

Syllabus for Health Education I (HE-1) – Eureka Campus

Semester & Year	Fall 2017	
Course ID and Section #	HE-1-E3207	
Instructor's Name	Marla Gleave	
Day/Time	TTH 10:05 a.m. -11:30 a.m.	
Location	PE 201	
Number of Credits/Units	3	
Contact Information	<i>Office location</i>	PE Building Office 100H
	<i>Office hours</i>	TTH 8:30-9:45
	<i>Phone number</i>	707-476-4249
	<i>Email address</i>	marla-gleave@redwoods.edu
Textbook Information	<i>Title & Edition</i>	An Invitation to Health, Brief Edition
	<i>Author</i>	Hales
	<i>ISBN</i>	978-1-305-11356-5

Course Description

An introduction to a broad range of lifestyle components and personal choices which have a direct relationship to the students overall lifetime wellness. Some of the concepts discussed include principles of health and wellness, stress modifications, weight management, exercise principles, personal health responsibility, major diseases, and relationships.

Student Learning Outcomes

1. Recognize signs and symptoms of major diseases and identify prevention strategies.
2. Apply the principles of proper nutrition and exercise to overall health and wellness.
3. Modify behavior based on personal assessment of wellness dimensions.
4. Analyze and critically evaluate current media information related to health and wellness.
5. Apply principles of healthy personal relationships to real-life relationships.

Special Accommodations

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact [Disabled Students Programs and Services](#). Students may make requests for alternative media by contacting DSPS at 707-476-4280.

Academic Support

Academic support is available at [Counseling and Advising](#) and includes academic advising and educational planning, [Academic Support Center](#) for tutoring and proctored tests, and [Extended Opportunity Programs & Services](#), for eligible students, with advising, assistance, tutoring, and more.

Academic Honesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the

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Redwoods website at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>, and scroll to AP 5500. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

Disruptive Classroom Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500.

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CELL PHONE USAGE:

Please turn off your phones when you enter class. Cell phones are not allowed to be used in class for any personal communication, texting, TWITTER, ect. You will be warned twice and on the third time I will ask you to leave class for the day. Being on your phone will interfere with your listening, focus, and participation in the class. If a family emergency is occurring and you need to be available, please let me know ahead of class time and I will allow you to have it functioning.

Emergency Procedures for the Eureka campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at: (<http://www.redwoods.edu/aboutcr/Eureka-Map>; choose the evacuation map option). For more information on Public Safety, go to <http://www.redwoods.edu/publicsafety>. In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- Once outside, move to the nearest evacuation point outside your building:
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

RAVE – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the "Register" button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with "redwoods.edu." Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions.

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College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.

Course Communication

If you have a few basic questions about course content the best method of communicating with me is to send an email to my CR email, marla-gleave@redwoods.edu. I will do my best to respond within 24-36 hours. Do not wait until the night before an exam to send questions as I will not be on email to respond.

If you need help with more intensive course content questions and/or concepts, I am also available by phone or during my office hours, but it is best to set up a specific day and time by contacting me first through email.

Course Content:

Concepts to be discussed during the semester:

- Stress Management
- Aspects of Wellness
- Concept of health vs. wellness
- Fitness
- Nutrition
- Reproductive Health
- Strategic thinking
- Contraception choices
- Alcohol and tobacco
- Illegal drugs
- Domestic violence
- Gender differences

Issues: As concepts are presented during the semester, the following are inherent issues within the course content that each student will face when attempting to implement the material in real-world situations.

- Behavior Modification
- Communication
- Relationships
- Weight Management
- Accepting responsibility for actions and decisions
- Individual decision-making vs. decision-making of peers
- The development of a sound mind and body.
- Choices of contraception: female or male responsibility?

General Course Information:

1. EXAMINATIONS:

- a. Approximately four exams PLUS the final exam.
- b. The final exam will not be cumulative.
- c. Quizzes will be announced and some a surprise!
- d. Exam format will be essay/short essay, multiple choice, and true/false statements.
- e. You will receive a study guide prior to the exam date. This guide is crucial to your success. Ignoring the guide may lead to a low test score. Study the guide and you will see success!

2. CLASS ASSIGNMENTS and Format:

- a. Lifestyle, stress, exercise, and nutrition assessments will be announced during each of their respective chapters and units.
- b. Some group work will occur in class as will group discussion breakout sessions. You must be present on the day of the group work in order to earn those points. Each group work activity is 10 points.
- c. **A 5-point deduction will occur for EVERY DAY the assignment is not turned in during the class session it is due.**
- d. Reaction papers (see below for details) must be typed.
- e. Daily homework can be handwritten, but must be legible and written with complete sentences and a complete thought process. If I cannot decipher your handwriting, you will lose points.

3. ILLNESS

If you are ill on the day of an exam, then a message must be left on my voice mail (476-4249) **PRIOR** to the start of class. Communication will allow you to make up the exam within one week of the exam date but with a **5- point automatic deduction.** Not communicating will result in no make-up exam.

4. EVALUTATION AND FINAL GRADE:

Grades will be awarded based on your percentage obtained from the semester total points.

GRADING:

A = 95-100%

B+= 87-89%

B- =80-82%

C= 70-74%

A-= 90-94%

B = 83-86%

C+ = 75-79%

D = 60-69%

REACTION PAPERS Assignment:

THREE REACTION PAPERS- each worth 10 points for an overall total of 30 points- DUE November 16th

One of your health articles MUST come from the list below. The other two topics can be of your choosing. The textbook cannot be your source of information so you must find a reputable web based article as a source. You can, however, use the textbook information as a starting guide to your knowledge base to determine which topic you wish to research and write about.

- Any Depressive Disorders

- Any Anxiety Disorders
- Autism Spectrum Disorder
- Schizophrenia
- Dysfunctional Relationships: choose between Emotional Abuse, Intimate Partner Violence, Stalking, and/or Sexual Harassment
- Cyberbullying
- Hepatitis A, B, or C
- Medical Marijuana—pro's/cons

The ***typed*** reaction should be 2 pages and must include:

- A. Your thoughts on the article and how the article has influenced you (i.e. Do you relate to the content, how? Do you disagree/agree with the author? Why?) Describe your reactions and what about the subject causes the reactions. Relate a specific part or parts of the material to specific events or issues (past, present, or future) in your own life.
- B. Use the APA Style of writing as a ***guide***. Do not plagiarize! If you quote the author than you must cite appropriately. An APA guideline is available in the library, on-line, and in the Writing Center. ***DO NOT JUST RE-WRITE THE ARTICLE- YOU MUST USE YOUR OWN THOUGHT PROCESS.***
- C. If your thought process is not evident, points will be deducted.
- D. Attach the original article or a copy of the article and include the article name, date of publication, author and source.
- E. Tip: Stay away from research articles as they are written in medical terms that are difficult to understand. Do not use brochures- there is not enough information for you to react to the information.

DUE DATE: Articles are due November 16th

For every calendar day late, 5 points will be deducted from the total.

When writing your responses to the health articles the goal is to have your writing reflect your reasoning and your thought process to the problem, issue, or situation presented in the article.

The grading rubric will be based on:

- **Clarity:** elaborate the point, give examples, ect.
- **Precision:** be specific and use details
- **Relevance:** be sure your thoughts are connected to the topic of the article
- **Breadth:** is there another way to look at the problem, issue, or situation? If so give your argument to the 'other way of thinking'. Do we need to consider another point of view?
- **Logic:** be sure your thinking is consistent. You may cite the author to aid in your consistent thoughts and ideas. Does your first paragraph fit in with your last?
- **Fairness:** mention any personal interest in the article and give specifics on this interest.

Tentative Schedule format for the first half of the semester. Adjustments to this schedule may occur at the discretion of the instructor.

Homework will always include Chapter reading. It is your responsibility to read the chapters so you can actively participate in the lecture/class discussions and supply your analysis of the content. Assignments will be randomly assigned throughout the semester so you must be in class to know what is due and when it is due. The outline below is to give you a tentative on the unit topics and tentative dates for exams.

- Week 1, Aug 28-31: Introductions, Syllabus overview, Chapter 1 small introduction
Homework for the week:
- Purchase textbook and begin to read Chapter 1.
 - In-class lecture and class discussions on Chapter 1 material will occur on Thursday, August 31st.
 - Go to bookstore and buy 5 scantron sheets so you have enough for the semester.
- Week 2, Sept. 5/7 Complete Chapter 1 on Tuesday, September 5th
 Begin Chapter 2 on TH the 7th
Homework for the week: Read and outline Chapter 1 and Chapter 2 using the Study Guide provided by Professor Gleave.
Group Work:
- Week 3, Sept. 12 Finish Chapter 2 and Exam Review for TH, Sept. 14 exam on Chapter's 1 and 2.
Sept. 14 EXAM #1: Chapter's 1 and 2—be sure to bring a scantron and a pencil.
- Week 4, Sept. 19 **NO CLASS—HOMEWORK IS TO BEGIN READING Chapter 3: Stress**
 Sept. 21 **CLASS** will meet-first lecture on Stress and General Adaptation Syndrome will be the focus.
- Week 5, Sept. 26 Finish with Chapter 3: Stress
 Sept. 28 Mini Exam on Chapter 3 Stress and will begin introduction to unit on Exercise.
- Week 6, 7, 8 Unit on Exercise, Nutrition, and Exercise Nutrition
 This will be your most intensive unit due to lots of content and group work. I bring in outside information, in addition to textbook information, for this unit. It is imperative that you are in class in order to understand the material.
Tentative exam date for this unit will be Oct. 19th
- Week 9-11 Unit on Cancer, Heart Disease, and other chronic illnesses. Chapters 10, 11, and 12
Tentative exam date for this unit is Thursday, November 9th or Tuesday, Nov. 14th
- Week 12 Relationships, Communication, and Sexually Transmitted Diseases will begin.
 Chapter 4, 8, and 9
Article Summary's are due on Thursday, November 16th. You will submit via CANVAS but you must turn in, during class, copies of the articles you read or a single page of the web links where I can find the article.
- Week 13, Nov. 21/23 This is Thanksgiving week. **Class meets on Tuesday** but not on Thursday.
 Tuesday's class will be continuation of Relationships, Communication, and STI's.
- Week 14-15 TBA, but more than likely we will still be on Chapter, 4, 8, & 9.
- Week 16 **FINALS WEEK** for entire campus. **This class final is on THURSDAY, DECEMBER 14TH AT 10:45 A.M.** *We do not meet on Tuesday, the 12th as you may have another final in another class at that time.*

The instructor has the right to add, delete, and/or adjust the course content and order of the content. Any adjustments will be announced to the students.

College and instructor initiated DROP DATES and DROP POLICIES, plus EXCESSIVE ABSENCE POLICY:

A student can be dropped from the course in a manner of three different ways and three different deadlines.

1. A student who does not attend class during the first week will be faculty dropped by end of the day on the first Friday of the semester in order to make roster room for a wait listed student.
2. A student who attends the first week but does not attend the 2nd week will be faculty dropped by the end of the 2nd week of the semester in order to fulfill the college policy of confirming the course roster per California Community College Chancellor's Office census roster reporting requirements.
3. Redwoods Community College District has an excessive absence policy which allows instructors to drop a student after the census date and anytime throughout the end of the 10th week of the semester. Each instructor is able to define their own excessive absence criteria. **For the purpose of this class, excessive absence is defined as a student not actively participating and/or attending class for two consecutive weeks without contacting instructor. For the fall 2017 semester, the end of the 10th week is November 3rd. A Withdraw (W) will appear on the official student transcript.**

Student Withdraw themselves from course:

- Students can withdraw themselves anytime from the start of the course until THURSDAY of the second week of the course and not have a Withdraw (W) stated on their official college transcript.
- Students may also withdraw themselves between the start of week 3 and the end of week 10 (November 3, 2017), but this timeframe will result in a Withdraw (W) stated on their official college transcript. I urge you to drop by November 2 just to ensure WEBADVISOR processes your drop by the deadline.

It is advised that a student meet with a CR counselor prior to withdrawing from a course to understand any repercussions that a Withdraw on their official transcript may create.

If you are a CR athlete contemplating a drop, you MUST meet with your coaches and with MATT to ensure the drop does not affect your eligibility standing.