

## Course Outline

COURSE : **MULTI-SPORTS**

PROGRAM : **All Programs – General Education**

DISCIPLINE : **109 Physical Education – Block 1**

Weighting	: Theory: 1	Practical: 1	Personal Study: 1
Pre-Requisite	: none		

INSTRUCTORS FOR THIS COURSE	OFFICE	☎ EXT.	✉ EMAIL OR WEB SITE
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### OFFICE HOURS

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					

DEPARTMENT COORDINATORS	OFFICE	☎ EXT.	✉ EMAIL OR WEB SITE
Hélène Morin	AR2	6731	<a href="mailto:helene.morin@cegepmontpetit.ca">helene.morin@cegepmontpetit.ca</a>
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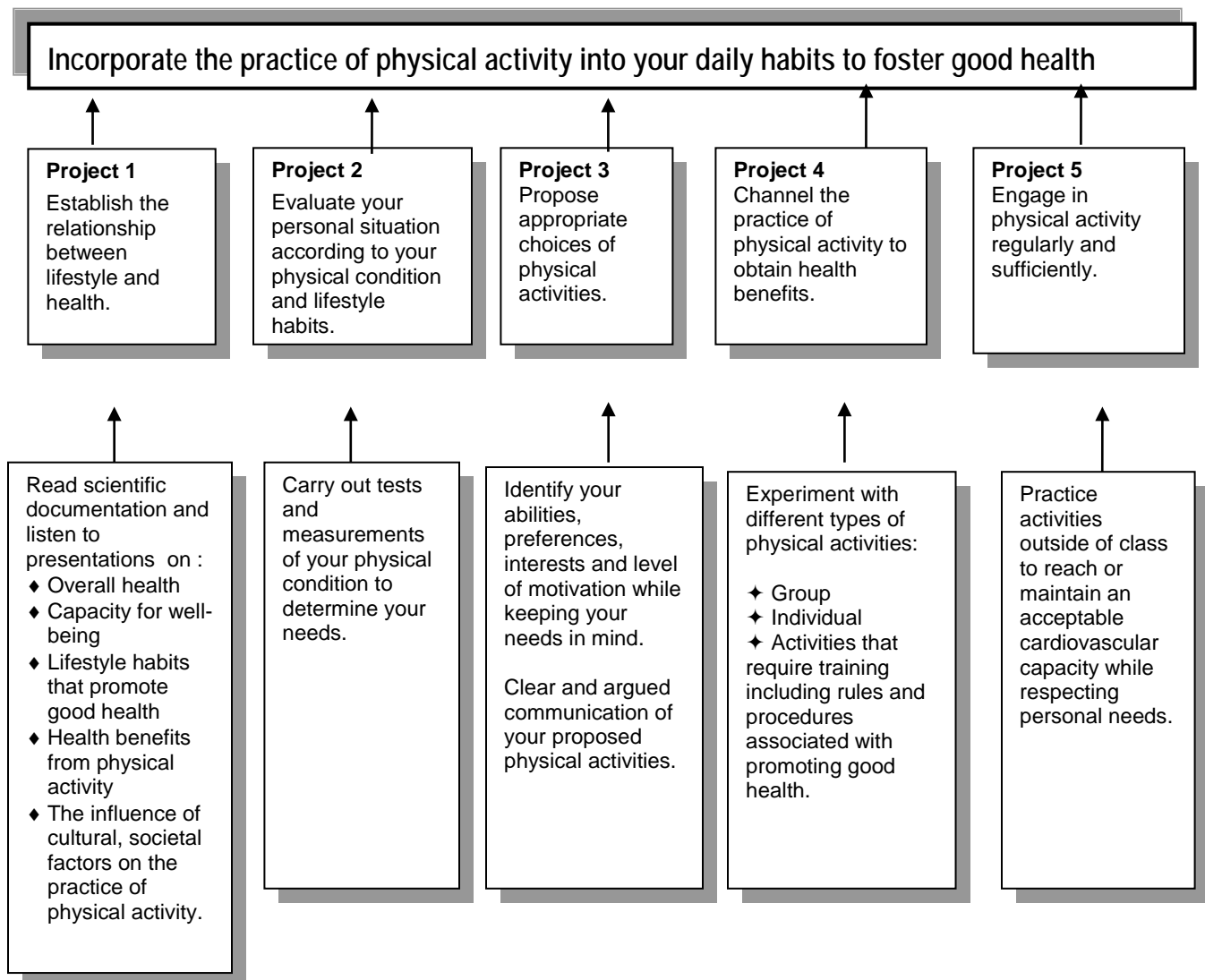
## CONTEXT OF THIS COURSE WITHIN THE PROGRAM

### INTRODUCTION TO THE MULTISPORTS COURSE

This course is neither a pre-requisite nor a co-requisite for any other course. However, along with a course from Block 2, it must be taken before a Block 3 course.

Like other Block 1 courses, this course is designed to encourage students to reflect on their daily habits in order to promote habits that foster good health. In order to experience the benefits of regular physical activity and avoid the negative effects of being sedentary, students will experience a variety of individual and group athletic activities.

### DIAGRAM OF COURSE ACTIVITIES



## GENERAL INFORMATION

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For more information on the college's physical education courses, refer to the Physical Education Department's web site :

<http://www2.college-em.qc.ca/dept/educationphysique/>

### Physical Education and General Education

Along with the other disciplines in the general education courses, physical education contributes to developing the abilities, knowledge and attitudes necessary to be a lucid, responsible and active member of society. In varying degrees, it contributes to the goals of general education:

- ◆ To be able to think autonomously and critique your own lifestyle and health.
- ◆ To develop an awareness of responsibilities toward yourself and others.
- ◆ To know how to use your knowledge to analyze situations and determine appropriate action.
- ◆ To develop an awareness of the importance of adopting habits that foster healthy living
- ◆ To be able to conceptualize
- ◆ To be able to analyze and synthesize
- ◆ To develop healthy work habits
- ◆ To develop autonomy

### All Physical Education Courses → 3 Blocks

Courses offered in physical education are shared among three blocks. In order to receive credit for the three courses, students must pass one course in each block. There are no pre-requisites for courses in Block 1 and 2. However, passing the first two courses is a pre-requisite for taking a course in Block 3.

#### Block 1

You will evaluate your personal physical condition and lifestyle. You will identify your needs and suggest physical activities in line with your desired health benefits, your motivation and your ability.

#### Characteristics of Physical Education Courses at Édouard-Montpetit

*Physical education courses do not replace the need for physical activity. In order to perform better at school and to develop competency in physical education, you should seek out ways to be active on a regular basis outside of the physical education courses. This should be done from the very beginning of your college studies.*

In order to combat the negative effects of being sedentary, all of the courses include an activity or exercise routine that require a vigorous and sustained effort with emphasis on the development of the cardiovascular component which you are also encouraged to manage outside of class.

By the end of Block 3, that is, by the end of your physical education courses at the college, you will need to demonstrate a cardiovascular condition that allows you to reach a base level in a criterion-referenced test.

#### General Objective of the Course – Block 1 ([code 0064](#))

#### *To include physical activity as part of a healthy lifestyle*

#### Information related to weighting of marks (1-1-1)

- 1 → weekly time devoted to theoretical learning
- 1 → weekly time devoted to practicing physical activity
- 1 → weekly time devoted to personal work

#### Course Format

A 30-hour course includes 2 consecutive hours per week and 15 hours (one hour per week) of personal work outside of class.

## COURSE PLAN

### Project 1 : Establish the relationship between lifestyle and health

Objectives, Duration	Strategy (methodology and content)	Expected Results (evaluation criteria, standards for mastery)	Preparatory Work (personal work outside of class)	Evaluation (methods, weighting, due dates)
Explain the relationship between lifestyle, especially habits regarding physical activity, and health, by using scientific knowledge.	<p>Read one chapter in the text per week and answer the questionnaire at the end of each chapter.</p> <p>There will be in-class activities to summarize each chapter.</p>	<p>Use the theoretical framework to make links between lifestyle and health to identify the health risks and benefits associated with lifestyle habits.</p> <p>Fill out form.</p>	<p>Read from the required text, (<i>Fitness Now!</i>)</p> <p>One chapter per week in the following order: 1,2,8,7,10,4,3,12,9,13 and respond to the questionnaire at the end of each chapter.</p> <p>Complete the laboratories and/or personal evaluations. (see work calendar)</p> <p>Power point presentations at each class. Note book required.</p>	<p>Week 6-<b>Week 7</b></p> <p>Theory Exam 1 : objective and short answer. <b>15 points</b></p> <p>Week 15</p> <p>Theory Exam 2 : objective and short answer. <b>20 points</b></p> <p><b>TOTAL POINTS FOR THIS PROJECT:</b> <b>35 POINTS</b></p>

### Project 2: Evaluate your personal situation according to your physical condition and lifestyle habits

Objectives, Duration	Strategy (methodology and content)	Expected results (evaluation criteria, standards for mastery)	Preparatory Work (personal work outside of class)	Evaluation (methods, weighting, due dates)
Recognize your needs, your abilities and what motivates you to regularly engage in sufficient physical activity	<p>Use standardized tests to evaluate the determinants of your physical condition</p> <ul style="list-style-type: none"> <li>✦ Cardiovascular endurance</li> <li>✦ Muscular endurance</li> <li>✦ Flexibility</li> <li>✦ Posture and the health of your back</li> <li>✦ Body composition</li> </ul> <p>Evaluate lifestyle habits using a qualitative questionnaire</p> <ul style="list-style-type: none"> <li>✦ Physical activity index</li> <li>✦ Health habits that promote good health</li> <li>✦ Stress and relaxation</li> <li>✦ Global health</li> </ul>	<p>Correctly fill in quantitative data associated with the following tests:</p> <ul style="list-style-type: none"> <li>→ Leger and Boucher Test</li> <li>→ Target heart rate</li> <li>→ Push-ups, sit-ups</li> <li>→ BMI Test, WHR Ratio</li> <li>→ Other tests</li> </ul> <p>Identify strengths and weaknesses and related health benefits or risks.</p> <p>Use the different measurements and norms to critic your physical condition and life habits.</p>	<p>Carry out physical tests :</p> <ul style="list-style-type: none"> <li>→ Leger and Boucher Test</li> <li>→ Target heart rate</li> <li>→ Push-ups, sit-ups</li> <li>→ BMI Test, WHR Ratio</li> </ul> <p>Calculate your target heart rate</p>	<p>Week 3</p> <p>Evaluate your personal situation using your training sheet. (p.1)</p> <p><b>10 points</b></p> <p><b>TOTAL POINTS FOR THIS PROJECT :</b> <b>10 POINTS</b></p>

### Project 3 : Propose appropriate choices of physical activities

Objectives, Duration	Strategy (methodology, content)	Expected Results (evaluation criteria, standards for mastery)	Preparatory Work (personal work outside of class)	Evaluation (modalities, weighting, due dates)
<p>Propose an appropriate physical activity that supports your needs, abilities and degree of motivation.</p> <p>Clear and argumented communication of your proposed physical activities.</p>	<p>Using the evaluation of your personal situation, identify your priorities for action, taking into consideration your true motivation to meet your needs.</p> <p>Using questionnaires, identify your ability to practice the physical activity in order to find your physical, motor and social aptitudes while considering your time table and constraints caused by transporting equipment or the cost.</p>	<p>Highlight the results of all tests and the lifestyle evaluation (especially physical activity habits).</p> <p>Suggest a choice of activities that are in line with the priority needs and desired health benefits you identified. The proposed scenario must be realistic, that is, it is in line with your motivation and ability.</p>	<p>→ Read and complete assessment 13 (<i>bilan 13</i>) in the text.</p> <p>→ Correctly complete the quantitative and qualitative forms.</p> <p>→ Personal reflection on the assessment 13 related to the course (about 1 page).</p>	<p>Week 14 : Turn in your final assessment.</p> <p style="text-align: right;"><b><u>10 points</u></b></p> <p><b>TOTAL POINTS FOR THIS PROJECT :</b></p> <p style="text-align: right;"><b><u>10 POINTS</u></b></p>

### Project 4 : Channel the practice of physical activity efficiently

Objectives, Duration	Strategy (methodology, content)	Expected Results (evaluation criteria, standards for mastery)	Preparatory Work (personal work outside of class)	Evaluation (modalities, weighting, due dates)
<p>Adopt habits to practice physical activities adequately to promote good health.</p>	<p>3 courses in the weight room:</p> <p>1<sup>st</sup> muscular endurance</p> <p>2<sup>nd</sup> resistance</p> <p>3<sup>rd</sup> strength</p> <p>3 courses in the gym : individual sport</p> <p>3 courses in the gym : group sport</p>	<ul style="list-style-type: none"> <li>• Demonstrate your capacity to correctly use your knowledge by filling in information on a training sheet:</li> <li>• Name of the exercise</li> <li>• Muscle regions</li> <li>• Number of series and repetitions</li> <li>• Muscles involved</li> <li>• Parameters of endurance, resistance and strength</li> <li>• Cmax and MNR</li> <li>• Make a personal program</li> <li>• Demonstrate a strong commitment</li> <li>• Apply the rules for safety</li> <li>• Demonstrate good sportsmanship</li> <li>• Involve yourself individually and with the group in team work</li> <li>• Demonstrate familiarity with the rules</li> </ul>	<p>→ Complete and apply the information on your training sheet</p>	<p>Evaluation using a training sheet for weight training :</p> <p>Course : end of the weight-training block</p> <p style="text-align: right;"><b><u>10 points</u></b></p> <p><b><u>Individual Sport</u></b></p> <p>Continuous evaluation by the instructor in a game situation</p> <p style="text-align: right;"><b><u>10 pts</u></b></p> <p><b><u>Group Sport</u></b></p> <p>Continuous evaluation</p> <p style="text-align: right;"><b><u>10 pts</u></b></p> <p><b>TOTAL POINTS FOR THIS PROJECT :</b></p> <p style="text-align: right;"><b><u>30 POINTS</u></b></p>

## Project 5 : Practice physical activity on a regular basis

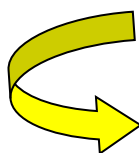
Objectives, Duration	Strategy (methodology, content)	Expected Results (evaluation criteria, standards for mastery)	Preparatory Work (personal work outside of class)	Evaluation (modalities, weighting, due dates)																																									
Practice a physical activity so that you can demonstrate an acceptable cardiovascular and muscular capacity.	<p>From the beginning of the session you are encouraged to find ways and opportunities to meet your physical activity needs outside of class.</p> <p>Evaluate your cardiovascular capacity at the beginning and end of the session using a shuttle test.</p> <p>Monitor cardiovascular impact activities in class and in your personal work.</p> <p>Training principles. Target heart rate. Karvonen Formula.</p>	<p>Demonstrate a physical condition that allows you to reach the basic level in the shuttle test at the end of the session.</p> <p>Demonstrate an average level of muscular endurance and flexibility.</p> <table border="1"> <thead> <tr> <th colspan="2">Level reached</th> <th rowspan="2">Mark /10</th> </tr> <tr> <th>Female</th> <th>Male</th> </tr> </thead> <tbody> <tr> <td>10 et +</td> <td>13 et +</td> <td>12</td> </tr> <tr> <td>9 – 9,5</td> <td>12 – 12,5</td> <td>11 – 11,5</td> </tr> <tr> <td>8 – 8,5</td> <td>11 – 11,5</td> <td>10 – 10,5</td> </tr> <tr> <td>7 – 7,5</td> <td>10 – 10,5</td> <td>9 – 9,5</td> </tr> <tr> <td>6 – 6,5</td> <td>9 – 9,5</td> <td>8 – 8,5</td> </tr> <tr> <td>5 – 5,5</td> <td>8 – 8,5</td> <td>7 – 7,5</td> </tr> <tr> <td>4 – 4,5</td> <td>7 – 7,5</td> <td>6 – 6,5</td> </tr> <tr> <td>3,5</td> <td>6 – 6,5</td> <td>5 – 5,5</td> </tr> <tr> <td>3</td> <td>5 – 5,5</td> <td>4 – 4,5</td> </tr> <tr> <td>2,5</td> <td>4,5</td> <td>3</td> </tr> <tr> <td>2</td> <td>4</td> <td>2</td> </tr> <tr> <td>1,5 et --</td> <td>3,5 et --</td> <td>1</td> </tr> </tbody> </table>	Level reached		Mark /10	Female	Male	10 et +	13 et +	12	9 – 9,5	12 – 12,5	11 – 11,5	8 – 8,5	11 – 11,5	10 – 10,5	7 – 7,5	10 – 10,5	9 – 9,5	6 – 6,5	9 – 9,5	8 – 8,5	5 – 5,5	8 – 8,5	7 – 7,5	4 – 4,5	7 – 7,5	6 – 6,5	3,5	6 – 6,5	5 – 5,5	3	5 – 5,5	4 – 4,5	2,5	4,5	3	2	4	2	1,5 et --	3,5 et --	1	<p>Practice activities that allow you to maintain or develop an acceptable level.</p> <ul style="list-style-type: none"> <li>Cardiovascular endurance</li> <li>Muscular endurance</li> <li>Flexibility</li> </ul> <p><b>TOTAL POINTS FOR THIS PROJECT :</b> <b><u>15 POINTS</u></b></p>	<p>Week 14 Shuttle Run Test (20 meters) <b><u>10 points</u></b></p> <p>The mark over 10 is determined based on the level attained.</p> <p>Week 13</p> <p>Push-ups Test <b><u>2 points</u></b></p> <p>Sit-ups Test <b><u>2 points</u></b></p> <p>Flexibility Test <b><u>1 point</u></b></p> <p><b>TOTAL POINTS FOR THIS PROJECT :</b> <b><u>15 POINTS</u></b></p>
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## Synthesis of Summative Evaluation Methods

Learning Objective	Description of Evaluation Activity	Context	Due Date (date to hand in work or exam period)	Weighting (%)
Project 1	Theory Exam 1 (Objective Test)	In class, individually	<del>Week 6</del> <b>Week 7</b>	/15 points
	Theory Exam 2 (Objective Test)	In class, individually	Week 15	/20 points
Project 2	Record and interpret training data	Training sheets to be filled out	Week 3	/10 points
Project 3	Written assessment	At home, individually	Week 14	/10 points
Project 4	Use criterion-based form to observe practice	In class practice	Block 1 :weight training Block 2 : badminton + cross-country + CrossFit Block 3 : collective sports	/9 points /9 points /3 points /3 points /9 points
Project 5	Test cardiovascular capacity (stamina)	Practice in the gym Shuttle test (20 meters) Push-ups and sit-ups	Week 14	/15 points

**WORK CALENDAR**

<b>Week 1</b>	Present Course Outline	
<b>Week 2</b>	Physical Tests Theory:Habits, lifestyle and physical activities benefits Target heart rate zone	Hand in physical condition profile and assessment.  Read/watch documents for next class theory.
<b>Week 3</b>	Theory Controllable Health Components/ Energy systems/ Principle of exercise  Block 1 (Cross-country) Submission of Personal Assessment	Read/watch documents for next class theory.
<b>Week 4</b>	Practical Course Block 3+ Theory Cardiovascular endurance	Read/watch documents for next class theory.
<b>Week 5</b>	Practical Course Block 3+ Theory Muscles Capacity	Prepare for exam
<b>Week 6</b>	<del>Theory Exam and viewing of a documentary film</del> Practical Course Block 3 + relaxation	Prepare for exam
<b>Week 7</b>	Theory Exam and viewing of a documentary film <del>Practical Course Block 3 + relaxation</del>	Read/watch documents for next class theory.
<b>Week 8</b>	Practical Course Block 1-2+ Theory Stress management and addictions	Read/watch documents for next class theory.
<b>Week 9</b>	Practical Course Block 1-2+ Theory Nutrition	Read/watch documents for next class theory.
<b>Week 10</b>	Practical Course Block 1-2 – Beginning of Block 3 + Theory Healthy weight	Read/watch documents for next class theory.
<b>Week 11</b>	Practical Course Block 1-2 + Theory Flexibility	Read/watch documents for next class theory.
<b>Week 12</b>	Practical Course Block 1-2 + Theory Posture	
<b>Week 13</b>	Practical Course Block 1 (Cross-fit)	
<b>Week 14</b>	Leger and Boucher Test, sit-ups, push-ups and flexibility tests and Final Assessment	
<b>Week 15</b>	Final Exam	



## **INSTITUTIONAL AND DEPARTMENTAL POLICIES AND REGULATIONS**

All students enrolled at Collège Édouard-Montpetit must become familiar with and comply with the institutional policies and regulations. In particular, these policies address learning evaluations, maintaining admission status, French language policies, maintaining a violence-free and harassment-free environment, and procedures regarding student complaints. The French titles for the policies are: *Politique institutionnelle d'évaluation des apprentissages, les conditions particulières concernant le maintien de l'admission d'un étudiant, la Politique de valorisation de la langue française, la Politique pour un milieu d'études et de travail exempt de harcèlement et de violence, les procédures et règles concernant le traitement des plaintes étudiantes.*

The full text of these policies and regulations is accessible on the College web site at the following address: [www.college-em.qc.ca](http://www.college-em.qc.ca). If there is a disparity between shortened versions of the text and the full text, the full text will be applied and will be considered the official version for legal purposes.

### **Submitting Assignments and Corrections**

Assignments must be submitted by the date, place and time determined by the instructor. Students will be informed in advance of the correction criteria and weighting of an assignment or exam.

### **Penalty for Late Submission**

The penalty for assignments handed in late is 10% per day for assignments worth less than 10% of the final mark. For weekly activities, the penalty will be a loss of 1 (one) point per day that the assignment is late.

### **Presentation of Written Work**

Assignments must be clean, typed and printed from a computerized word processor. Rough drafts will not be accepted. The instructor may refuse unacceptable work and impose late penalties until the presentation is satisfactory. The delay caused by resubmitting work in an acceptable format falls under the penalty for submitting late assignments. (PIÉA, 6.2.5.2)

### **Plagiarism**

Any lack of intellectual honesty, even if it is a result of collaborative work, will receive a mark of « 0 » (zero) for the exam, assignment or evaluation activity in question. In this case, the instructor will send a written report to the department coordinator who will forward it to the Director of Studies (*Direction des Études*). (PIÉA, 6.6.1)

### **Mark Revisions**

Students who believe they have received an unjustified mark on an evaluation, exam or final mark may request a revision of the mark during the semester or a final mark revision according to the provisions in Article 6.6.2 of the PIEA.

### **Passing Mark**

The passing mark for this course is 60%. This minimum mark will be given if students demonstrate they have achieved the minimum learning objectives established for the course. (PIÉA, 6.5.2.1)

### **Attendance**

Course presence is obligatory.

Absence

Any absence will be recorded in the student's file regardless of the reason.

Students may not accumulate more than 2 absences (equivalent to 4 course hours) **that are not justified for serious reasons.**

In any case, student absences are not to be viewed as authorized time off, but rather as a recognition that students have a right to a limited number of absences.

**A 3rd absence that is not made up and not justified for a serious reason will result in the student being excluded from the course.** A warning will be sent to the administrator responsible for Program Services.

Students can justify absences with a written note indicating the reason(s) for the absence.

### **Make-Up Work**

Instructors prefer that students make up work when possible. The instructor will erase the absence in the student's file when the student makes up the missed course according to the conditions and precise methods indicated by the instructor. Absences excused by the instructor for accepted serious reasons and for which no make up course is possible will not be penalized. However, if the student does not make up the course when it is possible, the absence will be unexcused and the student will be penalized.



## **Special Considerations**

The attendance policy applies only to courses and not to summative evaluation activities for which the PIEA applies. IN THE EVENT OF A PROLONGED ABSENCE FOR SERIOUS REASONS, and when it is not possible to make up the work, students must advise their academic advisor (API) as soon as possible. In certain situations, students will be eligible for a Temporary Incomplete or Permanent Incomplete in compliance with Article 6.5.1.4 of the PIEA to avoid failing the course.

## **Review of Attendance Policy**

Instructors prefer that courses be made up whenever possible. The instructor will erase the absence from the student's file when the student makes up a missed course according to the conditions and precise methods indicated by the instructor. An absence excused for serious reasons that are accepted by the instructor and for which no make-up activity is available will not be penalized. However, if students do not make up missed courses when possible, their absence will be unexcused and will be penalized.

## **Tardiness**

Tardiness is recorded. The instructor can refuse to allow late students to attend courses if the tardiness is repetitive or abusive. In this case, an absence will be recorded in the student's file.

## **Early Departure**

Students must remain in class until the end of the course to be considered present.

## **Level of Involvement**

Students are expected to participate dynamically and enthusiastically in all courses. Students who demonstrate an unacceptable level of involvement could be asked to leave the course and refused entry if the behavior does not change. Students must establish positive and respectful communication with the instructor and other participants in the group; if not, they will be asked to change their language or behavior or leave the course.

Instructors can refuse access to the course if students are not appropriately dressed or if they have not brought with them the required material indicated in the course outline. An absence will be recorded.

## **Right to Appeal**

Students who believe that they have been treated unfairly may lodge a complaint with the appropriate administrator in Program Services in compliance with Article 6.3.4.

## **Attendance at Summative Evaluation Activities**

Attendance at summative evaluation activities is obligatory.

Any absence from a summative evaluation activity that is not excused for a serious reason (illness, death in the family, major catastrophe) can lead to the mark of zero (0) for the activity. Written excuses may be required.

If the instructor deems the reasons for absence are serious and justified, an arrangement for the mark will be made between the instructor and the student. (PIEA 6.2.5.1)

## COURSE PARTICIPATION

Students must:

- Be punctual, that is, they should arrive, dress appropriately and bring required material.
- Respect the rules and good sportsmanship in their reports and with classmates.
- Contribute to creating a safe environment for the activity.
- Contribute to creating an efficient, serious, relaxed and enjoyable atmosphere.
- Carefully follow instructions to carry out tests and exercises.
- Methodically record the observations needed for the forms.
- Meet their teachers during their posted office hours for any questions concerning the course.

## CLOTHING

**Appropriate athletic clothing is obligatory.**

- T-Shirts (tank tops are not allowed)
- Only shorts or sweatpants are allowed.
- Support under-garments to allow comfortable and safe movement
- Socks
- Gym shoes in good condition with cushioned soles and providing good foot support. They must be **attached/tied at all times.** (tied laces visible)
- No caps or hats
- Long hair must be tied back.

## REQUIRED MATERIAL

- Lead pencil
- Locks
- Towel
- Note book

## MEDIAGRAPHY

- Croisetière, Réjean. *Abdominaux*, répertoire d'exercices, Édition RC, 2004
- Croisetière, Réjean. *Musculation*, répertoire d'exercices, 3<sup>e</sup> édition, RC, 70p.
- Croisetière, Réjean. *Ballon Suisse*, répertoire d'exercices, Édition RC, 2002
- Delavier, Frédéric, *Guide des mouvements de musculation : Approche anatomique*, 1999
- Companion web site (internet site) [www.erpi.com/chevalier.cw](http://www.erpi.com/chevalier.cw)