

## Course outline

COURSE : **Weight training (Musculation)**

PROGRAM : **All programs – General Education**

DISCIPLINE : **109 Physical Education - Block 3**

Weighting : | Theory : 1 | Practice : 1 | Personal study : 1

Prerequisites : A BLOCK 1 COURSE (109-101-MQ) AND A BLOCK 2 COURSE (109-102-MQ)

<b>Teacher</b>	<b>Office</b>	<b>☎ Ext</b>	<b>✉ E-mail</b>
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### Office hours :

	Monday	Tuesday	Wednesday	Thursday	Friday
Hours		11H-12H	11H12H		

<b>COORDINATORS</b>	<b>OFFICE</b>	<b>☎ Ext.</b>	<b>✉ E-mail</b>
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## **1. CONTEXT OF THIS COURSE IN THE STUDENT'S PROGRAM.**

### **INTRODUCTION TO THE WEIGHT TRAINING PROGRAM.**

**This course follows on from the courses of the first two Blocks (109-101-MQ and 109-102-MQ). In all ; 3 Blocks**  
The courses offered in physical education are divided into three blocks. To obtain all three credits in physical education, the student will need to successfully complete one course from each block. There is no prerequisite for the courses in blocks 1 and 2. However, successful completion of the first two blocks is a prerequisite for **block 3**.

The student uses the knowledge acquired from the first two blocks to create favorable conditions to practice physical activity in a regular, stimulating and independent way. He manages the factors that promote the maintenance and development of this habit in a context of taking charge of his physical activity needs. The student must design a personal training program on his own that respects the training principles set out in the relevant documentation in order to support regular and sufficient practice of physical activity. The student uses the evaluation strategies of his physical activity plan and reflects on his practice.

## **2. MINISTERIAL OBJECTIVE(S) AND COMPETENCIES.**

**4EP2** Demonstrate their ability to take charge of their physical activity from a health perspective.

## **3. TERMINAL OBJECTIVE OF THE COURSE (FINAL COURSE OBJECTIVE).**

This course will offer to develop the knowledge and tools necessary for an efficient, sufficient and regular management of the practice of physical activities in a perspective of maintaining or improving well-being / health (autonomy). In addition, he will explore the theme of training (both muscle and cardiovascular), making sure to present current training methods. The student will have to adapt these methods according to his needs. The course will make a link between specific training and sports disciplines. During the session, the student should demonstrate that he has sufficient understanding of coaching to assume the role of the coach.

## **4. PEDAGOGICAL GUIDELINES (TEACHING AND LEARNING STRATEGIES)**

This thirty (30) hour course will be divided into 2 consecutive hours per week and to which will be added 15 hours of non-course personal work at the rate of approximately one hour per week. This weighting will be effective for courses given synchronously on Teams. For asynchronous courses, the content will be uploaded to Lea and will be presented in PowerPoint form, sometimes with audio explanations as well as videos and links to consult. The students' work will be submitted to Lea and will be entirely individual. A final reflection will take place in the form of an individual interview on Teams. The student will have to plan a training program with an achievable goal. Thus, he will need to take precise measurements on his initial condition in order to correctly formulate a realistic improvement goal for his condition. The training program should adhere to training effectiveness standards. Training tracking will be produced on the TrainingPeaks application. Well beyond physical performance, aspects of motivation, organization and attendance are at the heart of the course approach.

## 5.GENERAL INFORMATION

For more information on physical education courses at the cegep, please refer to the website of the physical education department :  
<http://education-physique.cegempontpetit.ca>

### Physical education and general education

Along with the other disciplines of general education, physical education contributes to the development of the skills, knowledge and attitudes necessary to integrate into society as a lucid, responsible and active individual. It contributes to varying degrees to the goals of general education:

- ◆ The ability to develop independent and critical thinking about one's lifestyle and health
- ◆ Awareness of one's responsibilities towards oneself and others
- ◆ The application of knowledge to the analysis of situations and to the determination of action
- ◆ Awareness of the need to adopt lifestyle habits that promote good health
- ◆ Conceptualization
- ◆ Analysis and synthesis
- ◆ Mastery of working method
- ◆ Development of autonomy

### Particularities of Cégep Édouard-Montpetit's physical education courses :

**Physical education classes do not meet the physical activity needs of the student.**

In order to perform better in school and to promote the development of physical education skills, it is strongly recommended that students, upon entering CEGEP, seek ways to be regularly active outside of physical education classes. In order to counter the devastating effects of a sedentary lifestyle, all classes regularly include an activity or exercise routine requiring sustained and vigorous effort with particular emphasis on the development of the cardiovascular component that the student is also invited to. take charge in his out-of-course practice.

**At the end of block 3, therefore at the end of his college physical education process, the student will have to demonstrate a cardiovascular physical condition allowing him to reach the threshold of success in an event or a criteria test.**

## 6.COURSE PLANNING

\* **Project 1 : Analysis of strengths and weaknesses in terms of organizational capacity and commitment in order to reach determined goals.**

Objectives	Pedagogical orientations (methods - content)	Expected results (evaluation criteria, mastery standards)	Personal work outside of class (preparation)	Evaluation(mode, modality, weighting, deadline)
<b>Analyze</b> their adherence to the training program after two weeks of experimentation.	<b>Target</b> their strengths and weaknesses in their ability to organize and manage a physical activity schedule.	<p>At this point, the student will have had to experience a training program for two weeks. He was asked to adapt his schedule, experiment with strength training and establish some discipline of attendance. The following will be part of the assessment:</p> <ul style="list-style-type: none"> <li>- Target your strengths and weaknesses in your organizational capacity</li> <li>- Formulate solutions for the elements to be improved</li> <li>- Formulate objectives for the rest of the plan.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Perform the training program at home as accurately and diligently as possible</li> <li>➤ Refer to the material covered during his courses in blocks 1 and 2 in relation to the principles of training.</li> <li>➤ Take note of the material given in each course.</li> </ul>	<p style="text-align: center;"><b><u>Submission of the experiment assessment</u></b></p> <p><b>4<sup>th</sup> WEEK</b></p> <p style="text-align: right;"><b>10 %</b></p>

\* **Project 2 : Creation of workouts that can be done at home in an approach that promotes health.**

Objectives	Pedagogical orientations (methods - content)	Expected results (evaluation criteria, mastery standards)	Personal work outside of class (preparation)	Evaluation(mode, modality, weighting, deadline)
<b>Build</b> circuit workout (Planning) schedules.	<b>Verify whether:</b> The evaluation of the said training program complies with the recognized training principles, the instructions given in class and is towards the targeted objectives.	<p><b>Develop</b> a personalized table including the components of a complete muscle training routine.</p> <ul style="list-style-type: none"> <li>➤ Global training (see block 2)</li> <li>➤ Link between antagonistic and complementary exercises</li> <li>➤ Specify the training intentions (expected training effects)</li> </ul>	<p>Review the principles of training and improving fitness by doing researches using the mediagraphy at the end of this document.</p> <ul style="list-style-type: none"> <li>➤ Refer to the material covered during his courses in blocks 1 and 2 in relation to the principles of training.</li> <li>➤ Research on the different types of relevant functional exercises.</li> </ul>	<p style="text-align: center;"><b><u>Submission of scheduled workouts planning</u></b></p> <p><b>7<sup>th</sup> WEEK</b></p> <p style="text-align: right;"><b>30%</b></p>

✳ **Project 3 : Home training, execution and management of a training plan.**

Objectives	Pedagogical orientations (methods - content)	Expected results (evaluation criteria, mastery standards)	Personal work outside of class (preparation)	Evaluation(mode, modality, weighting, deadline)
<p>Adapt their daily schedule to the constraints generated by adhering to an imposed training program.</p> <p>Adapt their training schedule according to their personal reality.</p> <p>Build a personal physical activity planning adapted to their priorities according to their needs, abilities and motivating factors.</p> <p>Appropriately plan the conditions for carrying out the activities to be practiced.</p> <p>Analyze their ability to take charge of their physical condition.</p>	<p>➤ The student performs an analysis of his life context and his personal situation (current state, needs, preferences, capacities and resources).</p> <p>➤ Build a physical activity plan adapted to his personal situation, both in terms of the scheduling and the training content</p> <p>➤ Interview about how home workouts are going on Teams at the end of the session. The interview lasts 10 to 15 minutes.</p>	<p>Phase 1 (Weeks 1 to 4): Perform the required workouts according to the imposed schedule.</p> <p>Phase 2 (Weeks 5 to 7): Perform the prescribed workouts by adjusting various weekly periodization parameters.</p> <p>Phase 3 (Weeks 8 to 10): Perform their own workouts according to a set schedule.</p> <p>Phase 4 (Weeks 11-13): Perform their own workouts according to their own personal schedule.</p>	<p>➤ Read (review) texts on physical condition and the effects of physical activity on health.</p> <p>➤ Complete all the steps leading to the construction of a personal physical activity program, its application with monitoring, its adjustment (if necessary) and finally its evaluation.</p> <p>➤ Actively attend remote classes on Teams</p> <p>➤ To have experienced the workouts at home .</p>	<p>Report training data, impressions, progress and difficulties on TrainingPeaks <b>after each session.</b></p> <p><input type="checkbox"/> Phase 1 (week 4): 5%</p> <p><input type="checkbox"/> Phase 2 (week 7): 5%</p> <p><input type="checkbox"/> Phase 3 (week 10): 5%</p> <p><input type="checkbox"/> Phase 4 (week 13): 5%</p> <p><b>TOTAL for home training follow-up: 20%</b></p> <p><b>9th week</b></p> <p>Planning the last phase of the training plan (weeks 11 to 13)</p> <p><b>10th week</b> <span style="float: right;"><b>15%</b></span></p> <p>Final reflection in the form of an interview</p> <p><b>13<sup>th</sup> or 14<sup>th</sup> week</b> <span style="float: right;"><b>25%</b></span></p> <p><b>TOTAL FOR THIS PROJECT:</b> <span style="float: right;"><b>60%</b></span></p>

	W.O	Class	Content	Homework	In summary
Jan 26		1	Course outline, Training Peaks, Expectations	Par-Q, organize your schedule, get familiar with exercises.	Phaze 1
Feb 02	A	2	training strategies, technical lexicon, muscular qualities	Perform week A, note progress on TP	
Feb 09	B	3	EXPLANATIONS OF ASSESSMENT # 1: Experimentation assessment - 10%- Life habits	Perform week B, note progress on TP	
Feb 16	C	4	Preparation of Phaze # 2 : Managing a training calendar.	Perform week C, note progress on TP	
Feb 23	D	5	<b>SUBMISSION OF ASSESSMENT # 1: Experiment assessment - 10%</b> explanations: Building your sessions. Analysis of WO 1 to 6	Manage week D, note progress on TP	Phaze 2
Mar 02	E		<b>Common Exam Week</b>	Manage week E, note progress on TP	
Mar 09	F	6	More explanations : Building your sessions.	Manage week F, note progress on TP	
Mar 16	G	7	<b>Asynchronous- Submission of Assessment : building your sessions-30%</b>	Manage week G, note progress on TP	
Mar 23	H		<b>Common Exam Week</b>	Manage week H, note progress on TP	
Mar 30	I	8	Explanations : Planning your training calendar.	Test your sessions of week I, note progress on TP	Phaze 3
Apr 06	J	9	More explanations : Planning your training calendar.	Test your sessions of week J, note progress on TP	
Apr 13	K	10	<b>Asynchronous- Submission of Assessment : Planning your training calendar-15%</b>	Test your sessions of week K, note progress on TP	
Apr 20	L		<b>Common Exam Week</b>	Manage your training calendar on TP	Phaze 4
Apr 27	M	11	Managing and optimizing a training plan.	Manage your training calendar on TP	
May04	N	12	Long term benefits- preparation for final reflection interview	Manage your training calendar on TP	
May11	O	13	<b>FINAL REFLECTION – INTERVIEW 25%</b>	Manage your training calendar on TP	
May 25		14	<b>FINAL REFLECTION – INTERVIEW 25%</b>	Manage your training calendar on TP	

## 7. SYNTHESIS OF SUMMATIVE EVALUATION METHODS\*

Description of Evaluation Activity	Context	Due Date (approximate date assignment due or exam given)	Weighting (%)
➤ <b>ASSESSMENT # 1: Experiment assessment</b>	Written assessment, review of the first two weeks of the training program, analysis of the strengths and weaknesses of organizational capacity and commitment	<i>4th week</i>	<b>10 points</b>
➤ <b>ASSESSMENT # 2: Construction of workout sessions</b>	Template to be completed on Excel. Build a workout bank focused on muscular and cardiorespiratory capacity. The sessions must be feasible at home	<i>7th week</i>	<b>30 points</b>
➤ <b>ASSESSMENT # 3: Planning the remaining weeks of training</b>	Engage in a training plan, tailor sessions to your reality, and design a training schedule that will represent the last 4 weeks of training in the semester.	<ul style="list-style-type: none"> <li>➤ Workouts on TrainingPeaks 3rd, 7th, 10th and 13th week</li> <li>➤ Planning of training weeks 10th week</li> <li>➤ Final thought (interview) 13th and 14th week</li> </ul>	<p><b>20 points (5 points/phaze)</b></p> <p><b>15 points</b></p> <p><b>25 points</b></p> <p><b>Total pour ce projet : <u>60 points</u></b></p>
<b>TOTAL : 100 points</b>			

The **pass mark** for this course is 60% based on the total grades accumulated in all summative assessments. This minimum grade is awarded if the student has demonstrated that he has achieved the learning objectives of the course at the set thresholds. (PIEA, article 6.5.2.1)

\* The evaluation criteria will be presented in writing at least one week before the summative evaluation activity.

## 8. REQUIRED MANDATORY MATERIAL

- ☞ Everything you need for note taking
- ☞ 1 lead pencil, notebook or sheets to take notes
- ☞ Calculator

## 9. MEDIAGRAPHY

- ☞ Bélanger, C. et Beaumont, S., *Santé et activité physique*, Les éditions CEC inc., 2<sup>e</sup> édition, 2016.
- ☞ Bradette, A. et Charbonneau, É., *En action !*, Chenelière Éducation, 2016.
- ☞ Chevalier, Richard, *À vos marques prêts, santé !* Édition du Renouveau pédagogique inc. 5<sup>ième</sup> édition 2010 ou 6<sup>ième</sup> édition 2014;
- ☞ (Des volumes seront mis à votre disposition à la bibliothèque)
- ☞ Croisetière, Réjean, abdominaux, répertoire d'exercices, Édition RC 2004;
- ☞ Croisetière, Réjean, musculation, répertoire d'exercices, 3<sup>e</sup> édition RC, 70 pages;
- ☞ Croisetière, Réjean, Ballon-suisse, répertoire d'exercices, Édition RC 2002;

## 10. REQUIREMENTS TO PASS THE COURSE

### 1. Passing mark

The passing grade for the course is 60% (PIEA, article 5.1m).

### 2. Attendance at summative evaluations Attendance at summative evaluation activities is mandatory (PIEA 5.2.5.1).

Any unjustified absence for serious reasons (illness, death, force majeure event, etc.) from a summative evaluation activity may result in a zero (0) mark for the said activity. Supporting documents may be required. If the reasons are serious and recognized as such by the teacher, procedures for postponing the evaluation activity will be agreed between the teacher and the student (PIÉA 6.2.5.1).



### 3. Submitting Assignments

The assignments required by a teacher must be submitted on the date, place and time fixed. The penalties resulting from delays are established according to departmental rules (PIEA, article 5.2.5.2).

**The penalty for assignments submitted late is 10%** of the value of the work per working day late for any work worth at least 10% of the final grade. When it comes to weekly activity sheets, the loss will be 1 point per day late.

### 4. Presentation of Written Work

The instructor(s) will provide students with information and guidelines regarding the presentation of written work. When the presentation of an assignment is unacceptable, the work will be penalized as a late assignment until an acceptable version is submitted. In this case, the penalties for late work will be applied.

Students must follow the standards adopted by the Cégep for written work (« *Normes de présentation matérielle des travaux écrits* »). These can be found in the documentation center on the Cégep web site [www.cegepmontpetit.ca/normes](http://www.cegepmontpetit.ca/normes) under the heading **Liens éclair, Bibliothèques, « Méthodologie »**.

### 5. Plagiarism

Any breach of intellectual honesty, as well as any attempt to collaborate in such an action, results in a mark "0" (zero) for the exam, work or assessment activity in question. In this case, the professor makes a written report to the departmental coordination which forwards it to the Studies Department (PIEA, 5.6.1).

### 6. Review of grades

A student who considers himself wronged in the evaluation of his work or exam may request the revision of his mark during the session or the revision of his final mark in accordance with the provisions of article 5.6.2 of the PIEA.

### 7. Quality of English language

The language quality assessment (PIEA, article 5.3.1) must meet the criteria and values established by the department. (see grid) The student must present his work in correct English. This is a formal requirement that authorizes the teacher to refuse an assignment or to delay its acceptance until he or she is satisfied (PIEA 6.3.1). The delay in submitting the work in correct English is then subject to the penalty provided for this eventuality.

#### English correction grid

<b>Excellent</b>	- 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
<b>Average</b>	- 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
<b>Poor</b>	- 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. DEPARTMENTAL RULES FOR ALL PHYSICAL EDUCATION COURSES

### 1. Attendance

In the event of repeated absences by the student, the following procedure applies: Absences without reasons will be counted and a first written notice will be sent to the student by MIO following absences equivalent to 10% of the number of hours of the course. It will specify the dates of absences, the number of hours of absences compiled as well as the possibility of exclusion which could lead to failure of the course if the percentage of absences crosses the 2nd threshold. **Following absences equivalent to more than 15%** of the number of hours of the course, an exclusion notice will be sent to the student and to the Studies Department, which will keep the register. The sanction for absences will result in the cumulative score at the time of exclusion.

### 2. Resuming a missed course

The absence is erased from the student's file when the latter resumes a missed course under the terms and conditions specified by the teacher

**In case of serious reason; (death, illness, case of force majeure) the teacher encourages remedial work when possible.**

### 3. Lateness

The latenesses accumulate with the hours of absence. A lateness is counted as an hour of absence. The teacher reserves the right to refuse access to the course. A lateness is counted from the start of the period if the student is not present.

### 4. Early Departures

The student must attend the class until the end for their attendance to be recorded.

*The attendance policy applies to courses only and not to summative assessment activities, in which case the AIPP applies. IN THE EVENT OF PROLONGED ABSENCE FOR SERIOUS REASONS and when catching up is not possible, the student must notify his A.P.I. as soon as possible. In certain cases, the student can obtain, as the case may be, the IT grade (temporary incomplete) or the IN grade (permanent incomplete) in accordance with article 6.5.1.4 of the PIEA and thus avoid failure.*

## 12. METHODS OF COURSE PARTICIPATION

For synchronous courses, we ask you:

- *to settle in a quiet place so as not to be disturbed, with the course documents;*
- *have installed the Teams application in advance;*
- *access the platform a little before the course (to prevent technical problems);*
- *open your microphone and / or camera only at the teacher's request and wait for your right to speak;*
- *to be respectful, therefore to pay attention to your vocabulary, to have an adequate sitting position, to avoid screenshots or recordings and to avoid other distractions (ex: social networks).*

For your workouts at home, we suggest you wear **appropriate sportswear:**

- T-shirt or camisole, shorts or sports pants, gym shoes in good condition, offering good support to the feet and properly tied, long hair tied back.

By attending online classes through videoconference technology, the student understands that his image and voice may be captured on video in the context of his courses and agrees to this. Videos are only visible during live classes and by the teacher and other participants exclusively.

For pedagogical reasons, some courses may be recorded. It is the teacher's responsibility to clearly inform students beforehand when their images and voices are to be captured on video. Any student opposed to his image and/or voice being recorded may turn off his camera and microphone but will be required to participate in writing through means established by the teacher. Otherwise, students who activate their cameras or their microphones are deemed to have agreed to their images and voices being taped. These recordings of courses will be available for the express and sole use of those students registered in the courses for the duration of the semester. It is strictly forbidden to broadcast these recordings in any public manner or to use them other than for pedagogical purposes.

No student may record an online course without prior consent from the teacher. Students whose personal information (voices and images) is captured on video may exercise such remedies as provided by the right to access records and the right of rectification per the Act respecting access to documents held by public bodies and the protection of personal information through the Cegep's Secretary General's Office.

#### Details on the student's engagement in the learning activity:

The student is asked to get actively involved in the course process by giving his participation a dynamic and enthusiastic look. Behavior demonstrating an unacceptable (security) or insufficient level of commitment (non-participation in practical learning activities) can be a cause for dismissal from the course and refusal of access thereafter. The student must establish positive and respectful communication with the teacher and the other participants in his group, failing which, he will be asked to change his language or his behavior or he will have to leave the course. The teacher may refuse access to the course to a student who does not have the appropriate clothing or the required equipment as indicated in the lesson plan. An absence is then recorded. A student invited by his teacher to leave the room must collect his belongings and leave immediately.

### **13. STUDENT ACCESSIBILITY CENTER - FOR STUDENTS WITH DISABILITIES (CSA)**

Students having received a professional diagnosis of impairment (motor skills, neurological, organic, sensory, learning difficulties, mental health, autism spectrum disorder or other) or suffering from a temporary medical condition may request special accommodations.

Students seeking these accommodations must forward their diagnosis to the CSA by either MIO to « Service, CSA-ENA » or email to « [servicesadaptesena@cegepmontpetit.ca](mailto:servicesadaptesena@cegepmontpetit.ca) ».

Students already registered with the CSA must communicate with their teachers at the beginning of the semester to discuss those accommodations they have been awarded by the CSA.

### **14. INSTITUTIONAL POLICIES AND RULES**

Any student enrolled at Cégep Édouard-Montpetit must be aware of the content of some institutional policies and regulations and comply with them. In particular, the Institutional Policy for the Evaluation of Learning (PIEA), the Institutional Policy for the French Language (PILF), the Policy for a Study and Work Environment Free from Harassment and Violence (PPMÉTEHV), the Conditions of admission and academic progress, the Procedure for handling student complaints in the context of educational relations. The full text of these policies and regulations is available on the Cégep website at the following address: [www.cegepmontpetit.ca/reglements-et-politiques](http://www.cegepmontpetit.ca/reglements-et-politiques). In case of disparity between texts appearing elsewhere and the full text, the latter is the only legal and applied version.