

# College of San Mateo

## Course Outline

- New Course  
 Update/No change  
 Course Revision (Minor)  
 Course Revision (Major)

Date: 2/10/2010

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**Department:** Fitness                      **Number:** 202  
**Course Title:** Intermediate Weight Conditioning **Units:** .5 or 1.0  
**Total Semester Hours:**    **Lecture:**                      **Lab:** 24 or 48    **Homework:**                      **By Arrangement:**

<b>Length of Course</b>	<b>Grading</b>
<input checked="" type="checkbox"/> Semester-long	<input type="checkbox"/> Letter
<input checked="" type="checkbox"/> Short course (Number of weeks(6-8))	<input type="checkbox"/> Pass/No Pass
<input type="checkbox"/> Open entry/Open exit	<input checked="" type="checkbox"/> Grade Option (letter or Pass/No Pass)

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1. **Prerequisite** (Attach Enrollment Limitation Validation Form.)

2. **Corequisite** (Attach Enrollment Limitation Validation Form.)

3. **Recommended Preparation** (Attach Enrollment Validation Form.)

Fitness 201

4. **Catalog Description** (Include prerequisites/corequisites/recommended preparation.)

Individual weight conditioning for intermediate level students. Focus will be on free weights, with supplementary exercises utilizing selectorized machines, cardiovascular equipment, and stretching routines. Instruction on form, technique, safety, and muscle development. Participation will increase muscle size, strength, and endurance. Body composition assessment and fitness related research to support achievement of fitness goals. Co-education class format. May be repeated three times for competency. (CSU/UC)

5. **Class Schedule Description** (Include prerequisites/corequisites/recommended preparation.)

Individual weight conditioning for intermediate level students. Emphasis will be on free weights, with supplementary exercises utilizing selectorized machines, aerobic training, and stretching routines. Instruction on form, technique, safety, and muscle development. Participation will increase muscle size, strength, and endurance. Body composition assessment and fitness related research support achievement of fitness goals. Co-education class format. May be repeated three times for competency. (CSU/UC)

6. **Student Learning Outcomes** (Identify 1-6 expected learner outcomes using active verbs.)

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

- a. Differentiate between a beginning weight training program and a more advanced routine
- b. Incorporate aerobic equipment into their exercise program to supplement resistance training
- c. Incorporate flexibility exercises relative to fitness goals
- d. Organize all exercise modalities in the most effective order based on individual fitness goals
- e. Provide feedback to instructor to better facilitate exercise effectiveness
- f. Identify major vs. minor muscle groups
- g. Incorporate low repetition, high resistance routines to facilitate muscular development
- h. Employ safety procedures

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

Same as SLO's.

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

I. Various weight lifting exercises:

- a. Selectorized machines
- d. Cable pulleys
- e. Whole body movements
- f. Dumbbells
- g. Barbells
- h. Platforms
- i. Olympic bars

II. Aerobic exercises:

- a. Stairmaster
- b. Elliptical
- c. Recumbent bike
- d. Upright bike
- e. Jump-rope
- f. Stair climbing
- g. Walking/Jogging

III. Flexibility exercises:

- a. Multi joint stretches
- b. Single joint stretches
- c. Dynamic stretching
- d. Static stretching
- e. Progressive stretch

IV. Safety procedures:

- a. The use of collars on weight bars
- b. Proper mechanics with free weights
- c. The use of spotting partners
- d. Proper body alignment when engaged

V. Anatomical variations in resistance training

- a. Build on beginning level mechanics
- b. Identify core training physiological principles
- c. Incorporate more free weight exercises to increase load and muscle development
- d. Know the difference between stabilization development, development of muscular tone and the development of muscular girth prescriptions.
- e. The effect of D.O.M.S. on exercise

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.) **If hours by arrangement are required by this course, indicate the additional instructional activity which will be provided during this time.**

Instructor generated handouts to supplement lectures

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

1. Understanding anatomy and physiology pertinent to weight training principles
2. Completion of division-wide fitness test
3. Knowledge and understanding of muscular tone development vs. muscle girth development
4. Knowledge and understanding of nutrition and its role on the human body relative to exercise
5. Knowledge of various exercise programs and the muscles they develop
6. Ability to prepare and engage in a prescriptive, intermediate exercise regimen.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

Prepared by: \_\_\_\_\_  
(Signature)

Email address:

Submission Date: \_\_\_\_\_