**AUBURN UNIVERISTY**

**SYLLABUS**

# Course Details:

Course Number: PHED 1000: D11

Course Title: **Active Auburn**

Term: **Fall 2025**

Day/Time: Online

Credit Hours: 2 credit hours

Prerequisites: None

# Contact Information:

Instructor: Elsa Brillinger

Office Address: 301 Wire Road, Kinesiology Research Facility

Contact Information: elb0112@auburn.edu

Office Hours: By Appointment

**Active Auburn Coordinator** (secondary contact): Robin Thornburg-Brock, M.Ed. ([thornr1@auburn.edu](mailto:thornr1@auburn.edu))

# Texts or Major Resources:

The major resources for this course are the **e-book** and a **movement tracker which is capable of tracking steps.**

This course will use the bookstore’s all-access program, which converts previously physical course materials into digital content. This material is ready and waiting for you on the first day of class and is free until the add/drop day (for the fall and spring semesters, that’s two weeks free). The major resource for this course is this **e-book** accessed through this program**.**

The cost of all-access materials has been negotiated to offer you the best price available. The all-access program also eliminates the stress of finding the exact course materials for your class and the strain of carrying bulky, physical textbooks, all while saving you money. It’s all of the text without the book.

For more information on the bookstore’s all-access program please click the link below or scan the QR code.

* [http://aub.ie/allaccess](https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Faub.ie%2Fallaccess&data=05%7C02%7Cthornr1%40auburn.edu%7C470049b8d4b545d4d35808dc7370a877%7Cccb6deedbd294b388979d72780f62d3b%7C0%7C0%7C638512174983310840%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=H6P7zn2wI1L%2F533FiKbGzzadadJGKOK0mfUGURPSN04%3D&reserved=0)
* ![Two navy blue QR codes with a white background. Once scanned, these QR codes link to information about the bookstore's all-access program.
  ]()

**ALL-ACCESS TIPS:**

* **DO NOT BUY OR ORDER A TEXTBOOK FOR THIS CLASS**. It will be provided to you in Canvas.
* For the first week of class, everyone gets this content for free.  All students in this course start as opted in to pay for the content for the course.
* The discounted price you will be billed is **$40.95** for the e-book by the AU Bookstore. If you are still opted in on **September 1st, 2025**, a charge will be made to your AU e-bill and will appear as "Bookstore Charges" on the next e-bill issued. You’ll get a reminder email regarding the deadline.
* No charge will be made to your account if you drop the class on or before **September 1st, 2025**.
* **Please note if you “opt out” of eBook charges, you will not have access to the materials you need to complete the course.**

# Course Description

Throughout this course, students will learn basic concepts associated with the development and maintenance of physical activity, as well as be exposed to the different fitness opportunities offered in the local area while engaging in health-promoting and wellness activities.

Active Auburn is a course designed to allow students to participate in physical activity of their choice at a time and location that best fits their schedule, together with reflecting on those features and either facilitate or inhibit the achievement of the US national physical activity guidelines.

# Course Objectives:

Upon completion of the course objectives, the student will be able to:

A. Define exercise terms.

B. Identify public health benefits of engaging in regular physical activity.

C. Exhibit understanding of the FITT principles.

D. Exhibit knowledge of behavioral strategies to change behavior and health.

E. Exhibit knowledge of techniques to enhance motivation (i.e., goal setting).

F. Exhibit knowledge of preparing and recovering from exercise.

G. Identify physical activity and wellness opportunities in and around Auburn's campus.

H. Report future interests and goals for physical activity engagement.

# Course Content: (assignment due dates/exams are in bold and highlighted)

**\**grading rubrics for the Physical Activity Report and Reflection assignments can be found at the end of this document\****

**Week 1:** **(8/18/25-8/23/25)** CLASSES BEGIN **8/18/25**

**Syllabus Quiz Due (on Canvas) – 8/23/25 by 8:00pm**

**\*Practice Physical Activity Profile\* - 8/23/25-8/25/25 by 8:00pm**

**Week 2:** **(8/24/25-8/30/25)**

**Canvas Module #1: Exercise Vocabulary –** **8/30/25 by 8:00pm**

**My physical activity profile – 8/30/25-9/2/25 by 8:00pm**

**Week 3:** **(8/31/25-9/6/25)**

**Canvas Module #2: Health Benefits – 9/6/25 by 8:00pm**

* ***Labor Day Holiday: 9/1/25***
* **Last day to withdraw from course with no grade assigned – 9/1/25**

**Week 4:** **(9/7/25-9/13/25)**

**Physical Activity Report and Reflection #1 – 9/13/25-9/15/25by 8:00pm**

**Week 5:** **(9/14/25-9/20/25)**

**Canvas Module #3 – FITT Principles – 9/20/25 by 8:00pm**

**Week 6:** **(9/21/25-9/27/25)**

**Canvas Module #4 – Preparing and Recovering from Exercise – 9/27/25by 8pm**

**Week 7:** **(9/28/25-10/4/25)**

**Physical Activity Report and Reflection #2 – 10/4/25-10/6/25 by 8:00pm**

**Week 8:** **(10/5/25-10/11/25)**

**Canvas Module #5 – Active for Live – 10/11/25 by 8:00pm**

* ***MID-TERM GRADES DUE: 10/7/25***
* ***FALL BREAK: 10/9/25 & 10/10/25***

**Week 9:** **(10/12/25-10/18/25)**

**Canvas Module #6 – Overcoming barriers to exercise – 10/18/25 by 8pm**

**\* *Last day to drop a course with no grade assignment; “W” assigned: 10/17/25***

**Week 10:** **(10/19/25-10/25/25)**

**Physical Activity Report and Reflection #3 – 10/25/25-10/27/25 by 8:00pm**

**Week 11: (10/26/25-11/1/25)**

**Canvas Module #7 – Places, Spaces and Opportunities**

**Graded Survey – 11/1/25 by 8:00pm**

**Week 12: (11/2/25-11/8/25)**

**Physical Activity Report and Reflection #4 – 11/8/25-11/10/25 by 8:00pm**

**\* *Final Exam Course Survey opens: 11/3/25***

**Week 13: (11/9/25-11/15/25)**

**Canvas Module #8 – Maintaining an Active and Healthy Lifestyle –**

**11/15/25by 8:00pm**

**Week 14: (11/16/25-11/22/25)**

**Physical Activity Report and Reflection #5 – 11/22/25-11/24/25 by 8:00pm**

**Week 15: (11/23/25-11/29/25)**

*\** ***THANKSGIVING BREAK***

**Week 16: (11/30/25-12/6/25)**

**Physical Activity Report and Reflection #6 – 12/6/25-12/8/25 by 8:00pm**

**\*BONUS\* Final Exam Course Survey (NOT AU Evaluate) – 12/6/25 by 8:00pm**

* ***CLASSES END: 12/5/25***

Course Requirements / Evaluation:

**Item Percentage**

- Syllabus Quiz/8 Canvas Modules 40%

- 7 Physical activity records and reports 60%

- **Total 100%**

*\*\*Extra Credit – Available through* ***College of Education*** *SONA (see below for details)*

**Grading Scale**:

A = 100 – 90%

B = 89 – 80%

C = 79 – 70%

D = 69 – 60%

F = Below 60%

*\* Grades ending in .45 and above will be rounded up \**

Syllabus Quiz

Open on Canvas from the first day of classes; due by **8:00pm on 8/23/25.** Review the Course Syllabus on Canvas and then complete the Syllabus Quiz.

Canvas Module Assessments

Conducted online using Canvas. See schedule of Course Content for due dates. Quiz questions are randomly generated from the e-book. Students are only allowed to take these assessments once. They are not timed. *\*The module 7 assessment will be a graded survey.\** **All Canvas assessments/quizzes are due by 8:00 pm on the Saturday to which they are assigned.**

## Final Exam/Course Survey

The final exam will consist of a course survey on Canvas. (NOT AU-Evaluate) Submit by due date. If completed, students will receive one bonus point added to their final course average at the end of the semester.

## \*\*College of Education SONA EXTRA CREDIT OPPORTUNITY

Your class has the opportunity to participate in the online research participation system, College of Education SONA. You will receive an email from SONA that enables you to sign up for research solicitations**. If you do not receive this email by the third week of classes, please contact** [**SONA**](mailto:sona@auburn.edu) **at the following email** [**sona@auburn.edu**](mailto:sona@auburn.edu). If you are under 19 years of age you must get your parents’ consent to participate in each study. Forms are available online. It is your job to make sure that your earned extra credit goes to the correct course. You can modify this in your student SONA account. If you sign up for a study that has appointments, you are expected to attend. If you need to cancel, follow the directions for cancelling an appointment for that study. Please pay attention to cancellation deadlines for that study. If you fail to do so you will be marked as a “no-show” in SONA. Two “no-show” designations will result in you being locked out of SONA for the semester and you will not be able to receive extra credit through research participation for that semester.

Your instructor is not affiliated with SONA, so participation or non-participation will not influence your status in this course, other than the extra credit points you can earn. SONA will report the number of credits you have earned to the instructor of the course you select when registering for research solicitations.

There are several SONA systems on campus. To receive credit in this course you must participate in the **College of Education SONA**.

The School of Kinesiology or your instructor is not responsible for the availability or lack of availability of SONA extra credit.

½ points will not be credited to final grade

1 30-minute session = 1 credit

2 credits = 1 point added to final grade

4 credits = 2 points added to final grade

6 credits = 3 points added to final grade

8 credits = 4 points added to final grade

10 credits = 5 points added to final grade (maximum allowed)

7. Course Policy Statements:

\*No daily attendance policy will be in effect for this course, however please note all other policies in sections 8, 9, and 10 of this document.

## A. Attendance:

Physical Activity and Wellness Program Attendance Policy

The material and experiences in this class are important and if you are not in class, you cannot take an active role as a student. Class attendance and appropriate participation is paramount to your success as a student. Participation is defined as, but not limited to, “fully engaging in the course content and activities at a level that is deemed appropriate by the instructor.” Once a student has accrued five unexcused absences he/she will not be permitted to take the final examination and will receive a grade of FA (as stipulated by the Physical Activity and Wellness Program guidelines). Moreover, students who accrue eight (8) absences (excused, unexcused and/or combination of each type) will receive a grade of FA.

## B. Excused Absences:

Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Appropriate documentation for all excused absences is required. Please refer to the [Auburn University Student Policy eHandbook](http://www.auburn.edu/studentpolicies) [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences.

## C. Make-Up Policy:

Arrangement to make up missed examinations due to properly authorized excused absences must be initiated by the student **within one week from the end of the period of the excused absences**. The format of the make-up exam will be as specified by the instructor. If the student fails to follow these instructions the excused absence in question will be calculated as an unexcused absence.

Course Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum will be made to your syllabus and/or course assignments will replace the original material.

Inclement Weather: In case of inclement weather, check your Auburn email account for alternative class location and/or assignments.

# D. Academic Honesty Policy:

All portions of the Auburn University student academic honesty code (Title XII) found in the Auburn University Student Policy eHandbook www.auburn.edu/studentpolicies will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

# Disability Accommodations:

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Please note that accommodations are not retroactive**. Accommodations begin after: (1) a meeting with the Office of Accessibility to determine appropriate accommodations; and (2) a meeting with the Instructor arranged by the student.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

1. **Instructional Contingency Plan**

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as a COVID-19 outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials. If the method of delivery should need to be changed throughout the course of the semester, please look to your Canvas page for announcements.

## **8. Bias:**

Auburn University values freedom of expression and the open exchange of ideas. While openness protects the expression of controversial ideas, there are times when actions or expression can negatively affect individuals or groups. A bias-related incident involves conduct (acts, behaviors, or communications) against a person, motivated by the offender’s biases regarding age, disability, ethnicity, gender, gender identity/expression, nation origin/nationality, race, religion, sex, sexual orientation, veteran status or other identity. These acts, behaviors, conduct or communications may produce an unwelcoming environment. A bias incident may involve behavior which does not rise to the level of a violation of Auburn University policy, including legally protected free speech.

The Bias Education and Response Team (BERT) consists of a cross-disciplinary group of staff and faculty who will ensure that students, faculty, and staff have the means to report bias incidents. This group of professionals share information about incidents reported to the BERT, and advocate for prevention and awareness programs. BERT members will also connect those impacted by bias-related incidents with immediate and ongoing support resources. Students can report a bias incident at [https://studentaffairs.auburn.edu/bert/](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fstudentaffairs.auburn.edu%2Fbert%2F&data=05%7C01%7Cthornr1%40auburn.edu%7Cb042414f061244c3d6d108db982b4727%7Cccb6deedbd294b388979d72780f62d3b%7C1%7C0%7C638271083862327283%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Iyz4qcoyUF125d9B67fiTy2y2vuB%2FtqIOltBH2STzQg%3D&reserved=0).

**Physical Activity Report and Reflection Rubrics**

**#1**

|  |  |  |
| --- | --- | --- |
| What was your activity goal from your last report, and did you reach it? [1 point] | | |
| 0  No answer is provided | 1  Lists the goal and a comment with respect to meeting it. | |
| What was the major factor in helping you reach (or not) the weekly activity target?  [1 point] | | |
| 0  No answer is provided | | 1  Response includes a specific behavioral action. |

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| --- | --- | --- |
| What is your activity goal for the next week, and why? [2 points] | | |
| 0   * No response is provided.   *or*   * Response is not specific to any of the elements (moderate, vigorous, strength, sedentary)   e.g.  Go to the gym more.  Get up earlier. | 1   * Goal is listed, but no reason given.   e.g.  Get at least 15,000 steps each day.  Play beach volleyball on the weekend.  Do 50 curl-ups each morning. | 2   * Both goal and reason are given   e.g.  Set the sitting reminder on my smart watch for 30 minutes to remind me to do 5 minutes of activity.  Play beach volleyball for an hour on the weekend to include some jumping activity.  Increase the time on the treadmill from 10-15 minutes to increase my moderate activity time. |

#2

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| --- | --- | --- | --- | --- |
| How *frequently* did you exercise during the past two weeks? (1 pt) | | | | |
| 0  No answer is provided | | 1  Response includes the number of days. | | |
| List the days and activities in which you exercised at least 10-15 minutes long (1 pt) | | | | |
| 0  No answer is provided | | 1  Response includes both days **and** activities. | | |
| What was your activity goal from your last report, and did you reach it?  [1 point] | | | | |
| 0  No answer is provided | | 1  Lists the goal and a comment with respect to meeting it. | | |
| What was the major factor in helping you reach (or not) the weekly activity target?  [1 point] | | | | |
| 0  No answer is provided | | 1  Response includes a specific behavioral action. | | |
| What is your activity goal for the next week, and why? [2 points] | | | |
| 0   * No response is provided.   *or*   * Response is not specific to any of the elements (moderate, vigorous, strength, sedentary)   e.g.  Go to the gym more.  Get up earlier. | 1   * Goal is listed, but no reason given.   e.g.  Get at least 15,000 steps each day.  Play beach volleyball on the weekend.  Do 50 curl-ups each morning. | | 2   * Both goal and reason are given   e.g.  Set the sitting reminder on my smart watch for 30 minutes to remind me to do 5 minutes of activity.  Play beach volleyball for an hour on the weekend to include some jumping activity.  Increase the time on the treadmill from 10-15 minutes to increase my moderate activity time. |

#3

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| --- | --- |
| What was your activity goal from your last report, and did you reach it? [1 point] | |
| 0  No answer is provided | 1  Lists the goal and a comment with respect to meeting it. |

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| What was the major factor in helping you reach (or not) this goal? [1 point] | |
| 0  No answer is provided | 1  Response includes a specific behavioral action |

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| --- | --- | --- |
| What *other* barriers (list 2) did you overcome/not to get your score? [2 points]   * + motivational, social, environmental, physical   + can be related to any of 2-4 from above list. | | |
| 0   * No response is provided.   *or*   * Scorer could not discriminate if the action was positive or negative.   e.g.  Birthday party | 1   * Only one case is listed.   *or*   * Actions are listed but outcomes are not clearly identified.   e.g.  Arranged to meet my friend after class and got off the bus 2 stops before the one right at our apartment. *(only one case)*  or ..  Went to the gym two days to workout. *(does not provide a detailed outcome)* | 2   * In both cases, the response specifically identifies actions. * In both cases, the response specifically identifies the outcomes of those actions.   e.g.  Set my alarm for 7.00 and walked 15 mins each way to get a takeout coffee.  and..  Put my bookbag on my bed to remind me to do 15 minutes of yoga before I got into bed. |

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| --- | --- | --- |
| What is your activity goal for the next week, and why? [2 points] | | |
| 0   * No response is provided.   *or*   * Response is not specific to any of the elements (moderate, vigorous, strength, sedentary)   e.g.  Go to the gym more.  Get up earlier. | 1   * Goal is listed, but no reason given.   e.g.  Get at least 15,000 steps each day.  Play beach volleyball on the weekend.  Do 50 curl-ups each morning. | 2   * Both goal and reason are given   e.g.  Set the sitting reminder on my smart watch for 30 minutes to remind me to do 5 minutes of activity.  Play beach volleyball for an hour on the weekend to include some jumping activity.  Increase the time on the treadmill from 10-15 minutes to increase my moderate activity time. |

#4

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| --- | --- |
| Provide a brief comment on (i) the physical activity your participated in at this setting and (ii) how it contributed to your weekly goals (1 pt) | |
| 0  No answer is provided | 1  Response includes a comment about the activity and the weekly goals. |

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| What was your activity goal from your last report, and did you reach it?  [1 point] | |
| 0  No answer is provided | 1  Lists the goal and a comment with respect to meeting it. |

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| What was the major factor in helping you reach (or not) this goal? [1 point] | |
| 0  No answer is provided | 1  Response includes a specific behavioral action |

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| --- | --- | --- |
| What *other* barriers (list 2) did you overcome/not to get your score? [2 points]   * + motivational, social, environmental, physical   + can be related to any of 2-4 from above list. | | |
| 0   * No response is provided.   *or*   * Scorer could not discriminate if the action was positive or negative.   e.g.  Birthday party | 1   * Only one case is listed.   *or*   * Actions are listed but outcomes are not clearly identified.   e.g.  Arranged to meet my friend after class and got off the bus 2 stops before the one right at our apartment. *(only one case)*  or ..  Went to the gym two days to workout. *(does not provide a detailed outcome)* | 2   * In both cases, the response specifically identifies actions. * In both cases, the response specifically identifies the outcomes of those actions.   e.g.  Set my alarm for 7.00 and walked 15 mins each way to get a takeout coffee.  and..  Put my bookbag on my bed to remind me to do 15 minutes of yoga before I got into bed. |

|  |  |  |
| --- | --- | --- |
| What is your activity goal for the next week, and why? [2 points] | | |
| 0   * No response is provided.   *or*   * Response is not specific to any of the elements (moderate, vigorous, strength, sedentary)   e.g.  Go to the gym more.  Get up earlier. | 1   * Goal is listed, but no reason given.   e.g.  Get at least 15,000 steps each day.  Play beach volleyball on the weekend.  Do 50 curl-ups each morning. | 2   * Both goal and reason are given   e.g.  Set the sitting reminder on my smart watch for 30 minutes to remind me to do 5 minutes of activity.  Play beach volleyball for an hour on the weekend to include some jumping activity.  Increase the time on the treadmill from 10-15 minutes to increase my moderate activity time. |

#5

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| --- | --- |
| Provide a brief comment on your reading, listing the blood pressure category you recorded. (1 pt) | |
| 0  No answer is provided | 1  Response includes a comment about if the reading was normal, abnormal, or in a certain category. |

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| --- | --- |
| What was your activity goal from your last report, and did you reach it? [1 pt] | |
| 0  No answer is provided | 1  Lists the goal and a comment with respect to meeting it. |

|  |  |
| --- | --- |
| What was the major factor in helping you reach (or not) this goal? [1 pt] | |
| 0  No answer is provided | 1  Response includes a specific behavioral action |

|  |  |  |
| --- | --- | --- |
| What *other* barriers (list 2) did you overcome/not to get your score? [2 points]   * + motivational, social, environmental, physical   + can be related to any of 2-4 from above list. | | |
| 0   * No response is provided.   *or*   * Scorer could not discriminate if the action was positive or negative.   e.g.  Birthday party | 1   * Only one case is listed.   *or*   * Actions are listed but outcomes are not clearly identified.   e.g.  Arranged to meet my friend after class and got off the bus 2 stops before the one right at our apartment. *(only one case)*  or ..  Went to the gym two days to workout. *(does not provide a detailed outcome)* | 2   * In both cases, the response specifically identifies actions. * In both cases, the response specifically identifies the outcomes of those actions.   e.g.  Set my alarm for 7.00 and walked 15 mins each way to get a takeout coffee.  and..  Put my bookbag on my bed to remind me to do 15 minutes of yoga before I got into bed. |

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| --- | --- | --- |
| What is your activity goal for the next week, and why? [2 points] | | |
| 0   * No response is provided.   *or*   * Response is not specific to any of the elements (moderate, vigorous, strength, sedentary)   e.g.  Go to the gym more.  Get up earlier. | 1   * Goal is listed, but no reason given.   e.g.  Get at least 15,000 steps each day.  Play beach volleyball on the weekend.  Do 50 curl-ups each morning. | 2   * Both goal and reason are given   e.g.  Set the sitting reminder on my smart watch for 30 minutes to remind me to do 5 minutes of activity.  Play beach volleyball for an hour on the weekend to include some jumping activity.  Increase the time on the treadmill from 10-15 minutes to increase my moderate activity time. |

#6

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| --- | --- |
| Provide a brief comment on your sleep quality during the past week (e.g. hours, awake time) (1 pt) | |
| 0  No answer is provided | 1  Response includes a comment about either total hours slept or their awake time. |

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| --- | --- |
| What was your activity goal from your last report, and did you reach it? [1 point] | |
| 0  No answer is provided | 1  Lists the goal and a comment with respect to meeting it. |

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| --- | --- |
| What was the major factor in helping you reach (or not) this goal? [1 point] | |
| 0  No answer is provided | 1  Response includes a specific behavioral action |

|  |  |  |
| --- | --- | --- |
| What *other* barriers (list 2) did you overcome/not to get your score? [2 points]   * + motivational, social, environmental, physical   + can be related to any of 2-4 from above list. | | |
| 0   * No response is provided.   *or*   * Scorer could not discriminate if the action was positive or negative.   e.g.  Birthday party | 1   * Only one case is listed.   *or*   * Actions are listed but outcomes are not clearly identified.   e.g.  Arranged to meet my friend after class and got off the bus 2 stops before the one right at our apartment. *(only one case)*  or ..  Went to the gym two days to workout. *(does not provide a detailed outcome)* | 2   * In both cases, the response specifically identifies actions. * In both cases, the response specifically identifies the outcomes of those actions.   e.g.  Set my alarm for 7.00 and walked 15 mins each way to get a takeout coffee.  and..  Put my bookbag on my bed to remind me to do 15 minutes of yoga before I got into bed. |

|  |  |  |
| --- | --- | --- |
| What is your activity goal for the next week, and why? [2 points] | | |
| 0   * No response is provided.   *or*   * Response is not specific to any of the elements (moderate, vigorous, strength, sedentary)   e.g.  Go to the gym more.  Get up earlier. | 1   * Goal is listed, but no reason given.   e.g.  Get at least 15,000 steps each day.  Play beach volleyball on the weekend.  Do 50 curl-ups each morning. | 2   * Both goal and reason are given   e.g.  Set the sitting reminder on my smart watch for 30 minutes to remind me to do 5 minutes of activity.  Play beach volleyball for an hour on the weekend to include some jumping activity.  Increase the time on the treadmill from 10-15 minutes to increase my moderate activity time. |

***This syllabus is a working document; the instructor reserves the right to modify or alter the syllabus throughout the semester.***