**PHYS ED 1-39 Beginning 5K/10K/Half-Marathon Training (0.5 units)**

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| **Instructor:** | Lon Rork<br>http://pe.berkeley.edu/instructors_lon_rork.html |
| **Class Times:** | Monday and Wednesday 8-9am |
| **Location:** | Rec Sports Facility or Clark Kerr Track |
| **Contact:** | Email: lonrork@berkeley.edu |
| **Office:** | RSF 39 or 185 Hearst Memorial Gymnasium |
| **Office Hours:** | Monday 2-3pm RSF 39 |
| **Required Text:** | None |
| **Recommended Text:** | *The Beginning Runner's Handbook* by Ian MacNeill<br>*Galloway's 5K & 10K* by Jeff Galloway<br>*The Runner's Handbook* by Bob Glover and Shelly-lynn F. Glover |

**I. Course Description:** Beginning 5K/10K/Half-Marathon Training is a course designed for individuals who seek to successfully increase their overall cardiovascular fitness through distance running while training for a road race. The course will cover basic principles for developing a progressive training plan, which will include pacing, easy runs, speed/interval training, hill training, and long runs. It will also provide students with an ability to develop an aerobic running program incorporating rest periods, easy runs, long runs, and interval training into their own running program.

**II. Statement of Course Goal and Learning Objectives:** The goal of this course is to introduce the students to the basic concepts of training for 5K, 10K, or half-marathon race.
Objectives: At the conclusion of the course, students shall be able to:

1. Describe and demonstrate the proper heart rate during different types of training.
2. Describe and establish a running program suited to an individual's running goal.
3. Create and establish a running log showing progression in training and performance utilizing different training principles.
4. Demonstrate an increase in overall cardiovascular fitness.
5. Recognize, describe, and utilize proper hydration and nutrition during exercise.

**III. Method of Assessment and Evaluation:** The achievement of course objectives shall be assessed by the following: observation and assessment of the learning objectives described above. Final grades shall be based on the percentage of the overall points accumulated according to the following:

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| Attendance: | 130 points (50%) |
| Effort and Participation: | 50 points (19%) |
| Skill-Level Assessment: | 80 points (31%) |
| Total Points: | 260 points (100%) |

| GRADE (FOR ROSTER) | GRADE POINTS PER UNIT | RECOMMENDED PERCENTAGE BREAKDOWN | DESCRIPTION |
|---|---|---|---|
| A+<br>A<br>A- | 4.0<br>4.0<br>3.7 | 94–100%<br>94–100%<br>90–93% | Excellent: The grade of "A+", when awarded at the instructor's discretion, represents extraordinary achievement, but does not receive grade point credit beyond that received for the grade of A. |
| B+<br>B<br>B- | 3.3<br>3.0<br>2.7 | 86–89%<br>83–85%<br>80–82% | Good |
| C+<br>C<br>C- | 2.3<br>2.0<br>1.7 | 76–79%<br>73–75%<br>70–72% | Fair: Each course in a certificate program must be completed with a grade of C or better, although some programs have higher requirements. |
| D+<br>D<br>D- | 1.3<br>1.0<br>0.7 | 66–69%<br>63–65%<br>60–62% | Barely passed |
| F | 0.0 | < 60% | Failed |
| P | | | Passed at a minimum level of C-minus or 70% |
| NP | | | Not Passed—anything below a C-minus or below 70% |

## IV. Course Requirements

1. Students are expected to show up on time prepared to participate in outside running activities for every class. Wearing appropriate athletic clothing including running shoes is required. Students not prepared for class may be dismissed and will have that class count as an absence. In the case of rain, be appropriately prepared to run outside.
2. Attendance and participation are a large portion of the final grade in the course, and absences and tardies will have a negative effect on the final grade. Each class attended is worth 5 points towards the final grade. It is recommended that students plan ahead and only use absences for minor illnesses or other unexpected events that may occur during the semester.
3. There are no makeups for classes that have already been missed. However, students are allowed to makeup excused absences when they know that they will have a conflict and inform the instructor ahead of time. An example of an excused absence would be an interview for graduate school, university-sponsored event, etc. Students must provide data (e.g., GPS tracking, HR monitoring) about a run they did prior to missing their class in order to not have the class count as an absence. If this is not possible please contact the lecturer for other alternative ways to make up absences.

4. Each student must abide by the university's honor code (see https://teaching.berkeley.edu/berkeley-honor-code):

***"As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others."***

   Violation of the Honor Code shall result in a grade of an "F" for the course.
5. Have a great time in our class. Not only will you learn about and improve your skills and fitness, but it is also a great chance to get some exercise and make new friends. It might even be the highlight of your semester.

**V. Official Policies of the University of California at Berkeley**

All students must abide by the *Berkeley Campus Code of Student Conduct* *https://sa.berkeley.edu/code-of-conduct*.

**Statement of Accommodation.** The University of California at Berkeley provides reasonable accommodations to students with disabilities through the Disabled Students' Program (https://dsp.berkeley.edu). For more information regarding these services, please contact the staff in the Disabled Students' Program via telephone at 510.642.0518, visit in person at 260 Cesar Chavez Student Center, or email at dsp@berkeley.edu.

**Accommodation of Religious Creed.** The University of California at Berkeley is compliant with Education code, Section 92640(a) and permits any student to undergo a test or examination, without penalty, at a time when that activity would not violate the student's religious creed, unless administering the examination at an alternative time would impose an undue hardship which could not reasonably have been avoided (see https://sa.berkeley.edu/uga/religion for detailed information).

**Academic Integrity.** "You are a member of an academic community at one of the world's leading research universities. Universities like Berkeley create knowledge that has a lasting impact in the world of ideas and on the lives of others; such knowledge can come from an undergraduate paper as well as the lab of an internationally known professor. One of the most important values of an academic community is the balance between the free flow of ideas and the respect for the intellectual property of others. Researchers don't use one another's research without permission; scholars and students always use proper citations in papers; professors may not circulate or publish student papers without the writer's permission; and students may not circulate or post materials (handouts, exams, syllabi--any class materials) from their classes without the written permission of the instructor.

**Scheduling Conflicts.** Please notify the instructor in writing by the second week of the term about any known or potential extracurricular conflicts (such as religious observances, graduate or medical school

interviews, or team activities). The instructor shall try his or her best to help you with making accommodations, but cannot promise them in all cases. In the event there is no mutually workable solution, you may be dropped from the course. (For more information, see the *Guidelines Concerning Scheduling Conflicts with Academic Requirements* https://academic-senate.berkeley.edu/sites/default/files/guide-acad-sched-conflicts-final-2014.pdf).

**VI. Safety and Emergency Preparedness.**

The University of California at Berkeley has numerous contacts for emergency situations. In the event of an emergency, the following information may be helpful (See http://emergency.berkeley.edu/contacts.shtml).

- Emergency Contacts http://emergency.berkeley.edu/contacts.shtml
- WarnMe/Nixle emergency alerts https://warnme.berkeley.edu
- Campus Emergency Management Areas http://emergency.berkeley.edu/emerg-mgmnt-areas.shtml
- Campus Map http://emergency.berkeley.edu/lib/img/campusmap.pdf
- Safe and Well by the American Red Cross https://safeandwell.communityos.org/cms/

**Tentative Course Schedule**

The first 5 minutes of class generally will be dedicated to a proper warm-up, and the final 5 minutes will be dedicated to a proper cool-down, including stretching.

Mondays: 2- to 5-Mile group run (individual distances designed to meet individual fitness levels and goals)
Wednesdays: Speed or hill training run

August

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| 28 | Course Introduction, no physical activity, shoe and clothing check |

September

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| 2 | Holiday – no class |
| 4 | Cooper 12 minute run test/Goal setting for semester |
| 9 | Group run 2-5 miles and heart rate training zones |
| 11 | Introduction to interval training - fartlek |
| 16/18 | Group Run/Fartlek Run/400 repeats |
| 23/25 | Group Run/400 or 800 repeats |
| 30 | Group Run 2-5 miles |

October

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| 2 | 400 or 800 repeats |
| 7/9 | Group Run/Hill repeats/Fartlek/400's |
| 14/16 | Group Run/Hill repeats/Fartlek/400's |
| 21/23 | Group Run/Interval training |
| 28/30 | Group Run/Interval training |

November

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| 4/6 | Group Run/Interval training |
| 11 | Holiday - no class |
| 13 | Short tapering run if running in Berkeley 5K/10K/HM or Interval training if running final race at a later date |
| 18 | Group run/recovery run for individuals that ran the previous day |
| 20 | Group run or interval training |
| 25 | Group Turkey Trot |

December

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| 2/4 | Group run and final Cooper 12 minute run test |
| 9/11 | Reading, Review, and Recitation (RRR) Week; no class required |

**PHYS ED 1 Beginning 5K/10K/Half-Marathon Training**

*Course Goal, Learning Objectives, and Assessments*

**Statement of Course Goal and Learning Objectives:** The goal of this course is to introduce the students to the basic concepts of training for 5K, 10K, or half-marathon race.

Objectives: At the conclusion of the course, students shall be able to:

1. Describe and demonstrate the proper heart rate during different types of training.
2. Describe and establish a running program suited to an individual's running goal.
3. Create and establish a running log showing progression in training and performance utilizing different training principles.
4. Demonstrate an increase in overall cardiovascular fitness.
5. Recognize, describe, and utilize proper hydration and nutrition during exercise.

| Overall Objectives (Outcomes) | Specific Objectives | Assessments |
|---|---|---|
| 1. Describe and demonstrate the proper heart rate during different types of training. | Section 1<br>• Determine heart rate zone for cardiorespiratory endurance development.<br>• Define aerobic and anaerobic training methods and heart zone differences. | Activity 1.1: Take your pulse and determine resting heart rate.<br><br>Activity 1.2: Calculate target heart rate zone for daily runs.<br><br>Activity 1.3 Calculate target heart rate zone for speed/interval training. |
| 2. Describe and establish a running program suited to an individual's running goal. | Section 2<br>• Describe running plan to train for 5K/10K/Half Marathon.<br>• Design personal training plan (N.B., factors included in a training plan include: distance, time, HR, weather, and feeling before/after).<br>• Create running log.<br>• Define proper training progression, i.e., 10% rule.<br>• Define proper weekly training with 80/20 rule. | Activity 2.1 Describe your running program that you will use for a your training plan.<br><br>Activity 2.2 Establish training plan for the semester.<br><br>Activity 2.3 Create a personal running/training log for the semester.<br><br>Activity 2.4 Fill out running/training log with workouts completed during the semester. |
| 3. Create and establish a running log showing progression in training and performance utilizing different training principles | Section 3<br>• Apply principles for a scientific running plan to train for 5K.10K/Half-Marathon.<br>• Design personal training | Activity 3.1 Design training plan for the semester.<br><br>Activity 3.2 Create a personal running/training log for the semester. |

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| | plan<br>• Record running information in persona running log. | Activity 3.2 Complete running/ training log with workouts finished during the semester. |
| 4. Demonstrate an increase in overall cardiovascular fitness. | Section 4<br>• Explain the Cooper 12 Minute Test to determine personal baseline cardiovascular endurance<br>• Perform Cooper 12 Minute Test | Activity 4.1 Assess your Cardiovascular Endurance (CRE) at the beginning of the semester with Cooper 12 Minute Test<br><br>Activity 4.2 Reassess your Cardiovascular Endurance (CRE) at the end of the semester with Cooper 12 Minute Test |
| 5. Recognize, describe, and utilize proper hydration and nutrition during exercise. | Section 5<br>• Discuss proper hydration and nutrition prior to exercise<br>• Implement proper hydration and nutritional needs during exercise | Activity 5.1 List recent food and beverages consumed prior, during, and post exercise in log |