GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE October 10 2011

1. ACADEMIC UNIT: School of Nutrition & Health Promotion/Mary Lou Fulton Teachers College

2. COURSE PROPOSED: HSC/PPE 310 Health Literacy 3

3. CONTACT PERSON: Name: Linda Vaughan Phone: 602-496-2404

Mail Code: Email: linda.vaughan@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas
- Literacy and Critical Inquiry-L [8]
- Mathematical Studies-MA D CS D
- Humanities, Fine Arts and Design-HU D
- Social and Behavioral Sciences-SB D
- Natural Sciences-SO D SG D

Awareness Areas
- Global Awareness-G D
- Historical Awareness-H D
- Cultural Diversity in the United States-C D

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: No [8] Yes; Please identify courses: HSC 310 PPE 310

Is this a multisection course?: No [8] Yes; Is it governed by a common syllabus? Yes

Linda A. Vaughan
Chair/Director (Print or Type)

Date 5/4/2011

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.
Proposer: Please complete the following section and attach appropriate documentation.

## ASU - [L] CRITERIA

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. *Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.*

1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

2. **Also:**

   Please *circle, underline, or otherwise mark* the information presented in the most recent course syllabus (or other material you have submitted) that verifies *this description* of the grading process--and label this information "C-1".


**CRITERION 2:** The composition tasks involve the gathering, interpretation, and evaluation of evidence

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. **Also:**

   Please *circle, underline, or otherwise mark* the information presented in the most recent course syllabus (or other material you have submitted) that verifies *this description* of the grading process--and label this information "C-2".


**CRITERION 3:** The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

2. **Also:**

   Please *circle, underline, or otherwise mark* the information presented in the most recent course syllabus (or other material you have submitted) that verifies *this description* of the grading process--and label this information "C-3".
### ASU - [L] CRITERIA

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>✕</td>
<td></td>
<td>Course syllabus</td>
</tr>
</tbody>
</table>

**CRITERION 4:** These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed.*

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. **Also:**

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-4".

C-4
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC/PPE</td>
<td>310</td>
<td>Health Literacy</td>
<td>L</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
</table>
| 1                          | Of the 210 total points (Page 3, syllabus) for the course, 120 points are earned from writing intensive, interpretive works. The "Healthy and Active School" proposal is worth 40 points or 19% of the total grade; the "Signature Assignment - Research Paper" is worth 80 points or 38% of the total grade. Both of these assignments are individual, not group, efforts. | The "Healthy and Active School" proposal is a document that requires each student to [a] gather and interpret baseline school/community demographic, health, and environmental data specific to the one school he/she is teaching in, [b] develop specific school-wide health goals for his/her school based upon data gathered in [a], [c] apply concepts presented in the school health literature to detail an action plan for his/her specific school, [d] meet with his/her school administrators or personnel for input and revisions, and [e] identify potential constraints/barriers to the implementation of the proposal. This assignment is given in the second week of class (see “Tentative Course Calendar” section of syllabus) but is not due for approximately one month, allowing time for feedback and revisions. The "Signature Assignment - Research Paper” is a traditional data/research based paper that must [a] focus on a specific, narrowly defined topic within the broad area of "Healthy and Active Schools” (e.g. The Role of School Breakfast Programs in Sustaining Student Learning Objectives). [b] address major areas of agreement and conflict within the body of research related to the topic of choice, [c]...
| 2 | Both the "Healthy and Active School Proposal" and the "Signature Assignment - Research Paper" require the acquisition of data, research results, and/or federal and state legislative mandates. | The "Healthy and Active School" proposal is a document that requires each student to [a] gather and interpret baseline school/community demographic, health, and environmental data specific to the one school he/she is teaching in, [b] develop specific school-wide health goals for his/her school based upon data gathered in [a], [c] apply concepts presented in the school health literature to detail an action plan for his/her specific school, and [d] identify potential constraints/barriers to the implementation of the proposal. This assignment is given in the second week of class (see “Tentative Course Calendar” section of syllabus) but is not due for approximately one month, allowing time for feedback and revisions. The "Signature Assignment - Research Paper" is a traditional data/research based paper that must [a] focus on a specific, narrowly defined topic within the broad area of "Healthy and Active Schools" (e.g. The Role of School Breakfast Programs in |}

| 3 | The "Healthy and Active School" proposal is worth 40 points or 19% of the total grade; the "Signature Assignment - Research Paper" is worth 80 points or 38% of the total grade. Both of these assignments are individual, not group, efforts. | The "Healthy and Active School" proposal is a document that requires each student to [a] gather and interpret baseline school/community demographic, health, and environmental data specific to the one school he/she is teaching in, [b] develop specific school-wide health goals for his/her school based upon data gathered in [a], [c] apply concepts presented in the school health literature to detail an action plan for his/her specific school, [d] meet with his/her school administrators or personnel for input and revisions, and [e] identify potential constraints/barriers to the implementation of the proposal. This assignment is |}
<table>
<thead>
<tr>
<th>The &quot;Signature Assignment - Research Paper&quot; is a traditional data/research based paper that must [a] focus on a specific, narrowly defined topic within the broad area of &quot;Healthy and Active Schools&quot; (e.g. The Role of School Breakfast Programs in Sustaining Student Learning Objectives), [b] address major areas of agreement and conflict within the body of research related to the topic of choice, [c] integrate research findings into a coherent, well-grounded discussion of major issues, and [d] incorporate instructor suggestions at each stage of the review process. Grading rubric section of syllabus provides overview of required components.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The &quot;Healthy and Active School&quot; proposal will require feedback from a school administrator/personnel and the course instructor prior to final submission. Students will seek instructor input related to the types of baseline data to be used in the development of the proposal.</td>
</tr>
<tr>
<td>The &quot;Signature Assignment - Research Paper&quot; will require each student to [a] submit his/her specific topic to the instructor for approval/feedback, [b] submit an outline of the paper to the instructor for approval/feedback, [c] submit a draft of the paper to the instructor for review and feedback.</td>
</tr>
<tr>
<td>The syllabus details the process for completion of the Healthy and Active School proposal and the Signature Assignment - Research Paper, including the requirements for instructor input. Grading rubrics in syllabus summarizes need for instructor and/or site supervisor input.</td>
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</tbody>
</table>
HSC/PPE 310
Health Literacy
School of Nutrition and Health Promotion and Mary Lou Fulton Teachers College
Arizona State University
Spring Semester 2012

Instructor Information:
Dates of classes: 1/5/12 to 5/7/12
Course Instructor: Pamela H. Kulina
Email: pkulina@asu.edu
Work Phone: 480-727-1767
Office Hours: Mondays and Tuesdays 2-4 and by Appointment
Office Location: 330 Q Santa Catalina
Sections Instructors: Teresa L. Hart (teresa.abraham@asu.edu)
David Erickson (david.erickson@asu.edu)

Co-Requisite: This course must be taken concurrently with a teaching internship or student teaching (One of the following: EED/ECD/SPE/SED 396/397/496/478; PPE 474/484; TEL 484).

Catalog Description
This is a signature course for early childhood, elementary educators, special education educators, and secondary educators in order to prepare future teachers with the knowledge, skills and dispositions to teach healthy and active content knowledge and to create healthy and active school environments.

Course Information:
The course is designed to assist students in developing the knowledges, dispositions and teaching skills needed to teach healthy and active behavior content at the early childhood, elementary, secondary and special education levels as well as to create healthy and active school environments. Students will work independently with textbook reading, preparing lessons, and doing online assignments. There will be formal and informal weekly online interactions with the instructor and among students in this course.

Course Format
The course employs a Hybrid format with most class sessions online and two class session held on an ASU campus.

Required Course Texts, Materials and Resources:
Customization using select chapters from the following two textbooks.


This course uses both ASU blackboard: [http://myasucourses.asu.edu](http://myasucourses.asu.edu) and the Mary Lou Fulton Teachers College Internet resource – TK20 at [https://asu.tk20.com](https://asu.tk20.com) (requires a subscription fee).

### Tentative Course Calendar:

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Readings</th>
<th>Activity Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Models for Coordinated School Health</td>
<td>Assigned readings</td>
<td>In-person session</td>
</tr>
<tr>
<td>2</td>
<td>Early Childhood Growth and Development and Working with Children with Special Needs</td>
<td>Health: Chapters 1, 2 Pangrazi: Chapter 6</td>
<td><strong>Develop a plan for the Healthy &amp; Active School Committee at your school</strong> (submit plan online); <strong>Submit Homework 1 online when completed (e.g. after required reviews/revisions)</strong> C-2, C-3</td>
</tr>
<tr>
<td>3</td>
<td>Safety and Management Issues of Teaching Physical Activity and Health Promotion</td>
<td>Assigned readings; Pangrazi: Chapters 3,4</td>
<td>Complete one module for your school from the School Health Index (share with school personnel and submit module online); Submit Homework 2 online</td>
</tr>
<tr>
<td>4</td>
<td>Integrating Physical Activity and Academics</td>
<td>Pangrazi: Chapters 7, 8</td>
<td>Teach one physical activity break integrating academic content; videotape yourself leading one activity break (submit lesson plans and videotape online); Submit Homework 3 online</td>
</tr>
<tr>
<td>5</td>
<td>Daily Activities for Personal Health and Sun Safety</td>
<td>Pangrazi: Chapter 11 Health: Chapter 3</td>
<td>Develop and teach one personal health classroom lesson; videotape yourself teaching the lesson (submit lesson plans and videotape online) ; Submit Homework 4 online</td>
</tr>
<tr>
<td>6</td>
<td>Substance Abuse: Alcohol, Drugs, and Tobacco</td>
<td>Health: Chapters 4, 5</td>
<td>Develop and teach one science inquiry lesson on: developing/testing a hypothesis (submit submit lesson plans and videotape online) ; Submit Homework 5 online</td>
</tr>
<tr>
<td>7</td>
<td>Emotional/ Psychosocial Health</td>
<td>Health: Chapters 6, 7</td>
<td>Create a localized mental health resource roster for your school’s immediate area (share with school personnel and submit resource online) ; Submit Homework 6 online</td>
</tr>
<tr>
<td>8</td>
<td>Nutrition Concepts for Health Promotion</td>
<td>Health: Chapters 8, 9</td>
<td>Develop and teach one nutrition lesson including student assessment; videotape yourself teaching the lesson (submit lesson plans and videotape online) ; Submit Homework 7 online</td>
</tr>
<tr>
<td>9</td>
<td>Nutrition Concepts for Disease Risk</td>
<td>Health: Chapters 10, 11</td>
<td>Write a two page research paper on concepts of disease risk reduction (as</td>
</tr>
</tbody>
</table>
Student Learning Outcomes
The course is designed to assist students in developing the knowledge, dispositions and teaching skills needed to teach healthy and active behavior content at the early childhood, elementary, secondary or special education level and to create healthy and active school environments. At the completion of the course, students will demonstrate the following competencies:

(a) Understands growth and development, including health, safety and nutrition;
(b) Understands a variety of models for coordinated school health;
(c) Understands safety and management issues of teaching physical activity and health promotion in early childhood, elementary, secondary and special education classes;
(d) Knows and can teach physical activity breaks integrating academic knowledge (e.g. math-based physical activity break);
(e) Knows and can teach concepts of daily personal health and sun safety;
(f) Knows and can teach concepts of substance abuse (alcohol, drugs, tobacco, caffeine);
(g) Knows and can teach concepts of emotional and psychosocial health;
(h) Knows and can teach nutrition concepts for health promotion;
(i) Knows and can teach nutrition concepts for disease protection;
(j) Knows and can teach school-wide events promoting healthy and active schools; and
(k) Thoroughly understands models of healthy and active schools shown through a written research paper.

Evaluation of Attainment of Student Outcomes
Attainment of student outcomes will be measured through the completion of 10 out of class assignments and participation in the two onsite at ASU class sessions; APTS (Arizona's Professional Teacher Standards; CEC (Council for Exceptional Children); NASPE (National Association for Sport and Physical Education Standards) for beginning teachers.

Course Assignments
Course assignments will be completed at the appropriate student level based on teaching placements (i.e., early childhood, special education, elementary, secondary).
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Score/Points</th>
<th>APTS Standard</th>
<th>CEC Standard</th>
<th>NASPE Beginning Teacher Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in two ASU campus class sessions</td>
<td>10</td>
<td>1.1, 1.7</td>
<td>1, 2, 3, 9</td>
<td>1, 6</td>
</tr>
<tr>
<td>1 Develop a plan for the Healthy &amp; Active School Committee at your school (submit online at given due date)</td>
<td>40 C:\1, C.2</td>
<td>1.4, 1.5, 1.7, 1.8</td>
<td>1, 4, 5, 7, 8, 9, 10</td>
<td>3, 6</td>
</tr>
<tr>
<td>2 Complete one module for your school from the School Health Index (share with school personnel and submit online)</td>
<td>10</td>
<td>1.4, 1.7</td>
<td>1, 4, 5, 7, 8, 10</td>
<td>3, 6</td>
</tr>
<tr>
<td>3 Teach one physical activity break integrating academic content; videotape yourself leading one activity break (submit lesson and videotape online)</td>
<td>10</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12</td>
<td>1, 2, 3, 4, 5, 6, 7, 9</td>
<td>1, 2, 3, 4, 6</td>
</tr>
<tr>
<td>4 Develop and teach one personal health classroom lesson; videotape yourself teaching the lesson (submit lesson and videotape online)</td>
<td>10</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12</td>
<td>1, 2, 3, 4, 5, 6, 7, 9</td>
<td>1, 3, 4, 6</td>
</tr>
<tr>
<td>5 Develop and teach one science inquiry lesson on: developing/testing a hypothesis (submit lesson and videotape online)</td>
<td>10</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12</td>
<td>1, 2, 3, 4, 5, 6, 7, 9</td>
<td>1, 3, 4, 6</td>
</tr>
<tr>
<td>6 Create a localized mental health resource roster for your school's immediate area (share with school personnel and submit online)</td>
<td>10</td>
<td>1.4, 1.7</td>
<td>1, 9, 10</td>
<td>1, 6</td>
</tr>
<tr>
<td>7 Develop and teach one nutrition lesson that includes student assessment; videotape yourself teaching the lesson (submit lesson and videotape online)</td>
<td>10</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>1, 3, 4, 5, 6</td>
</tr>
<tr>
<td>8</td>
<td>Write a two page review paper on concepts of disease risk reduction (as applicable to teaching the content in schools) citing two referred sources (submit review paper online)</td>
<td>10</td>
<td>1.1, 1.2</td>
<td>1, 2, 3, 9</td>
</tr>
<tr>
<td>9</td>
<td>Develop a school-wide proposal for one event promoting a healthy and active school environment (submit proposal for the event online)</td>
<td>10</td>
<td>1.4, 1.7, 1.11</td>
<td>1, 2, 3, 4, 5, 6, 7, 9, 10</td>
</tr>
<tr>
<td>10</td>
<td><strong>Signature Assignment</strong>: Research Paper on creating healthy and active school (submit research paper on TK20)</td>
<td>80 C-1, C-2</td>
<td>1.1, 1.2</td>
<td>1, 2, 3, 9, 10</td>
</tr>
<tr>
<td>11</td>
<td>Submit 8 written comprehension homework assignments online</td>
<td>80</td>
<td>1.1, 1.2</td>
<td>1, 2, 3, 9, 10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>190</strong></td>
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</tbody>
</table>

**Written Comprehension Homework**: There will be 8 written assignments corresponding to the week’s assigned book chapters. These homework assignments will evaluate comprehension of the material by asking application questions. These homework assignments will be submitted online.

**Rubric for Written Comprehension Homework**

<table>
<thead>
<tr>
<th>Element</th>
<th>Absent</th>
<th>Developing</th>
<th>Adequately Developed</th>
<th>Fully Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>0-1 Did not submit</td>
<td>2-6 Shows little understanding of the material and unable to apply to own instructional experience</td>
<td>7-8 Shows understanding of the material but unable to apply to own instructional experience</td>
<td>9-10 Shows understanding of the material and adequately applies to own instructional experience</td>
</tr>
<tr>
<td><strong>Flow/Organization</strong></td>
<td>0-1 Did not submit or writing did not flow and thoughts were not organized</td>
<td>2-6 Writing showed some flow and organization of thought</td>
<td>7-8 Writing was well organized but writing did not flow</td>
<td>9-10 Writing was very well organized and writing flowed from one thought to the next</td>
</tr>
<tr>
<td><strong>Grammar/spelling</strong></td>
<td>0-1 Did not submit or showed no evidence of proofreading</td>
<td>2-6 Major grammatical and spelling errors</td>
<td>7-8 Few grammatical and spelling errors</td>
<td>9-10 No grammatical or spelling errors</td>
</tr>
</tbody>
</table>

**Active and Healthy School Proposal**: This proposal will be specific for the school in which the individual student is currently teaching and will be based upon current school and community data. The proposal will address all major areas required for the implementation and maintenance of an active and healthy school environment. The proposal must be reviewed at least twice by a school administrator or designee and at least once by the course instructor and suggestions provided must be adequately addressed prior to submission of the final document. C-2, C-2
Rubric for Active and Healthy School Proposal

<table>
<thead>
<tr>
<th>Element</th>
<th>Absent</th>
<th>Developing</th>
<th>Adequately Developed</th>
<th>Fully Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-1</td>
<td>Did not submit</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2-6</td>
<td>Shows little understanding of the required elements of an active and healthy school environment and unable to apply school/community data to the development of an appropriate school proposal</td>
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<tr>
<td>7-8</td>
<td>Shows understanding of the required elements of an active and healthy school environment but unable to apply school/community data to the development of an appropriate school proposal</td>
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</tr>
<tr>
<td>9-10</td>
<td>Shows understanding of required elements of an active and healthy school environment and able to apply school/community data to the development of an appropriate school proposal</td>
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<tr>
<td><strong>Flow/Organization</strong></td>
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<td></td>
<td></td>
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<tr>
<td>0-1</td>
<td>Did not submit or writing did not flow and thoughts were not organized</td>
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<td></td>
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<tr>
<td>2-6</td>
<td>Writing showed some flow and organization of thought</td>
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<td></td>
<td></td>
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<tr>
<td>7-8</td>
<td>Writing was well organized but writing did not flow</td>
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<td></td>
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<tr>
<td>9-10</td>
<td>Writing was very well organized and writing flowed from one thought to the next</td>
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<tr>
<td><strong>Grammar/spelling/revisions</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-1</td>
<td>Did not submit or showed no evidence of proofreading or responding to reviewer input</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-6</td>
<td>Major grammatical and spelling errors; showed little evidence of responding to reviewer input</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-8</td>
<td>Few grammatical and spelling errors; showed some evidence of responding to reviewer input</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td>No grammatical or spelling errors; fully integrated reviewer input</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Signature Assignment: Research Paper:** This research paper will investigate a specific, narrowly defined topic related to creating and/or maintaining a healthy and active school environment and/or the benefits of such an environment. Students will submit a topic proposal for approval by the instructor, followed by submission of a detailed outline of the proposed research paper. Approval must be obtained prior to development of the research paper. Students must submit a completed draft of the research paper at least three weeks prior to the due date in order to obtain instructor and school administrator (or designee) approval. C-2, C-3
### Rubric for Signature Assignment

<table>
<thead>
<tr>
<th>Element</th>
<th>Absent</th>
<th>Developing</th>
<th>Adequately Developed</th>
<th>Fully Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval of Topic, Outline, Draft</td>
<td>0-4</td>
<td>5-10</td>
<td>11-15</td>
<td>16-20</td>
</tr>
<tr>
<td></td>
<td>Approvals were not obtained at all</td>
<td>One approval was obtained in a timely manner</td>
<td>Two or three approvals were obtained in a timely manner</td>
<td>All approvals were obtained in a timely manner</td>
</tr>
<tr>
<td>Introduction</td>
<td>0-4</td>
<td>5-10</td>
<td>11-15</td>
<td>16-20</td>
</tr>
<tr>
<td></td>
<td>The introduction is omitted.</td>
<td>The introduction is addressed adequately.</td>
<td>The introduction is addressed well.</td>
<td>The Introduction is fully developed with all topics introduced.</td>
</tr>
<tr>
<td>Literature Review</td>
<td>0-4</td>
<td>5-10</td>
<td>11-15</td>
<td>16-20</td>
</tr>
<tr>
<td>Adequacy of Knowledge (includes 5 peer reviewed references)</td>
<td>The literature review does not have the depth of knowledge appropriate to the upper elementary level course. Includes less than two references</td>
<td>The literature review does not address the major issues in the area; the level of support for the issues is not adequate. Includes three references.</td>
<td>The literature review may address major issues, but issues may not be supported with expert knowledge. Good use of references, but additional references may have strengthened the paper. Includes four references.</td>
<td>The literature review addresses major issues in the area. Thorough use of a range of references to support key issues. Includes descriptions of important studies to provide context for the reader. Includes five or more references.</td>
</tr>
<tr>
<td>Synthesis of Information</td>
<td>0-4</td>
<td>5-10</td>
<td>11-15</td>
<td>16-20</td>
</tr>
<tr>
<td></td>
<td>The literature review does not demonstrate upper IYG level work.</td>
<td>The literature review is a mixed set of ideas without a particular focus.</td>
<td>Information is presented study-by-study rather than summarized by topic.</td>
<td>Studies covering the same topic are summarized and integrated.</td>
</tr>
<tr>
<td>Conclusions</td>
<td>0-4</td>
<td>5-10</td>
<td>11-15</td>
<td>16-20</td>
</tr>
<tr>
<td></td>
<td>No conclusions are included</td>
<td>Provides opinions, but not a summary of findings.</td>
<td>The conclusions are not complete.</td>
<td>The major issues are summarized under conclusions.</td>
</tr>
</tbody>
</table>

### Grading Scale

- 90-100% = A
- 80-89.99% = B
- 70-79.99% = C
- 60-69.99% = D
- <60% = E

<table>
<thead>
<tr>
<th>Participation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation in two on-site sessions</td>
<td>10 points</td>
</tr>
<tr>
<td>8 Written Assignments (10 points each)</td>
<td>80 points</td>
</tr>
<tr>
<td>Healthy and Active Event Proposal</td>
<td>40 points</td>
</tr>
<tr>
<td>Signature Assignment (Research Paper)</td>
<td>80 points</td>
</tr>
<tr>
<td>Total</td>
<td>210 points</td>
</tr>
</tbody>
</table>
Course/Instructor Evaluation
The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: http://www.asu.edu/emailssignup.

University/Mary Lou Fulton Teachers College Policies
Professional Behavior
It is expected that students exhibit professional behavior inside the classroom, during intern placements, and working with other students outside of the class on assignments related to this class in addition to behavior in the classroom on ASU’s campus. If at any time your behavior is "unprofessional", the instructor may refer the student to the Director of the Advising, Recruitment, and Retention Office (ARRO) for the development of a Professional Improvement Plan (PIP).

Attendance and Participation
Students are required to attend the two in person class sessions and complete weekly assignments on time.

Late and Missing Assignments
Assignment due dates are provided on the course syllabus. Students are responsible for reading the calendar, noting due dates, and planning accordingly. Late assignments will result in a letter grade reduction for that assignment; late assignments that exceed one week will result in an additional letter grade reduction for each additional week late. Students will be provided with written directions concerning each assignment. The instructor is responsible for providing these directions ahead of the due date; the students are responsible for following the instructions and seeking clarification, when needed. Evaluation will focus on the completion of each element in the assignment, demonstration of knowledge, and the professional appearance of the work.

The profession of teaching demands appropriate and correct use of the English language. Therefore written mechanics will be considered when grading EACH assignment, and that student’s use a consistent formatting style. This class has adopted the writing style of the (APA 6.0) American Psychological Association (2010). All papers are required to follow the writing style set forth in that document. Incorrect use of mechanics/grammar will result in point reductions—not to be less than one full letter grade—in any assignment for this course. Assignments will NOT be accepted if excessive errors interfere with the fluency and/or the comprehensibility of the piece.

Academic Integrity/Plagiarism
The ASU Student Handbook contains the following information: –The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in
suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the deans of the individual academic units. The rest of the code, which consists of several pages, is available at the following URL.

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

Disability Accommodations for Students

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (Downtown campus UCB 160, Polytechnic campus Sutton Hall 240, Tempe campus Matthews Center, or West campus UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who wish accommodations for a disability should contact DRC as early as possible (i.e. before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the DRC.

Religious Accommodations for Students

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

Military Personnel Statement

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see http://www.asu.edu/aad/manuals/usf/us201-18.html.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (Downtown campus 522 N. Central Ave., Post Office Room 247, 480-496-4111; Polytechnic campus Administration building suite 102, 480-727-1060; Tempe campus Student Services Building room 263, 480-965-6547; or the West campus UCB 301, 602-543-8152) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

Grade Appeals

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the undergraduate and graduate catalogs, which are available at http://www.asu.edu/catalog
Cell Phone Policy
I know we are very busy people and cell phones allow us to manage our busy lives. For the sake of everyone in the class, please follow these common sense policies. Cell phones must be turned to vibrate during class. Please exit the room completely before responding to a call in the event of an emergency. No texting during class (breaks only).

Electronic Communication
Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (http://www.asu.edu/aad/manuals/usi/usi104-01.html) and in the University’s Computer, Internet, and Electronic Communications Policy (http://www.asu.edu/aad/manuals/acd/acd125.html).

Technological Services and Support
The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some PDS sites. The following support services are available to support student computing needs.

Student Purchases
Discounted pricing for students purchasing laptop or desktop computers is available at through the ASU bookstore or online. (http://gomobile.asu.edu/). The John Babb Scholarship provides $500 financial reimbursement for qualified students. (http://gomobile.asu.edu/content/scholarship-info).

ASU Campus Classroom Connectivity:
In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites. (https://docs.google.com/a/asu.edu/#all)

Hardware and Software Support:
ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software and operating systems, security, networking, etc. (http://help.asu.edu/ASU_1to1_Technology_Studio) Virus scan software downloads are available free for students. (https://webapp3.asu.edu/myapps/) MyApp provides free software tools, online applications, and information about discounted software for purchase. (https://webapp3.asu.edu/myapps/)
Promoting Physical Activity and Health in the Classroom
Robert P. Pangrazi, Professor Emeritus, Arizona State University
Aaron Beighle, University of Kentucky
Deb Pangrazi, Mesa Public Schools (AZ)

ISBN-10: 0321547624

Publisher: Benjamin Cummings
Copyright: 2009
Format: Paper Package; 600 pp
Published: 09/05/2008
Status: Instock

Suggested retail price: $94.80  Buy from myPearsonStore

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Table of Contents

1. Improving the Health of America's Children
2. Understanding Children's Needs and Readiness for Physical Activity
3. Teaching Physical Activities Safely and Effectively
4. Improving the Effectiveness of Incentive and Feedback
5. Management and Discipline in an Activity Setting
6. Teaching Children with Special Needs
7. Integrating Physical Activity and Academics
8. Increasing Student's Activity Levels
9. Helping Students Develop Physical Fitness
10. Improving Students' Nutrition
11. Teaching Sun Safety
12. Promoting Children's Health Beyond the School Day

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• Implementing the Instructional Activities (11 cards)
• Classroom-Based Activities (68 cards)
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• Basic Skills (36 cards)
• Sports on the Playground (37 cards)
  Multicultural Activities (28 cards)
• Nutrition and Sun Safety Activities (18 cards)
• Health and Fitness Activities (24 cards)
curriculumdevelopment

Procedure for Requesting a General Studies Designation from ASU campuses

In order for an ASU course to receive a General Studies designation, a proposal must be submitted to the ASU General Studies Council (GSC).

GSC meetings are held once a month during the academic year.

Students requesting General Studies please refer to the following pages: ASU/Transfer studomis

Proposal Requirements

In order for a course to be considered by the GSC, appropriate materials must be submitted to the General Studies Office one month prior to a scheduled GSC meeting. The following paperwork is required for each new proposal:

1. Course Proposal Cover Form.
2. Criteria Checklist for General Studies area(s) being requested.
3. Description of how the course meets the specific criteria in the area for which the course is being proposed (included on the Course Proposal Cover Form or completed on a separate sheet).
4. Course catalog description.
5. Course syllabus.
6. Table of contents from the textbook used, if available.

Submit the completed paperwork to:

Arizona State University/General Studies
Phyllis Lucie
University Curriculum Support Services
Office of the Executive Vice President and Provost of the University
Undergraduate Academic Services Building, Room 130
Mail Code 3801
480-965-0739
phyllis.lucie@asu.edu

The Course Proposal Cover Forms and Criteria Checklists can be filled out and printed from the General Studies Designation Forms and Checklists page.

The effective dates for approved courses are the first listing of those courses in the spring or fall Schedule of Classes. Therefore, courses approved before May 1 will be effective the following spring semester. Courses approved before Feb. 1 will be effective the following fall semester.
Rebecca J. Donatelle, Oregon State University

ISBN-10: 0321626400
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Published: 01/05/2010
Status: Instock

Suggested retail price: $94.80   Buy from myPearsonStore

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- Previous Edition(s)

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- Basics of Healthy Change
- Social Health
- Managing Your Stress
- Focus On: Your Sleep

Note: Identified chapters are being collapsed into a customized Health Literacy textbook from Pearson Publishing.
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   Alcohol and Tobacco
   Nutrition and
   You anaging Your
   Weight
1. Focus On: Your Body Image
11. Personal Fitness
   cardiovascular Disease and Cancer
   oocus On: Your Risk for
   Diabetes
13. Infectious and Noninfectious Conditions
14. Aging, Death, and Dying
   Environmental Health
   Focus On: Your Spiritual Health
16. Savvy Health Care Consumerism
17. Complementary and Alternative Medicine
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Undergraduate Academic Services Building, Room 130

Mail Code 3801

480.965.0739

phyllis.lucie@asu.edu

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https://provost.asu.edu/generalstudies/gsdasu
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