



PHYS ED 0-30/31 Beginning Resistance Training (0.5 unit)

Instructor: James Barber M.S., C.S.C.S.
Website: http://pe.berkeley.edu/instructors_james_barber.html
Class Times: Monday and Wednesday, 10-11am (0-30) 11am-12pm (0-31)
Location: 125E Recreational Sports Facility
Contact: Email: jamesbarber@berkeley.edu
Office: RSF 39
Office Hours: Wednesday 12:00-12:45pm
Required Text: None
Supplemental Texts (Recommended):
Strength Training Anatomy, Frederic Delavier
Starting Strength, Mark Rippetoe
Other relevant material provided on the bCourse site

I. Course Description: This class will provide instruction on the safe and appropriate use of weight training equipment, including machines and free weights, and the design of different weight training routines. Students will be introduced to the concepts of correct body position, concentric and eccentric contraction, complete range of motion of each joint, and basic muscle and skeletal anatomy.

II. Statement of Course Goal and Learning Objectives: The primary goal of this introductory course is to provide students with instruction on the proper mechanics of resistance training exercises and to orient themselves on basic concepts how to improve strength. This course is designed for students who seek to improve their muscular strength and endurance through direct, progressive, hands on practice of resistance training exercises each class. Knowledge of basic anatomy, exercise technique, weight training theory, and development of introductory personalized weight training programs will be discussed.

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

1. Demonstrate an understanding of correct biomechanical principles when performing various exercises and the muscle groups associated with those exercises.
2. Use and implement safety practices associated with weight training.
3. Improve overall muscular strength and endurance.
4. Demonstrate proficiency and proper technique when performing various progressive strength training exercises as well as utilizing various strength training equipment.
5. Track progress and set realistic performance-based goals.
6. Develop a weight training program with knowledge of basic training considerations involving load, repetitions, sets, regimens, training frequency, and rest/recovery intervals.

III. Method of Assessment and Evaluation: The achievement of course objectives will be assessed by the following: regular attendance, participation and effort during each class session (objectives 1-4), performance and technique evaluations (objectives 1, 3, 4, and 5), an exercise demonstration practical (objectives 1, 2, and 4), and written assignments in personal logbooks (objectives 5 and 6). Final grades on all work will be weighed on the percentages of the following:

Attendance ***	(50 points)	50%
Active Participation and Effort	(20 points)	20%
Assessments/Performance Progress/Logbook	(30 points)	30%
Total:	(100 points)	100%

*****Attendance Policy**

All students start the semester with **50 participation points**. Each missed or unexcused class results in a **7- point deduction** in attendance points. Excused absences must be supported by an emergency note written note from medical professional or party involved and the instructor must be notified on the same day.

*****Make Up Policy**

There are no make ups from 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. Make up opportunities can be joining another PH class in weight training or circuit training (prior approval needed).

GRADE (FOR ROSTER)	GRADE POINTS PER UNIT	RECOMMENDED PERCENTAGE BREAKDOWN	DESCRIPTION
A+	4.0	94–100%	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.
A	4.0	94–100%	
A-	3.7	90–93%	
B+	3.3	86–89%	Good
B	3.0	83–85%	
B-	2.7	80–82%	
C+	2.3	76–79%	Fair: Each course in a certificate program must be completed with a grade of C or better, although some programs have higher requirements.
C	2.0	73–75%	
C-	1.7	70–72%	
D+	1.3	66–69%	Barely passed
D	1.0	63–65%	
D-	0.7	60–62%	
F	0.0	< 60%	Failed

IV. Course Requirements

1. Always have your student ID card for access into RSF. You will not be allowed in without your card.
2. Students should bring a journal, training log, or notebook with enough paper to log a semester's worth of training to every class. Notes on concepts or technical cues that need extra study should be taken. This logbook will be checked regularly and will count as a portion of your final grade.
3. Students should be dressed in athletic/fitness attire each class. Please wear attire that adheres to the RSF guidelines (no flip flops or open toes shoes, t-shirt, shorts or sweats). Students who do not come dressed appropriately may be dismissed and attendance and participation grades will be affected.
4. Be prompt and on time and ready to exercise at the start of class time. At the beginning of the semester, professor Barber will demonstrate sample warm-up routines that should be done prior to each class if possible. It is advised that students come to class already having done a basic cardiovascular warm-up.
5. Attendance and participation are a large portion of the final grade in the course and regular absences and tardiness will have a significantly negative effect on the final grade.
6. Regularly check the bCourse site for online supplementary study and practice materials.
7. Make sure that you regularly check and adjust if you are taking this course for a letter grade, P/NP, S/US etc. before the due date.
8. Turn off your cell phone before coming to class.
9. 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.”

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/Nixie emergency alerts <https://warnme.berkeley.edu>
- Campus Emergency Management Areas <http://emergency.berkeley.edu/emerg-mgmt-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/>

Course Schedule Fall 2019 (Subject to Change)

Week	Class Topic/Training
August 28	Course Overview & Syllabus
Sep 4	Introduction to Ground Based Body Weight Movements (Squat, Push, Pull)
September 9 & 11	Introduction to Ground Based Body Weight Movements (Squat, Push, Pull)
September 16 & 18	Review Ground Based Body Weight Movements, Introduce Hinging Patterns (Romanian Deadlift/Deadlift)
September 23 & 25	Review Hinging Patterns, Introduce Core and Rotary Movements Resistance Training Program
September 30 & October 2	Resistance Training Program (<i>First Performance Assessment</i>)
October 7 & 9	Resistance Training Program
October 14 & 16	Resistance Training Program
October 21 & 23	Resistance Training Program
October 28 & 30	Resistance Training Program
November 4 & 6	Resistance Training Program
November 13	Resistance Training Program (<i>Exercise Demonstration Practicals</i>)
November 18 & 20	Resistance Training Program (<i>Exercise Demonstration Practicals</i>)
November 25	Resistance Training Program (Exercise Demonstration Practicals)
December 2 & 4	Resistance Training Program (<i>Final Performance Assessments</i>)
December 9 & 11	RRR Week (<i>Final Performance Assessments</i>)

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Course Goal, Learning Objectives, and Assessments

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

Overall Objectives (Outcomes)	Specific Objectives	Assessments
<p>1. Demonstrate an understanding of correct biomechanical principles when performing various exercises and the muscle groups associated with those exercises.</p>	<ul style="list-style-type: none"> • Properly identify points of performance on the introductory ground based lifts (goblet squat, back squat, front squat, staggered stance deadlift, deadlift, dumbbell and barbell bench press, push-ups, overhead press, pull-ups, rows, pulldowns). • Identify and locate the main muscle groups associated with the exercises listed above. 	<ul style="list-style-type: none"> • Group Muscle Quiz Assignments: Students will take monthly ungraded group/pop quizzes which ask students where certain muscles are located. • Daily Active Participation Points: Each class, students can earn up to 5 points showing effort in practicing coaching others through the movements. • Lab Practical/Exercise Demonstration (30% of final grade): assesses retention on muscle groups and proper mechanical points of performance on exercises.
<p>2. Use and implement safety practices associated with weight training.</p>	<ul style="list-style-type: none"> • Demonstrate correct spotting practice for each of the dumbbell and barbell exercises or machines. • Learn how to appropriately modify exercises for those with physical limitations or injuries. 	<ul style="list-style-type: none"> • Weight Training Safety Practices Quiz: Taken on bCourses. • Lab Practical/Exercise Demonstration (30% of final grade): assesses proficiency in safety practices of certain exercises and their modifications.
<p>3. Improve overall muscular strength and endurance.</p>	<ul style="list-style-type: none"> • Demonstrate improvement in repetitions made, weight lifted, and technical proficiency in at least 2 of the ground based lifts. 	<ul style="list-style-type: none"> • Performance Assessments: Students will be assessed twice throughout the semester on 2 of the main lifts. Grading will be based qualitatively on technical improvements and load lifted.

<p>4. Demonstrate proficiency and proper technique when performing various strength training exercises as well as utilizing various strength training equipment.</p>	<ul style="list-style-type: none"> • Perform the correct mechanics of all exercises demonstrated in class. • Be able to describe verbally and in writing the common movement faults in each exercise and how to correct them. • Visually identify common movement faults of each of the movements when viewing others lift. 	<ul style="list-style-type: none"> • Lab Practical/Exercise Demonstration (30% of final grade): Students will randomly choose an exercise and muscle group and have to come demonstrate/teach the movement as if they were the instructor. Students will be graded on their execution of the correct technique and also identifying which muscles are involved and if there are any modifications that need to be made.
<p>5. Track progress and set realistic performance-based goals.</p>	<ul style="list-style-type: none"> • Learn how to set realistic goals and to regularly track progress. 	<ul style="list-style-type: none"> • Goal Setting Assignment: Students will work with the instructor to establish a training plan for the semester and create a sound 2xweek program. This will be assessed and reviewed periodically as participation. • Personal Weight Training Logbook: Daily workouts, training notes, and results will be recorded throughout semester. Students will track progressive linear increases each week on the main lifts. This logbook will be checked each month and it's completeness will be a portion of the 30% of assessment grade.
<p>6. Develop a weight training program with knowledge of basic training considerations involving load, repetitions, sets, regimens, training frequency, and rest/recovery intervals.</p>	<ul style="list-style-type: none"> • Understand the basic training adaptations to different strength training stimuli of rest, sets, load, and frequency. 	<ul style="list-style-type: none"> • Training Considerations Quiz: Taken on bCourses • Sample Training Plan Assignment: Students will either create their own sample program or one for their peers after an established training goal is set. This will be reviewed in their logbook throughout the semester.

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Barber