

Course Prefix/Number/Title: HPER 101 Activity-Running

Number of credits: .5 credits

Course Description:

This is an activity course designed to help participants learn about the benefits of running, explain how running can be a part of a safe and realistic plan, and discuss how to maintain or improve their fitness level by running.

Pre-/Co-requisites: None

Course Objectives:

Students will:

1. Learn the biological, psychological, and social benefits of running.
2. Understand proper running form, stretching, nutrition, and recovery.
3. Complete a 10K run.

Instructor: Lexi R. Kvasnicka-Gates, Ph.D.

Office: Thatcher Hall 2206

Office Hours: Mondays, Wednesdays, and Fridays 9:00-9:50am and 12:00-12:50pm

Phone: 228-5475

Email: lexi.kvasnicka@dakotacollege.edu

Lecture/Lab Schedule:

2:00-2:50pm (1st 8-weeks)

Gym

Textbook: None (supplemental material available via Blackboard).

Course Requirements:

Participation is the major requirement in this course. Students must attend class and participate in the running activity. Students are responsible for signing in each class period. Make up runs will be scheduled throughout the semester. There are a total of 13 running activities in this class. Varsity sports participation does not count as a make-up running activity.

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| A | Completion of 90% running activities (12) |
| B | Completion of 80% running activities (11) |
| C | Completion of 70% running activities (10) |

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| D | Completion of 60% running activities (8) |
| F | Completion of <60% running activities (7 or less) |

Tentative Course Outline:

| Week | Dates | Topic | Distance Monday | Distance Wednesday |
|--------|---------------------|--|---|-------------------------|
| Week 1 | August 27 | Introduction and Baseline 1 Mile Run | | 1 mile |
| Week 2 | September 1 and 3 | Proper Form and Safety During the Run | No Class (Labor Day) Recommend 1 mile | 1.5 miles |
| Week 3 | September 8 and 10 | Running Attire: Footwear and Preventing Chaffing | 1 mile | 3 miles |
| Week 4 | September 15 and 17 | Improving Your Time: Speed Work | 16 x 100 meters | 32 x 100 meters |
| Week 5 | September 22 and 24 | Distance Running: 5K, 10K, 13.1, 26.2 | 2 miles | 4 miles (or 50 minutes) |
| Week 6 | Sept. 29 and Oct. 1 | Hitting the Wall: Motivation | 2.5 miles | 5 miles (or 50 minutes) |
| Week 7 | October 6 and 8 | Fueling: Nutrition Prior, During and After a Run | 2.5 miles | 3 miles |
| Week 8 | October 13 and 15 | 10K Final | No Class (Assessment Day) Recommend 1 mile | 10K |

***In order to receive a grade in the class, students must complete the 10K final run.

Each Monday, class will begin with a short lecture on a specific topic. After the lecture, students should reflect on what they learned during the short run. Each Wednesday will consist of a longer run. Monday runs should be completed at a faster pace than Wednesday runs. Students are encouraged to time these runs. Nike+RunClub is an excellent app that records pace, distance, and splits. Strava is also a great (free) app. Student are highly encouraged to download this app and track their miles (add fellow classmates and the instructor, if desired).

General Education Goals/Objectives:

- Competency/Goal 5: Employs the principles of wellness.
 - Learning Outcome 1: Demonstrates physical wellness

Relationship to Campus Focus:

Campus Focus: Nature, Technology, and Beyond

- Students will experience all that nature has to offer during outdoor runs.
- Students will also become familiar with technological advancements in the field of running (i.e., GPS watches, improved shoes/clothing, fueling).

- Students will understand the biopsychosocial implications of making running part of their everyday lives.

Classroom Policies:

- **Participation.** Students are expected to participate in all class activities, putting forth their best effort. Students are also expected to be respectful of their environment while running (no littering, no running across private property, running no more than 3-wide on the road, etc.).
- **Grades.** Grades in this class are based on participation in the running activities. It is up to the student to sign-in prior to each run.

Student E-mail Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities and Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

DCB faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

AI Student Policy:

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

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| Students | <ul style="list-style-type: none">• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work.• Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment.• In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement. |
| Faculty | <ul style="list-style-type: none">• Determine if the use of generative AI could enhance student learning in any assignment or project.• Clearly indicate in all course syllabi if generative AI is allowable for any academic work.• If allowable, give specific parameters for how and when generative AI may be used.• If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director. |