

**Grande Prairie Regional College**  
**Department of Physical Education, Athletics and Kinesiology**

**PA. 1980 Resistance Training**

**Instructor: Ali Wilson**

**Term: Fall 2004**

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**Office:** M103

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**Class Schedule:** Mon & Wed 8:30-9:50am

**Credit:** 1.5

Transfers

U of A – PAC 1XX (1.5)

U of C – PEAT 226/JR PEAT (1.5)

U of L – PHAC 2445 (1.5)

**Textbook:** Brooks, Douglas. (2001) Effective Strength Training: Analysis and Techniques for Upper-Body, Lower-Body and Trunk Exercises. Chicago, IL. Human Kinetics

**Method of Instruction:**

- Theoretical and practical exploration of resistance training.
- Skill development and acquisition through active learning and exploration.

**Purpose of the Course:**

- Resistance training is an activity course designed to provide students with an opportunity to examine and develop a foundation of knowledge in resistance training exercises and procedures. Students will:
  - Develop and understand the role of resistance training exercises and programs.
  - Examine and understand the different methods of training and evaluating muscular endurance, strength, and flexibility.
  - Participate in safe daily exercise, which focuses on life long activity.
  - Design a resistance-training program.

**Evaluation:**

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|---|------|
| • Journal/Assignment - Due Oct, 30 & Nov 30                           | 40 % |
| • Quizzes (5 x 3%)  | 15 % |
| • Participation evaluation (5% attendance, 5 % engagement, 5% Safety) | 15 % |
| • Mid-term examination  | 15 % |
| • Final Exam  | 15 % |

**Participation**

- As this course relies on student participation, it is crucial for all students to regularly attend classes. Students missing classes will lose participation points. Students with three absent days or more may be requested to drop PA 1980.
- Students will be evaluated on their participation levels in relation to their attendance and practices of safety. Attendance, engagement and safety will account for 5% each within

this component Engagement points will be accumulated during various activities based on student behaviour and input in activities, discussion and other class related elements.

## Written Pieces of Work & Plagiarism

- The analysis will be evaluated primarily for the actual content presented.
- A well-presented analysis, reinforced with references, which are free of grammatical errors, etc.
- A totally original analysis without copying from any sources; plagiarism = "0"
- The analysis is to be a work that is totally your own, not using the words of anyone else.
- The analysis needs to display the similarities & differences among your and the authors ideals.
- A creative, critical analysis that manifests a fundamental understanding of the reading and its implication to sport administrators.
- Papers and projects must demonstrate college quality writing which means that words are properly spelled; punctuation is appropriate; sentences are complete; verb/subject, pronoun/antecedent agree; and writing is clear and concise. Drafts may be submitted prior to the assignment's due date for guidance and help. Final drafts must be word-processed and proof read and will be assessed for both content and presentation.
- Academic dishonesty includes but is not limited to cheating, fabrication, and plagiarism. Phrases, key words, and direct quotations from any written source must be properly documented with textual references to the source using APA format.

## Exams/Assignments/Quizzes

- Missed assignments without prior authorization or medical note will be levied a 10% penalty each day for a maximum 3 days. After 3 days the assignment will receive a fail grade of 0%
- Missed exams and quizzes will result in a fail grade of 0% unless prior authorization or medical note is presented.

## Grading Scheme:

A+	4.0	90 - 100	<i>Excellent</i>
A	4.0	85 - 89	
A-	3.7	80 - 84	<i>First Class Standing</i>
B+	3.3	76 - 79	
B	3.0	73 - 75	<i>Good</i>
B-	2.7	70 - 72	
C+	2.3	67 - 69	<i>Satisfactory</i>
C	2.0	64 - 66	
C-	1.7	60 - 63	
D+	1.3	55 - 59	<i>Minimal Pass</i>
D	1.0	50 - 54	

F	0.0	0 - 49	Fail
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## Tentative Schedule:

<b>Week</b>	<b>Content</b>	<b>Reading</b>
Sept 3	Student Retreat and Orientation	
Sept 8	Introduction - Resistance Training Misinformation and Myths – Activity 1	
Sept 13	Introduction - The Musculoskeletal System and Force Production	
Sept 15	Introduction - Benefits of Resistance Training - <b>Quiz #1</b>	
Sept 20	Introduction - Resistance Training Guidelines	
Sept 22	Trunk Exercises 1	
Sept 27	Upper-Body Exercises 1	
Sept 29	Lower-Body Exercises 1- <b>Quiz #2</b>	
Oct 4	Trunk Exercises 2	
Oct 6	Upper-Body Exercises 2	
Oct 11	Thanksgiving	
Oct 13	<b>Mid-Term</b>	
Oct 18	Lower Body Exercises 2	
Oct 20	Trunk Exercises 3	
Oct 25	Upper Body Exercises 3- <b>Quiz #3</b>	
Oct 27	Lower Body Exercises 3	
Nov 1	Testing – Activity #2	
Nov 3	Trunk Exercises 4 - <b>Quiz #4</b>	
Nov 8	Upper Body Exercises 4	
Nov 10	Lower Body Exercises 4	
Nov 15	Challenge	
Nov 17	High-Intensity Strength Training Techniques	
Nov 22	High-Intensity Strength Training Techniques - <b>Quiz #5</b>	
Nov 24	High-Intensity Strength Training Techniques	
Nov 29	Review - <b>Journal/Assignment Due</b>	
Dec 1	<b>Final Exam</b>	
Dec 6	Testing	
Dec 8	Testing	

### **Journal/Assignment - Resistance Training Program (40%)**

A Journal will be used to document all activity engaged in during PA 1980. Firstly it will include all exercise and activities performed on a daily basis. Secondly it will be used to develop a Resistance Training Program for a specific athlete of your choice.

### **Log of Daily Exercises must include this format. (10%)**

Date: Eg. Sept 8, 2004

Objective (2): Eg. Core upper-body strength training.

Exercises (2): Exercise #1 - Reg. Free Weight Bench Press – 3 sets X 10 repetitions @ 135lbs

Exercise #2 - Fly Machine – 3 sets X 10 repetitions @ 75 lbs

Exercise #3 - Dumbbell Raises – 3 sets X 10 repetitions @ 20 lbs

Exercise #4 - Seat Rows - 3 sets X 10 repetitions @ 120 lbs

Physical Issues (2): Low energy, explosive, sore, stiff, or injured

Affective Issues (2): Bored, pumped, tired, interested, and disinterested.

Self-Assessment (2): An examination of your objective in relation to your physical and affective issues.

### **Assignment – Resistance Training Program (30%)**

The program outline will be evaluated on your ability to use appropriate weight training principles for a specific athlete. Please include explanations and rationale for what you are doing. Information to be evaluated and should be included in the design of your weight-training program includes but is not limited to:

Assignment – Due Nov 29, 2004

1. Assessment of needs specific to individual. (5)
2. Objectives outlined and explained. (5)
3. Exercises and exercise order (5)
4. Sets, Repetitions and Rest (2)
5. Frequency and Resistance (2)
6. Progression principles (2)
7. Minimum of two training phases (2)
8. Clarity and Organization (1)
9. References (1)
10. Writing Ability (5)

The Journal will be evaluated on:

1. Training Log. You must keep a log of all workouts. Each student will be expected to complete 2, training sessions each week from Sept 8<sup>th</sup> through November 25<sup>th</sup>. It is expected students will research the important aspects of a training log and use the guideline above as a minimum. (8)
2. Self-assessment of your performance within the program. (2)

Note: There is no set guideline for the required length of this assignment. You should include whatever you feel is necessary to accurately report on the planning and implementation of your program. Your submission should also be a reflection of the value this assignment carries within the course evaluation.