COURSE OUTLINE
Created: B. Mandell, November 2011

DEPARTMENT: Academic Programs
CURRICULUM: Physical Education
COURSE TITLE: Jogging
COURSE NUMBER: PEC 145
TYPE OF COURSE: Academic Transfer
Special Requirement Met: None
AREA(S) OF KNOWLEDGE: Elective
COURSE LENGTH: 1 quarter
CREDIT HOURS: 2
LECTURE HOURS: 11
LAB HOURS: 22
CLASS SIZE: 25
PREREQUISITES: None

COURSE DESCRIPTION:

PEC 145 will instruct students on basic cardiovascular conditioning principles through a structured jogging program. Discussion, lecture, and other presentations will center on jogging and running technique, safety, and aerobic training programs. This course is intended for students interested in an activity based class that is held in an outside environment. The course will be open to students of all ability levels.
STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Read and listen actively.
2. Computation – Use mathematical operations.
3. Human Relations – Use social interactive skills to work in groups effectively.
4. Critical Thinking and Problem Solving
5. Personal Responsibility – Be motivated and able to continue learning and adapt to change; Value one’s own skills, abilities, ideas, and art; Take pride in one’s work; Manage personal health and safety.

GENERAL COURSE OBJECTIVES:

At the end of the course, the student will:

1. Be familiar with basic cardiovascular conditioning principles: frequency, intensity, time, and type (the F.I.T.T. principle)
2. Have an understanding of the risks and benefits associated with regular physical activity.
3. Be familiar with proper warm-up and cool-down procedures.
4. Learn various cardiovascular exercises and what muscles they target
5. Understand how to measure their heart rate and use this information when exercising their cardiovascular system.
6. Learn how to tailor a cardiovascular program for their personal goals.
7. Conduct a pre- and post-fitness assessment to assess student progress.
8. Learn to use a training log to measure progress during the course.
9. Demonstrate an increase in cardiovascular conditioning.
10. Develop group interaction skills to help motivate others when training.
11. Be able to identify safety hazards associated with jogging.
TOPICAL OUTLINE:

I. Fitness Assessment
   a. Pre-assessment fitness survey to determine overall cardiovascular conditioning level
   b. Set personal goal for term

II. Jogging Technique and Body Mechanics
   a. Upper body position
   b. Lower body position

III. Cardiovascular Conditioning Principles (F.I.T.T.)
   a. Frequency
   b. Intensity
   c. Type
   d. Time

IV. Preventing Injury
   a. Warm-up
   b. Stretching

V. Heart Rate Monitoring
   a. Taking pulse before, during, and after workouts

VI. Training Log
   a. Use workout card to monitor cardiovascular progress

VII. Muscle Anatomy
   a. Heart
   b. Quadriceps
   c. Hamstrings
   d. Gluteus muscle group
   e. Calf muscles group
   f. Core muscle group
      i. Abdominal muscles
      ii. Erector Spinae

VIII. Cardiovascular Programs
   a. Long/Slow
   b. Tempo
   c. Intervals
   d. Cross-training

IX. Safety

X. Fitness Assessment
   a. Post assessment fitness survey to determine overall cardiovascular conditioning level
   b. Personal goal achieved by end of term

PREPARED BY: B. Mandell
DATE: November 2011
## SLO Included in Course Objective Number

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Included in Course Objective Number</th>
<th>SSCC Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1.1</td>
<td>1,2,3,4</td>
<td>Communication - Read and listen actively</td>
</tr>
<tr>
<td>SLO 1.2</td>
<td></td>
<td>Communication - Speak and write effectively</td>
</tr>
<tr>
<td>SLO 2.1</td>
<td></td>
<td>Computation - Use mathematical operations</td>
</tr>
<tr>
<td>SLO 2.2</td>
<td>5</td>
<td>Computation - Apply quantitative skills</td>
</tr>
<tr>
<td>SLO 2.3</td>
<td></td>
<td>Computation - Identify, interpret, and utilize higher level mathematical and cognitive skills</td>
</tr>
<tr>
<td>SLO 3.1</td>
<td>10</td>
<td>Human Relations - Use social interactive skills to work in groups effectively</td>
</tr>
<tr>
<td>SLO 3.2</td>
<td></td>
<td>Human Relations - Recognize the diversity of cultural influences and values</td>
</tr>
<tr>
<td>SLO 4.1</td>
<td>11</td>
<td>Critical Thinking and Problem Solving -</td>
</tr>
<tr>
<td>SLO 5.1</td>
<td></td>
<td>Technology - Select and use appropriate technological tools</td>
</tr>
<tr>
<td>SLO 6.1</td>
<td>6,7,9</td>
<td>Personal Responsibility - Be motivated and able to continue learning and adapt to change</td>
</tr>
<tr>
<td>SLO 6.2</td>
<td>6,7,9</td>
<td>Personal Responsibility - Value one’s own skills, abilities, ideas and art</td>
</tr>
<tr>
<td>SLO 6.3</td>
<td>7,9</td>
<td>Personal Responsibility - Take pride in one’s work</td>
</tr>
<tr>
<td>SLO 6.4</td>
<td>6,7,8,9</td>
<td>Personal Responsibility - Manage personal health and safety</td>
</tr>
<tr>
<td>SLO 6.5</td>
<td></td>
<td>Personal Responsibility - Be aware of civic and environmental issues</td>
</tr>
<tr>
<td>SLO 7.1</td>
<td></td>
<td>Information Literacy - Access and evaluate information</td>
</tr>
<tr>
<td>SLO 7.2</td>
<td></td>
<td>Information Literacy - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society</td>
</tr>
</tbody>
</table>

**PREPARED BY:** Brian Mandell  
**DATE:** November 2011