to the initial question I posed. You may use additional references if so desired.
Quality of postings—The quality of student postings will be evaluated using the following criteria:

- **Your initial post should contain a minimum of 500-600 words** (approximately one page). Remember that this is the minimum; it is worth a “C” grade, not an “A.” Do not expect to receive the full point value if you provide less than 500 words of information.
- Relevance and substance: 1-word and short phrase posts (ex: “I agree” or “good job” or “interesting information”) will NOT count as a post.
- Ability to synthesize readings and main concepts
- Clear demonstration that the student is listening to peers and synthesizing their comments
- Demonstrations of a clear understanding of the topic area
- Postings are on topic and contribute to the quality of the discussion
- Attention to grammar and spelling
- Good organization of thought and well-constructed postings
- Ability to present more than one opinion or point of view – provide an informed opinion based upon rational discourse, readings, observation of others, relationship to your past experiences, etc.
- Postings relate the topic area to a personal experience whenever possible
- Taking the dialogue to a deeper level – this element goes towards a person’s ability to go beyond meeting the minimum requirements to enhance and transform the dialogue – examples include offering resource information, links, news, etc.
- Demonstration of proper “net etiquette” in postings
- **Minimum of one (1) reference citation** that will support your statements (I encourage you to use multiple sources). Please **DO NOT** use the textbook for your only reference. The idea behind requiring a reference is to get you to use some of the resources and links that are provided are the end of each chapter. That way “new” information is introduced by you and your classmates. Please remember that Wikipedia is NOT a reliable resource. When providing your reference, please use the citation format as noted above (on page 1 of this syllabus) for your textbook. But again, please do not use your textbook as your sole reference.
- You **must cite all non-inherent information** (i.e. information you acquired from another source).

Lastly, in order to receive full credit, I expect everyone to read ALL initial and follow up posts.

Things to avoid:

- Excessive use of “I agree” responses without explanation – provide reasoning for agreement or disagreement
- Excessive postings in one forum (informally known as “hogging” the forum)
  - the key to success in this area is balance
  - keep in mind that other students will be reading the postings
- Lack of respect for divergent opinions – show the respect to others that you would like bestowed on yourself
- Off-topic comments – heading down a new road may be healthy and of value occasionally but try to be mindful of the discussion at hand

3) **Exams:** You will have two exams. Each will be comprised of 50 multiple choice, true/false, and short answer questions. You will have 60 minutes for the exams. They must be taken without any help or assistance from outside sources. **LockDown Browser is required for all quizzes and exams.** It can be downloaded by visiting the USD Technology page (under Downloads) or by clicking here. **No late work or make ups will be allowed unless the student has made specific arrangements with the instructor BEFORE the quiz/exam.**
X. Importance of Netiquette during this course

General Netiquette guidelines can be found in the CE Online Orientation ([http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf](http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf)). The expectations are to follow the basic rules of netiquette and to be courteous to all those in the class. Please type in complete sentences and follow the discussion board guidelines. Use only appropriate acronyms, for example DE for distance education and F2F for face to face. For more information on netiquette please review the following site: [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html). If you need assistance with a spell-checker, you can download a browser based spell-check at [http://www.iespell.com](http://www.iespell.com) or use FireFox. Please treat all communications in this class as you would in the business world. In other words, the expectations for communications are to be formal, using proper grammar, spelling and netiquette. For examples of proper netiquette, please refer to the CE Online Orientation @ [http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf](http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf).

XI. Class Policies

a. Academic Integrity

The value of a University of South Dakota education is determined by the quality and character of the students and alums. Therefore, students are expected to uphold academic integrity.

- All academic work, including, but not limited to, papers, computer programs, assignments, and tests, must consist of the students’ own work.
- Students are expected to learn and practice proper techniques for accurately citing resource material.
- Students are expected to be honest in all academic work, refraining from all forms of cheating.

Academic dishonesty may take many forms. Examples of academic dishonesty include but are not limited to the following:

- Buying, selling, or trading papers, projects, or other assignments;
- Using or attempting to use any unauthorized book, notes, or assistance from any person during a quiz or examination;
- Plagiarizing and/or submitting the work of another as your own;
- Fabricating information or citations;
- Facilitating dishonest acts of others pertaining to academic work;
- Possessing unauthorized examinations;
- Submitting, without instructor permission, work previously used;
- Tampering with the academic work of another person;
- Ghosting-taking a quiz or exam in place of a student or having any person take a quiz or exam in your place;
- Any attempt to falsify an assigned grade or an examination, quiz, report, or program or in a grade book, document, or other record;
- Any attempt, or actual, collusion willfully giving or receiving unauthorized or unacknowledged assistance on any assignment (both parties to the collusion are considered responsible.);
- Forging a faculty members or administrator’s signature on any card, form or document.

b. Plagiarism

- Successful students do not claim the words or ideas of others as their own. You must cite where the information came from if it is not completely (100%) your own.

- Plagiarism- 1) to steal and pass off (the ideas or words of another) as one's own 2) use (another's production) without crediting the source 3) to commit literary theft; present as new and original an idea or product from an existing source (Merriam Webster Dictionary). Plagiarism is a white or black issue; there are no shades of gray. This means either plagiarism occurred or it didn’t. Some students are under the mistaken impression that “unintentional” plagiarism may occur; there is no such thing. A good analogy (and I don’t mean to offend anyone) would be pregnancy. What someone
meant to happen or didn’t intend to happen is a moot issue. A person is either pregnant or they aren’t. If you have a question about plagiarism, it is your responsibility to ask. Once it occurs, it is too late to act confused.

- No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:
  i. Given a zero for that assignment.
  ii. Allowed to rewrite and resubmit the assignment for credit.
  iii. Assigned a reduced grade for the course.
  iv. Dropped from the course
  v. Failed (given an “F”) in the course.

Please remember: Students will NOT be allowed to use ancillary materials (notes, text, the internet, class materials, and additional readings) on the quizzes or exams. In rare instances, some students use the format of online courses to cheat, collude with others, or plagiarize. I am sure that you all agree that behavior such as this is not only unprofessional but also extremely repugnant. I intend to treat all of my students as ethical and dedicated individuals. However, if I believe unethical behavior is taking place, I may have to resort to proctored assessments, which means you will need to travel to a selected site to take exams. For more information, please see page 18 of your Online Student Handbook.

a. Contacting the instructor
The best way to contact me is via D2L email (amshea@d2l.sdbor.edu). I will do my utmost to respond to your requests within twenty-four (24) hours during weekdays and forty-eight (48) hours on weekends and holidays. **Note: please do not use the pager tool to contact me.**

b. Grammar, punctuation, spelling, and capitalization
Although this is not a writing intensive class, points will be deducted for grammar, punctuation, spelling and/or capitalization errors. All written assignments, including email communications, should not contain grammar, punctuation, spelling or capitalization errors.

c. Online Attendance
Anticipated absences that include a family emergency situation, personal illness requiring a physician’s appointment, and/or sponsored University activities require each student to contact the instructor prior to the anticipated absence via email. Consideration will be given to each request based on the circumstances. Students are responsible for updating assignments and keeping up with the course pace, regardless of circumstances.

d. E-Mail
Course e-mail will be used to clarify and/or seek additional information on assignments or to otherwise communicate with the instructor. Under no circumstances should students rely on e-mail to get information presented on the website. **It is the student’s responsibility to check the D2L website and D2L e-mail account on a DAILY basis. I WILL use D2L email to contact you and communicate important messages about the course.**

e. Grading/feedback on assignments
Notify your instructor within 1 week of receiving assignment grades regarding any discrepancies so this can be corrected quickly.

Preliminary grades for quizzes/exams will be released as soon as you complete them; however, please note that the instructor will review all quiz/exam items and input your final score under the “Grades” section on D2L (under the Assessments tab). You should expect your final grade for quizzes/exams no later than 1
week after all students have completed the quiz/exam. You should expect your final grade/comments on Discussion board postings no later than 2 weeks after the due date.

f. Late assignments
   It is the student’s responsibility to submit assignments on time. Due dates are posted in the syllabus as well as on the D2L course homepage under “News”. The instructor reserves the right to accept or decline late assignments. **If accepted, late assignments will be penalized up to 5% of the assignment’s total points for each day beyond the original due date.**

Board of Regents Statements and University of South Dakota requirements

**Freedom in Learning.** Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

**Special Assistance or Needs.** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of Disability Services (Service Center 119B; 677-6389) as early as possible in the semester.

   Disability Services
   Service Center North Room 119B
   414 E. Clark St.
   Vermillion SD 57069
   Office:605-677-6389
   Fax:605-677-3172
   disabilityservices@usd.edu
   usd.edu/disabilityservices

**From the University’s Mission and Values:** The University of South Dakota is committed to becoming a regional leader in diversity and inclusiveness initiatives and the practice of Inclusive Excellence.