

COURSE OUTLINE



COURSE : Multisports (Physical fitness)

PROGRAM : 280.CO Aircraft Maintenance

DISCIPLINE : 109 Physical Education – Block 1



Weighting: | Theory: 1 | Practical: 1 | Personal study: 1

Pre-Requisite: None

TEACHER	OFFICE	 EXT.	 email or web site
Alexandre Dumais	E-09	6719	alexandre.dumais@cegepmontpetit.ca

OFFICE HOURS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning			10h-11h	9h-10h	
Afternoon		13h-15h			
Other					

DEPARTMENT COORDINATORS	OFFICE	 ext.	 email
Émilie Charbonneau	AR-2	6209	emilie.charbonneau@cegepmontpetit.ca
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1. COURSE SEQUENCING

- **Physical Education Courses → 3 Blocks**

Courses offered in physical education are divided in three blocks. In order to obtain the three mandatory physical education credits, students must pass one course in each block. There are no pre-requisites for courses in Blocks 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 intended health benefits, your motivation and your ability.

- Students must keep this course outline for the duration of their studies as it will be useful for the comprehensive assessment at the end of the program.
- **Transport Canada:** This course outline meets the requirements of Transport Canada's Training Organisation Certification Manual (MCF). The Department applies Transport Canada standards which allow a maximum absence rate of 5% for the course (theory and laboratory). The Department compiles the absences of all students enrolled in Aircraft Maintenance (280.C0) per Transport Canada requirements. The application of Transport Canada policies regarding absenteeism is available on the ENA website and in the student agenda under the heading "Privilèges accordés par Transports Canada".

2. MINISTERIAL OBJECTIVE(S) AND COMPETENCIES

4EPO Analyser sa pratique d'activité physique au regard des habitudes de vie favorisant la santé. (Analyzing one's personal level of physical activity in view of promoting a healthy lifestyle.)

3. FINAL COURSE OBJECTIVES

After passing the Multisports course, the student will be able to understand the relationship between his lifestyle habits and his health and the improvement thereof by the practice of regular physical activity and will recognize his needs, his capacities and the factors motivating him to practice a sufficient level of physical activity.

4. EDUCATIONAL ORIENTATION

A 30-hour course includes 2 consecutive hours in class per week and 15 hours (one hour per week) of personal work outside of class. *Fall 2020 (remote teaching)

While helping the student assess the short term effects of lifestyle habits on his health and physical condition, the review of information from scientific studies or from the media will also allow the student to recognize and understand the various aspects of global health and to develop critical thinking regarding a healthy lifestyle and the effects of physical activity on his health. The student will then be capable of analyzing his test and evaluation results, of understanding the influence of culture and society on his lifestyle and of projecting himself in the future.

The student will undergo physical activity situations which will help him develop his capacity to apply the rules of and take the steps to healthier living.

The student will be required to acknowledge his capacities, his aptitudes and identify the factors which may motivate him to be and remain active and healthy. The student will be required to develop physical evaluation strategies to help himself attain optimal goals of physical fitness and activeness.

The student will be asked to track his personal progress and elaborate a plan of action including the practice of a physical activity which will help him adopt or maintain a healthy lifestyle. This action plan shall represent the logical and realistic outcome of his personal analyses. He will be asked to both clearly and coherently present and discuss the steps to a long-term, personal approach to maintaining good health.

5. GENERAL INFORMATION

For more information on the college's physical education courses, please refer to the Physical Education Department's web site: <http://education-physique.cegepmontpetit.ca>

Physical Education and General Education

Along with the other disciplines in the general education program, physical education contributes to developing the abilities, the knowledge and the attitudes required to become a well-balanced, responsible and active member of society. In varying degrees, it contributes to the goals of general education:

- ◆ To develop critical and independent thinking concerning your personal lifestyle and health.
- ◆ To be aware of your responsibilities toward yourself and toward others.
- ◆ To use your knowledge to analyze situations and determine proper action.
- ◆ To understand the importance of acquiring habits that promote a healthy lifestyle To be able to conceptualize
- ◆ To be able to analyze and synthesize
- ◆ To develop healthy working habits
- ◆ To develop autonomy

Characteristics of Physical Education Courses at Édouard-Montpetit

Physical education courses are not meant to replace regular 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 counter the negative effects of being sedentary, all of the courses include an activity or an exercise routine that requires vigorous and sustained effort emphasizing cardiovascular fitness which you are also encouraged to maintain outside of class.

6. TEACHING AND LEARNING STRATEGIES

Project 1: Establishing relationships between lifestyle and health.

Objectives	Strategy (methods – content)	Expectations (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 using scientific knowledge.	Use the theoretical framework to emphasize the link between your lifestyle et your health and to identify the risks and the health benefits relative to your lifestyle habits.	<p>Evaluating lifestyle habits from qualitative questionnaires:</p> <ul style="list-style-type: none"> • Level of physical activity • Nutrition • Stress and relaxation • Sleep • Addictions <p>The evaluations are used to illustrate the relationships between lifestyle habits and health.</p> <p>The theoretical portion of the course covers different topics:</p> <ul style="list-style-type: none"> • Global health • Dimensions of well-being • Lifestyle habits that promote health • Benefits of physical activity • Influence of societal and cultural factors on the practice of physical activities. 	Read the Powerpoint presentations and complete the activities and personal evaluations.	<p>Theory Exam</p> <p>Class 13:</p> <p><u>30 points</u></p> <p>TOTAL: <u>30 POINTS</u></p>

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

Objectives	Strategy (methods – content)	Expectations (evaluation criteria, standards for mastery)	Preparatory Work (personal work outside of class)	Evaluation (methods, weighting, due dates)
<p>Recognize your needs, your abilities and what motivates you to regularly engage in sufficient physical activity.</p>	<p>Use the results from the various evaluations, from the theory and the available norms to assess your physical condition and your lifestyle habits.</p> <p>Identify the lifestyle habits that generate health (strengths) and the ones that are dangerous (weaknesses) and explain the hazards to your health.</p> <p>Identify your physical capacities on an athletic level and relate to your personal sports experience.</p>	<p>Use the standardized tests to assess your physical condition</p> <ul style="list-style-type: none"> ✦ Cardiorespiratory capacity ✦ Muscular capacity ✦ Flexibility ✦ Posture ✦ Energy balance <p>Examination of your lifestyle habits.</p> <p>Assessment of your athletic skills according to class tests and challenges.</p> <ul style="list-style-type: none"> ✦ Agility ✦ Coordination ✦ Balance and proprioception ✦ Speed ✦ Power ✦ Etc. 	<p>Collect qualitative and quantitative data from the different tests on your physical condition and on your athletic skills.</p> <p>Complete your Starting Profile and your lifestyle habits assessment.</p>	<p>Complete your Starting Profile and your lifestyle habits assessment.</p> <p>Class 4</p> <p><u>10 points</u></p> <p>TOTAL: <u>10 POINTS</u></p>

Project 3 : Propose appropriate choices of physical activities.

Objectives	Strategy (methods – content)	Expectations (evaluation criteria, standards for mastery)	Preparatory Work (personal work outside of class)	Evaluation (methods, weighting, due dates)
<p>Propose an appropriate physical activity that supports your needs, abilities, and degree of motivation.</p> <p>Clear and sustained communication of your proposed physical activity.</p>	<p>Highlight the results of all tests and critically analyze your lifestyle in general and your habits concerning physical activities.</p> <p>Propose activities in line with the priority requirements and desired health benefits you identified. The proposed scenario must be realistic and presented clearly with relevant arguments. It must demonstrate your knowledge in terms of health prevention, motivation and abilities to adapt to effort in general.</p>	<p>From the assessment 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 terms of physical, motor and social aptitudes, timetable and the constraints caused by transporting equipment or costs.</p>	<p>Complete the analysis forms.</p> <p>Personal reflection on your needs, your tastes, your abilities and your motivation in terms of physical activity.</p>	<p>Final assessment. Class 13</p> <p>Deadline to be explained in class.</p> <p><u>20 points</u></p> <p>TOTAL: <u>20 POINTS</u></p>

Projet 4: Apply the rules of a physical activity efficiently.

Objectives	Strategy (methods – content)	Expectations (evaluation criteria, standards for mastery)	Preparatory Work (personal work outside of class)	Evaluation (methods, weighting, due dates)
<p>Carry out in an autonomous and structured way different training sessions for running and muscular work by applying the procedures and rules (inherent, safety and ethics) of a practice of the activity promoting health.</p>	<ul style="list-style-type: none"> ▶ 24 running training sessions ▶ 24 muscular endurance workouts ▶ Records of measured and felt effects ▶ Calculation of the target frequency ▶ Experimentation: cardiovascular endurance muscular endurance flexibility return to calm ▶ Warm-up appropriate to the activity (preparation and application). ▶ Post-tests: cardiovascular, muscular and flexibility ▶ Application of training principles (overload parameters). ▶ The rules inherent in the activities carried out, including the rules of safety and ethics. 	<p>The student is able to carry out a complete training in a structured and coherent way:</p> <ul style="list-style-type: none"> ◆ Dressed in appropriate clothing and has the necessary accessories (towel and water bottle). ◆ Performs a complete warm-up. ◆ Applies the parameters of the overload in cardiovascular and muscular work situation. ◆ Performs stretches. ◆ There is a period of recovery and calm down. ◆ Demonstrates a positive attitude and a sustained commitment to the activity. ◆ Adjusts the parameters of the overload according to its capabilities and progress. ◆ Records all the data. ◆ Recognizes the results obtained in terms of improvement or maintenance about the principles of training. ◆ Knows and applies the operating, safety and ethical rules attached to the proposed activities. 	<p>Search for heart rate at rest.</p> <p>Calculation of target heart rate.</p> <p>Data taking and recording on the training sheet and in the training book (measured and felt).</p> <p>Application of procedures and rules in a physical activity situation (training principles).</p> <p>Planning a personal warm-up and practical application.</p> <p>Take a critical look at experimentation.</p> <p>Analysis of measured and felt effects.</p> <p>Analysis of post-test results.</p>	<p>Classes 3 to 12 Management and monitoring using the training sheet and the monitoring application.</p> <p style="text-align: center;"><u>15 points</u></p> <p>Classes 8 to 12 Efficient and safe execution of the program. Practical assessment using video.</p> <p style="text-align: center;"><u>10 points</u></p> <p>Class 14 Analysis of the application of training principles and progression using an analysis grid.</p> <p style="text-align: center;"><u>15 points</u></p> <p>TOTAL : <u>40 POINTS</u></p>

7. SUMMARY OF SUMMATIVE EVALUATION METHODS

Learning Objective	Description of Evaluation Activity	Context	Due Date (approximative date assignment due or exam given)	Weighting (%)
Project 1	Theory exam 1	At home, individually	Class 13	30%
Project 2	<p>Written assignment on the evaluation of your physical condition following the physical and skills tests done at home.</p> <p>Assessment of your lifestyle habits.</p>	<p>Document, Starting Profile.</p> <p>Assessment Lifestyle habits</p>	Class 4	10%
Project 3	<p>Final assessment</p> <p>Complete analysis forms</p>	According to the teacher	Deadline to be explained in class (class 13)	20%

Project 4	1)Management and monitoring of training	1)Runkeeper	1)Class 3 to 12	15%
	2)Efficient and safe execution of training	2)Practical assessment (video)	2)Class 8 to 12	10%
	3)Training analysis	3)Out of course work(moodle)	3)Class 13	15%
				Total : 100%

The passing grade for this course is 60%. This minimum grade will be awarded to students who demonstrate they have achieved the minimum learning objectives set for the course. (PIÉA, 6.5.2.1)

* The evaluation criteria are to be presented at least a week before the summative evaluation activity.

8. REQUIRED MATERIAL

- ☞ Notebook
- ☞ Smart phone (Runkeeper)
- ☞ Proper shoes
- ☞ Pencils
- ☞ Towel
- ☞ Bottle of water

9. MEDIAGRAPHY

- ☞ Bradette, A., et Charbonneau, E., *En Action*, Chenelière Éducation, 2016.
- ☞ CHEVALIER, R., *Fitness Now*, Pearson, 2006
- ☞ CROISETIÈRE, R., *Abdominaux*, répertoire d'exercices, Édition RC 2004;
- ☞ CROISETIÈRE, R., *Musculation*, répertoire d'exercices, 3e édition RC, 70 pages;
- ☞ CHEVALIER, R., *À vos marques, prêts, santé!*, Édition du Renouveau pédagogique inc. 6e édition 2010.
- ☞ HARVEY, J-F., *Courir Mieux*, Les Édition de l'homme, 2013.
- ☞ LEDOUX, M., LACOMBE, N. et ST-MARTIN, G., *Nutrition sport et performance*, Géo Plein Air, 2006.
- ☞ LUSSIER, M. et TOUSSAINT, P-M., *Mythes et réalités sur l'entraînement physique*, Les Éditions de l'homme, 2012.
- ☞ LUSSIER, M. et TOUSSAINT, P-M., *Mythes et réalités sur la musculation*, Les Éditions de l'homme, 2013.
- ☞ THIBAULT, G., *Entraînement cardio, sports d'endurance et performance*, Vélo Québec Éditions, 2009.

10. REQUIREMENTS TO PASS THE COURSE

1. Passing grade

The passing grade for this course is 60%. This minimum grade will be awarded students who demonstrate they have achieved the minimum learning objectives set for the course. (PIÉA, 6.5.2.1)

2. Attendance at Summative Evaluation Activities

Attendance at summative evaluation activities is mandatory.

Unsubstantiated absence of students for serious reasons (sickness, death, a fortuitous event, etc.) at a summative evaluation activity may lead to a grade of 0 for this activity. Official supporting documents 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. (PIÉA 6.2.5.1)

3. Plagiarism

Any breach of intellectual honesty, even if it is a result of collaborative work, will receive a grade 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 Academic Dean (*Direction des Études*). (PIÉA, 6.6.1)

4. Grade reviews

Students who believe they have received an unjustified grade on an assignment or an exam may request a review of said gradeduring the semester or a review of a final grade according to the provisions in Article 6.6.2 of the PIEA.

5. 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.

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

7. Presentation of written work

Assignments must be clean, typed and printed. Rough, handwritten 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)

8. Quality of language

The student must present his assessments in correct English. This is a formal requirement that authorizes the teacher to refuse an assessment or to delay its acceptance until he is satisfied (PIÉA 6.3.1). The delay in submitting the work in correct English is then subject to the penalty provided for this eventuality.

<i>English correcting table</i>		
Excellent	<ul style="list-style-type: none">- The ideas are clear. The point is coherent.- Very good use of vocabulary related to the discipline.- In general, respect of the spelling and grammatical code (few or no mistakes).	10/10
Average	<ul style="list-style-type: none">- The ideas are relatively clear. The point is generally coherent.- Most of the time, the choice of vocabulary related to the discipline is judicious.- The text contains a number of grammatical or spelling errors.	6/10
Poor	<ul style="list-style-type: none">- The text is difficult to understand; the content is affected.- Misuse of vocabulary related to the discipline.- The text has too many grammar or spelling mistakes.	0/10

Deductive correction (100% - 10%).

The student does not have the possibility of correcting his mistakes to recover his points lost for the quality of the English language.

11. OTHER DEPARTEMENTAL REGULATIONS

1. Attendance

Class presence is mandatory. *** this course will be held remotely for Fall 2020 ***

Any absence will be recorded in the student's file regardless of the reason. Class attendance cannot be recorded if the student is present but is not able to actively participate.

The student cannot accumulate more than 4 hours of absence; from the 5th hour of absence, the student is excluded from the course.

If the student can justify his 5th hour of absence for a major reason (death, illness, case of force majeure), he will have to make up the missed course. This special measure can only be used once.

2. Making up a missed class

The instructor will erase the absence in the student's file when the student makes up the missed class according to the conditions and specifications provided by the teacher.

The teacher will encourage to retake the class whenever possible.

3. Tardiness

Lateness is considerate as one hour of absence. The teacher can refuse access to the class. Lateness is noted from the very beginning of the course if the student is not present or not ready to work.

4. Early departure

The student must be present from the beginning of the course to its end for the attendance to be registered.

5. Conference

The presence at a specific conference organized during the weekly free period is mandatory and will count as time of attendance. Your participation to the conference may be verified in the form of questions on a theoretical exam.

12. COURSE TERMS OF PARTICIPATION

Student dynamic and enthusiastic participation is required throughout the course. The student must communicate positively and respectfully with the teacher and his peers; he will otherwise be asked to adapt his language or his behavior or will be asked to leave the course.

Athletic clothing is mandatory:

- T-shirt with sleeves
- Gym shoes in good condition with cushioned soles and providing good foot support
- Headgear not allowed

Note: Inappropriate clothing could lead to being denied access to the course, in which case an absence will be noted to the student's file.

13. ZENÉTUDES (ONLY IN FRENCH)

This research project consists of a universal prevention program targeting new college students. Its objective is to facilitate this transition from high school to college in order to reduce the risk of dropping out of school, by allowing students to better understand the difficulties surrounding depression and anxiety, then to familiarize themselves with some prevention strategies.

14. THE ADAPTED SERVICES CENTER - FOR STUDENTS WITH DISABILITIES

Students with a professional diagnosis (motor, neurological, organic, sensory limitations, learning disabilities, mental health disabilities, autism spectrum disorder or others) or with a temporary medical condition can apply for appropriate measures.

To access this service, send your diagnosis either by MIO to "Service, CSA" or by email to servicesadaptes@cegepmontpetit.ca.

If you already have an adapted measures plan with the CSA, you are invited to contact your teacher at the start of the semester to discuss with him the accommodation measures determined by the CSA.

<i>Campus</i>	<i>Campus Longueuil</i>	<i>Campus ENA</i>
Local :	D-0240	B-157
By phone :	450-679-2631 #2272	450-679-2631 #4568
Email :	servicesadaptes@cegepmontpetit.ca	servicesadaptesena@cegepmontpetit.ca
MIO	Service, CSA	Service, CSA-ENA

15. INSTITUTIONAL POLICIES AND REGULATIONS

All students enrolled at Cégep Édouard-Montpetit must become familiar and comply with the institutional policies and regulations, in particular those policies address learning evaluations, admission status, French language, violence- and harassment-free environments and procedures regarding student complaints. The French titles of these policies are: *Politique institutionnelle d'évaluation des apprentissages* (PIEA), la *Politique institutionnelle de la langue française* (PILF), la *Politique pour un milieu d'études et de travail exempt de harcèlement et de violence* (PPMÉTEHV), les *Conditions d'admission et cheminement scolaire*, la *Procédure concernant le traitement des plaintes étudiantes dans le cadre des relations pédagogiques*.

The full text of these policies and regulations is accessible through the Cégep web site at the following address: <http://www.cegepmontpetit.ca/ena/a-propos-de-l-ecole/reglements-et-politiques>. If a disparity should appear 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.

Schedule

DATE	CLASS	CONTENT	TO DO	Exemple of workout calender			
				Ex :1	Ex :2	Ex :3	Ex :4
24/08	Week 1	First meeting On Teams					
28/08							
31/08	Week 2	NO CLASS					
04/08							
08/09	Week 3	Presentation of the course outline PAR-Q On TEAMS	Tests on physical abilities (at home)				1-2-3
14/09			Download and register on Runkeeper		1	1	
15/09	Week 4	Theory chapters 1,2 and 10 On TEAMS	Perform weekly training		2	2	4-5-6
21/09			Submission of the starting profile report (10%) (MOODLE)Training monitoring	1	3	3	
22/09	Week 5	Contact, training follow-up and question period. On TEAMS	Perform weekly training + Training video (formative)		4	4	7-8-9
28/09			training follow-up	2	5	5	
29/09	Com. exam	<i>No common exam in this course, no meeting scheduled.</i>	Perform weekly training	3	6	6	10-11
0210			training follow-up	4	7	7	
05/10	Week 6	Theory chapters 4-6-7 On TEAMS	Perform weekly training	5	8	8-9-10	12-13-14
09/10			training follow-up	6	9		
13/10	Week 7	Contact, training follow-up and question period. On TEAMS	Perform weekly training + Training video (formative)	7	10	11-12	15-16-17
19/10			training follow-up	8	11		
20/10	Com. exam	<i>No common exam in this course, no meeting scheduled.</i>	Perform weekly training	9	12	13-14-15	18-19
23/10			training follow-up	10	13		
26/10	Week 8	Theory chapters 3-5 On TEAMS	Perform weekly training	11	14	16-17-18	20-21-22
30/10			training follow-up	12	15		
02/11	Week 9	Contact, training follow-up and question period. On TEAMS	Perform weekly training	13	16	19-20	
06/11			training follow-up	14	17		
09/11	Week 10	Theory chapter 8-9 On TEAMS	Perform weekly training	15	18	21-22	
13/11			training follow-up	16	19		
16/11	Com. exam	<i>No common exam in this course, no meeting scheduled.</i>	Perform weekly training	17	20		
18/11			training follow-up	18	21		
19/11	Week 11	Contact, training follow-up and question period. On TEAMS	Perform weekly training	19	22		
25/11			Exam review and monitoring of training	20			
26/11	Week 12	Question / review theory exam On TEAMS	Perform weekly training (15%) video submission	21			
02/12			Analysis and final assessment (MOODLE)	22			
03/12	Week 13	Theoretical exam (30%) In Class		After your last training, you must submit the video of it. (10%)			
11/12	Week14		Submit Analysis (15%) and final assessment (20%) (MOODLE)				

*All workouts are done at using the Runkeeper application (15%)