HS 200 Healthy Lifestyles
Syllabus of Practice: FYLI

Spring, 2013
Health Sciences Department
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Introduction:
As of fall 2013, all sections of HS 200 will be offered as a blended class that meets the First Year Learning Initiative (FYLI) criteria. Refer to p.3 for additional information on FYLI.

The course has been structured as follows:

2, 75 minute class sessions per week.

1 Class Session (75 minutes) will be face-to-face in the classroom with the instructor with one half of the class (35 students)*

In lieu of an additional face-to-face class each week, content coverage will be downloaded with self-paced, interactive online activities that are aligned with course/student outcomes.

*For evening classes that meet once a week, divide the class meeting time into 2 equal parts, and have one half of the class come to part 1, and one half of the class come to part 2.

In-class time will be spent on reinforcing the content, applying content, and deepening understanding through a variety of interactive activities linked to specific outcomes.

Use the syllabus template (included on p.8).

For new instructor orientation, technical support, course support, etc. go to NAU e-Learning at http://www2.nau.edu/~d-elearn/

Course Approach
The Two Components:

➢ Online Class Preparation
The online component is designed for students to learn the basic chapter content to prepare for the in-class component. Each chapter includes an at–a-glance box for: student learning outcomes, student self assessment, appraisals, and skills needed for behavior change. The online resources and student support components include MP3 tutor sessions, videos with assigned quiz questions, pre/post reading quizzes for each chapter, web links, and application activities aligned with chapter outcomes. These resources will form the core of the online course component.

Students are expected to prepare for the weekly face-to-face class session by completing the assigned online readings, podcasts, video clips, quizzes, etc. prior to class. Based on their performance on these activities, students will get immediate feedback on areas of strength and deficits.

➢ Face-to-Face Class
The weekly face-to-face class session with the instructor will be used to create connections with/between students, personalize learning, apply knowledge, and deepen understanding through discussion, student presentations, group work, and
interactive activities that are aligned with chapter/course outcomes. The idea here is to use this precious face-to-face time to deepen understanding and select/create activities based on student need/interest. These activities will specifically lend themselves to the face-to-face environments.

Instructors are encouraged to draw upon their own areas of strength and expertise when selecting and creating in-class activities. As long as the in-class activities are directly linked to chapter/course outcomes, and the approach used is interactive (two way), vs. passive (one way), instructors are encouraged to breathe life into the class with their own style and personality. (Refer to Resources for Interactive In-class Activities on p. 6.)

➢ **Important Reminders:** The in-class time is not intended to be spent going over the basic chapter content using passive approaches such as lecture, powerpoint presentations, video clips etc. The course has been ‘flipped’ so that the assigned content and accompanying checks for understanding is completed online prior to the face-to-face class meeting time.

If a mini-lecture or brief video clip is (occasionally) deemed as the best way to reinforce content in the classroom setting, limit the time to a cumulative (class session) total of fifteen minutes. Always follow up with a reinforcing activity/discussion.

**FYLI (First Year Learning Initiative)**

HS 200 is a certified First Year Learning Initiative (FYI) class. FYLI classes were developed to strategically support the success of first year students through the instructional design, approach, and assessment techniques utilized. FYLI criteria has been incorporated into the HS 200 blended class by creating an active learning environment, providing academic support and links to students, building a sense of class community, and maintaining consistency throughout all class sections.

For more detailed information on FYLI, and to access the ‘Toolkit’ of resources go to http://www2.nau.edu/fyli-p/wordpress/

➢ **Specific FYLI Criteria:**

Mandatory attendance, with a record kept (to be turned in at the end of the semester).
Pretest completed online by first week.
Score a 100% on the online syllabus quiz (unlimited attempts).
First Assignment (Evaluating Internet Info.) is due during the first week.
The online Content/Activities relate directly to the classroom activities.
Utilization of the GPS (Grade Performance Status). Access by clicking on the GPS icon located on your class schedule in LOUIE.
Undergraduate TA:
HS 200 course instructors may select an undergraduate TA of your choice (10 hours per week including in-class time) to provide course support and assistance. Compensation will be provided by the University College.

Have the TA entered into the class as a student, not as a teacher assistant. The TA should not have access to the grade book. The instructor should record all of the grades.

TA Suggested Responsibilities:
In addition to arriving early and staying late to class on both days, here are some suggested responsibilities:

- Assist during the class with all group activities, partner work, etc.
- Organize the in-class assignments by roster number.
- Grade the in-class worksheets/assignments that are due in class. There are no right or wrong answers on the worksheets. Students get 5 pts. for completing the sheet. The assignments will be graded using a scoring guide. (The TA will not grade the service learning project, the behavior change project reflections, the evaluating internet information, etc.)
- Offer two Study Sessions at the end of each module, and for the final exam, for a total of 9 study sessions.
- Check in on the student discussion board several times a week to answer any unanswered questions.

Common Assignments and Assessments (required in all residential sections of HS 200):
Assignment guidelines and a scoring rubric will be provided for all common assignments/assessments. (Accessible under ‘Assignments’ form the course menu.

*Service Learning Project (Must be completed in Flagstaff at one of the pre-approved sites, posted under ‘Assignments’ on the course menu.)
*Behavior Change Project
*Personal Health Risk Appraisal
*Evaluating Internet Information

*Each of the assessments listed above have an accompanying assignment guidelines with a grading rubric.

  Health and Learning Workshop
  Weekly Online Content Quizzes
  In-class Midterm Exam
  In-class Final Exam
‘To Do’ Before the Start of the Semester:

1. Set up the Blackboard Learn Shell
   - Request content material import from Ellen.Larson@nau.edu

2. Go through the syllabus template and decide on the assignments you will give (beyond the required assignments), extra credit (if any), due dates, late assignment options, etc.

3. Post in Blackboard: welcome message to students, syllabus, pretest, syllabus quiz, module 1 checklist with access from the course menu. (Contact E-Learning for assistance 523-5554 http://www2.nau.edu/~delearn/)

4. Two weeks prior to the first day of classes: Send welcome e-mail to students. Go to classlists@nau.edu
   Include the required text information including the ISBN.

5. Divide the class into 2 even sections (dividing the class alphabetically makes it simple). It works well to have the ‘in-season’ athletes in the Tues. section since they are typically travel on Thursdays.)
   Make it clear to students that they must attend class on their assigned day unless prior arrangements have been made with you and confirmed in BB Learn.

6. Review the course content that has been downloaded into your Bb Learn shell. Make modifications as you wish to make it your own.

7. Create a student account so that you can go into the class as a student and check all links and content.

8. Set up the pre-test and the syllabus quiz so that they cannot continue in the course until these items have been completed. (Contact E-Learning for assistance 523-5554.)

9. Plan your in-class activities that are aligned with chapter/course outcomes. (Class discussion, activities, group work, student presentations, etc.) Refer to Resources for Interactive In-class Activities on p. 6.

10. Go through module 1 and set all of the due dates for the content quizzes, self assessments, discussion boards, etc. Be sure to have a consistent cut off time. (I suggest Mondays at 10:00 PM)

11. Meet with your undergraduate TA and go over the TA requirements and responsibilities.

Resources for Interactive In-class Activities

Interactive Lectures http://serc.carleton.edu/introgeo/interactive/index.html
Pedagogy in Action http://serc.carleton.edu/sp/library/pedagogies.html

Designing Effective and Innovative Courses
http://serc.carleton.edu/NAGTWorkshops/coursedesign/tutorial/strategies.html
Helpful Hints:

Instructor Accessibility:
Arrive at the classroom at least 20 minutes early. Let students know you will answer any questions they may have once you have gotten set up.

Be readily available in Bb Learn-- especially during the first 2 weeks, and on assignment due dates. After 2 weeks students should be acclimated to online procedures and requirements. Let students know that they must contact you at least two days prior to the due date in order to be assured of receiving instructor assistance.

Attendance:
Have one sign-in sheet for group 1, and one sign-in sheet for group two. It works well to have the names listed alphabetically with an adjacent column for the student to sign in.

At the official start of class, put a ‘T’ by the names of the students who did not sign in. Tardy students should sign in at the end of class, after you make note of the tardy beside their name. This allows you to quickly see if a student has a pattern of tardies/absences, so that a GPS message can be sent. Put a line through the space of absent students at the end of class.

Student Support:
On day #1, have students exchange cell phone numbers with at least three students in the class. This will allow them some flexibility if they need any help, or have questions that they need answered right away.

Discussion Board for Student Questions:
Set up a discussion board in Bb Learn for students to ask questions of other students in the class. The questions can be on course material, course requirements, etc. Have your TA check in to the DB several times per week to answer any questions that go unanswered.

Late Work:
Be consistent on the ‘No late work’ policy. With 600+/- points possible in the class, students who lose pts. on a 5 or 10 pt assignment will not have a negative grade impact unless it becomes a regular practice. (Up to 15 missing pts. can be made up via the extra credit pts.)

For assignments worth 25 or more pts, students have the option of using their one late pass by turning in the required form. Making exceptions on this policy, puts the instructor in the position of keeping track of who turned in what, and when. Also, as a FYLI class instructor, it is important to consistently hold students accountable to the established standards.

Roster Numbers:
Assign each student a roster #, and have students write that number along with their first and last name in the upper right hand corner of all assignments. Put them in numerical order before recording them in the grade book. This expedites the process when recording scores, and it helps the instructor learn student names.
**Communication:**
Be very clear about how you wish students to communicate with you.

Grade check requests should be made via a Bb Learn message at least 2 days prior to the date needed. Make this procedure clear to students.

Any special arrangements made with a student (ie. a request to attend the Tues. session vs. the Thurs. class session) should be requested (by the student) and confirmed (by the instructor) in a Bb Learn message. Verbal agreements can be easily forgotten by the instructor, and with seventy students, miscommunications will undoubtedly occur.

**Student Technology Issues:**
Paste in the URL for all links so students are able to paste it in if they are having access issues. It also helps to include a step by step troubleshooting guide in each module (this is included with the content download). Expect this to be a problem during the first 1-2 weeks while students become acclimated to BbLearn and the system.

- Students should be encouraged to post any questions they may have. Students are encouraged to respond to questions posted by others. Be sure to monitor this, so that you can step if students are getting misinformation.

**Grades**
Post the grades for the week each week. (Do the best you can to get the grading done and posted on Sunday nights.) Students are expected to check their grades in BbLearn and let you know (via a BbLearn) message if there is a problem. Do not make the running column or the weighted column visible. Review one of the grading instructional videos available on the NAU E-Learning website if needed. http://www2.nau.edu/~d-elearn/

**Extra Credit**
Students are always looking for opportunities for extra credit, especially at the end of the semester when instructors are often typically deluged with requests. In order to maintain the integrity of the course and on assessing student achievement of course outcomes, it helps immensely to let students know your policy re: extra credit on day 1. By limiting the amount of extra credit that a student may earn to 20 pts, it helps ensure that the course does not get diluted.

(Suggested) Extra Credit Opportunities:

- Attend up to two health-related community events or activities that are posted in BbLearn for a total of 5 extra points per event. Complete the designated form (accessible under ‘forms’ on the course menu) and have it signed at the event.

- 1 Minute Talk (5 pts. Extra Credit)
  
  Select from the following topics and present to the class in 1 minute or less. It does not need to be heart-warming or gut-wrenching—it can even be funny—but it should be real.
  
  - *My Most Memorable Moment*
  - *The Most Important Lesson I Have Ever Learned*
  - *This I Believe* - Consider moments when this belief was formed, tested or changed.

- Early submission of Service Learning Project Student may earn up to 5 extra credit pts. By turning in their Service Learning Project in class, at least 1 week early.
Meeting Place/Time/Days:


Blackboard Learn Access: https://bblearn.nau.edu/webapps/login/

Online Resources: Access from BB Learn

Instructor:

Office Location/ Hours:

Catalog Description:
Physical, mental, and social health as it relates to the individual.

Expanded Course Description:
Research indicates that individuals, via daily health-related decisions and behaviors, largely determine the quality of their health status. This course is designed to empower students by providing the necessary information and decision-making skills to develop positive health-related behaviors for optimal physical, mental, emotional, social, and spiritual well-being.

Content Areas:
Survey of content knowledge in personal health, including overview of wellness, stress, psychological health, relationships, sexuality, drugs, alcohol, tobacco, nutrition, exercise, weight management, chronic disease, immune system function, aging and dying, conventional and complementary medicine, unintentional injuries, violence, and environmental health.

Professional Skills:
1. Demonstrate familiarity with personal health risk appraisal instruments;
2. Demonstrate ability to utilize effective and appropriate strategies for behavior change;
3. Demonstrate ability to identify sources of valid health information;
4. Demonstrate ability to critically evaluate website sources of health information.

Instructors may add to these, but the outcomes listed above must be included.
**Student Learning Outcomes:**
Upon successful completion of this course, careful reading of all materials, and a genuine effort in participating in the various course activities, the learner should be able to:

1. Describe the roles and responsibilities of individuals in maintaining personal, family, and community health;
2. Identify and explain the determinants of optimal health and wellness in each of the six interrelated dimensions;
3. Describe the likely causes and contributory factors to the nation's leading health problems;
4. Demonstrate the knowledge and skills essential for the prevention of the nation's leading health problems;
5. Utilize a personal health risk appraisal instrument to determine current health status;
6. Complete a behavior change project utilizing effective and appropriate strategies;
7. Reflect upon a health-related service learning experience;
8. Identify sources of valid health information;
9. Use specific criteria to critically evaluate website sources of health information.

**Instructors may add to these, but the outcomes listed above must be included.**

**Course Communication:**
You are required to use Bb Learn for all class communication, and to complete all online assignments.

**Course Approach**
This course is designed to
- Offer scientifically based, accurate, and up- to- date information on current health issues
- Involve students in taking responsibility for their personal health and well being
- Instill a sense of personal competence in students

Students are expected to assume responsibility for the content knowledge provided in the course text and readings by completing the assigned readings and submitting the online assignments by 10:00 PM each Monday (unless otherwise noted on the course calendar/BB Learn module). *The focus during class time will be on the application of knowledge to deepen understanding.*

Group 1 students (Last Names A-___) will meet in the classroom on Tuesdays, and Group 2 (Last names ___-Z) students will meet in the classroom on Thursdays unless otherwise noted on the course calendar/BB Learn Module.

**Course Policy:**

*Students are expected to:*

1. **Attend Class.**
   Because many of the class activities are interactive, regular class attendance and participation is essential. In-class activities and assignments cannot be made up.

2. **Be prompt for class,** participate fully, and be prepared with the assignments for the day.
3. Complete the assigned readings and print/study the notes posted online prior to class.

4. Enhance personal health and well-being by eating nutritious food, getting adequate amounts of sleep, practicing appropriate stress reduction techniques, and exercising regularly.

5. Submit original work. Students who commit plagiarism will not receive credit for the assignment. Cheating/plagiarism may result in University disciplinary action. Refer to the NAU Academic Policy at http://www4.nau.edu/stulife/StudentHandbook/AcademicPolicies.htm

6. TAKE ALL EXAMS AS SCHEDULED.
   Make up exams (without an institutional excuse) are rare, but may be offered at the discretion of the instructor in the case of extreme emergency with advance notice.
   Students with an institutional excuse are expected to make arrangements at least one week in advance to complete the make-up test prior to the scheduled test day.

7. Turn in all in class and online assignments by the due date and time. Late work will not be accepted for credit. All online quizzes/activities (groups 1 & 2) must be submitted by Mondays @ 10:00 PM (unless otherwise noted on the calendar and/or within the BB Learn module).
   Save all returned assignments until final grades have been posted.

8. Late Assignment Option: Students are given an opportunity to submit ONE assignment (no more than one week) after the due date without penalty.
   You must use the form provided in BB Learn Rubrics. You must turn in the completed form at the start of class on the assignment due date in order to take this opportunity.
   Students with an Institutional Excuse should get assignments turned in and exams made up prior to the scheduled due date.
   ASSIGNMENTS WILL NOT BE ACCEPTED VIA E-MAIL ATTACHMENT OR IN MY MAILBOX UNLESS ARRANGEMENTS HAVE BEEN MADE IN ADVANCE WITH THE INSTRUCTOR.

9. Demonstrate professional conduct. This includes turning off cell phones and putting them away prior to class and not talking when the instructor or a classmate is talking. Multiple tardies, absences, being unprepared for class, lack of class participation, etc. will result in a lowering of the final grade. The use of personal computers in class is not permitted without written authorization from NAU Disability Support Services.

10. Contact the instructor immediately with any class or personal concerns.

University-Wide Policies: Policies consistent with all classes in the university can be found at: http://jan.ucc.nau.edu/academicadmin/policy1.html
**Students With Disabilities**

If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations may be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at [http://www2.nau.edu/dss/](http://www2.nau.edu/dss/).

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**Resources for Student Success**

*Successful university students take advantage of services and resources designed to boost learning and achievement. NAU recommends that you begin with:*

- **MyFoundations** - use this online tool to assess and develop required university skills at your own pace (free for first-time freshmen at NAU Flagstaff)
- **Supplemental Instruction** - attend these course-specific review sessions whenever offered; proven to reduce D’s and F’s
- **Student Learning Centers** - free drop-in, online, and individual tutoring appointments for math, writing, and over 100 courses; available Monday through Friday
- **ResourceConnect** - your online central navigation point for all NAU student resources

For a full-listing of University College services visit: [http://nau.edu/University-College/](http://nau.edu/University-College/)

**MyFoundations one page fact sheet**

*Need to fill a gap? Brush up on your skills? Whether you need to get up to speed for your calculus class or brush up on your essay writing skills, the MyFoundations Self-Assessment and Development tool gets you on track for university-level academics.*

*Free to all incoming first-year NAU Flagstaff students* - topics include:

- Math
- Reading
- Writing
- Study Skills

**How it works**

1. **Self-Assess**: Complete a path builder assessment in the topic area of your choice, which creates specific modules for your personalized learning path based on your demonstrated needs for improvement or development
2. **Self-Develop**: Complete the learning paths for mastery
   - Instant feedback
   - Choose activities that fit your learning style
   - Work at your own pace

**Where to find it** - MyFoundations is in your course list in BbLearn.
Course Evaluation

Refer to the assignment checklist provided in class and posted in BB Learn for a complete list of required assignments for each module.

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Course Requirements

*All assignment guidelines/rubrics may be accessed in BB Learn within the designated module.

Online Assignments:

1. **Online Quiz: Syllabus (12 pts.)**
   Study the syllabus carefully before taking a check for understanding quiz in BB Learn. You must score a 100% on this quiz in order to access module 1/chapter 2.

2. **On Line Reading Quizzes (150 pts. +/-)**
   Due every week on Monday by 10:00 PM.

3. **Online Self-Assessments/Assignments/Discussion boards (75 pts. +/-)**
   Due every week by Monday by 10:00 PM.
4. Website Critique (15 pts.)
   National Library of Medicine: Evaluating Health Information Tutorial
   - Complete the tutorial
   - Complete the assignment posted in BB Learn

5. **On Line Discussion Boards (3 @ 10 pts.)**
   Students will post their response to the discussion question, and then respond to at least peers.

**In –Class Assignments**

6. **Behavior Change Reflections (3 @ 10 pts.)**
   Personal reflections on your behavior change project will be submitted online at the start, middle, and end of the project.

7. **Assignments due in class (150 pts. +/-)**
   At least one assignment is due (by 9:35AM) at the start of each class.

8. **Three (3) Hour Service Learning Project (50 pts.)**
   *Volunteer* for a minimum of 3 hours at one of the community organizations or agencies provided in BB Learn (under assignments). **YOU MUST RECEIVE INSTRUCTOR PRIOR APPROVAL TO VOLUNTEER FOR AN AGENCY THAT IS NOT ON THE LIST IN A BB LEARN MESSAGE.**

9. **Attend a Health and Learning Center Peer Educator Presentation: (10 pts.)**
   Attend 1 presentation of your choice during the course of the semester.
   Calendar of workshops provided available at
   Use the form provided in BB Learn to have signed and write a brief summary of your experience.

10. **Behavior Change Plan: Group Discussion (In-class 8 @ 3 pts.)**
    Students will meet in class in small groups to support one another in their behavior change plan projects. (In-class discussions cannot be made up without an Institutional Excuse (NAU sponsored travel).

11. **Midterm Exam – Take In class (50 pts.)**
    The majority of the points on exam 1 will be objective, Scranton-type questions. They will cover material from the assigned readings as well as information presented and discussed in class. *A review sheet will be posted in BB Learn.*

12. **Final Exam- Take In- Class (100 pts.)**
    There will be a comprehensive final exam. The same test format used for the midterm exam will be utilized.
    A review sheet will be posted in Bb Learn.
13. OPTIONAL Extra Credit Opportunities (Maximum of 20 pts.)

Attend up to two health-related community events or activities that are posted in BbLearn for a total of 5 extra points per event. Complete the designated form (accessible under ‘forms’ on the course menu) and have it signed at the event.

1 Minute Talk (5 pts. Extra Credit)

Select from the following topics and present to the class in 1 minute or less. It does not need to be heart-warming or gut-wrenching—it can even be funny—but it should be real.

- My Most Memorable Moment
- The Most Important Lesson I Have Ever Learned
- 'This I Believe’ - Consider moments when this belief was formed or tested or changed.

Early submission of Service Learning Project Student may earn up to 5 extra credit pts by turning in their Service Learning Project in class, at least 1 week early.