

Course outline

COURSE : **Running**

PROGRAM : **All programs – General Education**

DISCIPLINE : **109 Physical Education - Block 2**

Weighting : | Theory : 0 | Practice : 2 | Personal study : 1

Prerequisites : None

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1. CONTEXT OF THIS COURSE IN THE STUDENT'S PROGRAM.

INTRODUCTION TO THE RUNNING PROGRAM.

This course is not a prerequisite for any course and has no prerequisites. (Preparatory to 109-103-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 of blocks 1 and 2. However, the success of the first two blocks is a prerequisite for block 3. The three blocks in physical education pursue the development of a healthy lifestyle and active in high school by getting students to take the necessary measures to maintain or improve their physical condition throughout their life. These three blocks are designed in a learning sequence. They are developed continuously, so that the theoretical and practical achievements of the first two are reinvested in the third.

Block 2

It concerns the process of improving efficiency in the practice of a physical activity, through an approach of planning and application by objectives, in the context of a sporting activity, of expression or outdoor. Students must make an initial statement and assess their skills and attitudes in the practice of a physical activity, set goals, experiment with a process aimed at improving their motor skills, techniques or complex strategies and integrate the progress made. They develop a feeling of competence and effectiveness in learning which they approach with confidence and pleasure.

2. MINISTERIAL OBJECTIVE(S) AND COMPETENCIES.

4EP1 IMPROVE YOUR EFFICIENCY WHEN PRACTICING A PHYSICAL ACTIVITY.

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

At the end of the running course, the students will be able to identify their learning needs, set goals, choose the means to achieve them and analyze whether or not goals have been reached in the course. a prospect of stimulating and rewarding participation.

The course is given in the form of a laboratory presenting a set of situations and activities (educational, exercises, observations, theoretical capsules, feedback) to help the participant to evolve in his practice of running.

4. PEDAGOGICAL GUIDELINES (TEACHING AND LEARNING STRATEGIES)

Weighting information (0-2-1)

0 weekly time devoted to theoretical learning

2 weekly time devoted to the practice of physical activities

1 weekly time devoted to personal work

Course formula :

Thirty (30) hour course lasting 10 weeks at a rate of 3 consecutive hours per week, to which is added the equivalent of 15 hours of non-course personal work spread over the 10 weeks of the course. The course format is hybrid (face-to-face and distance).

The proposed approach will allow the student to gradually develop a correct perception of the skills and attitudes required by the activity (coordination, flexibility, posture, management of effort, determination, perseverance, cooperation, etc.) as well as a correct perception of their learning needs. In addition to developing his efficiency and ease in the practice of running, the participant acquires a method, tools and attitudes that allow him to intervene in an organized and effective manner on improving his skills and on any learning situation in which he may want to engage/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.cegepmontpetit.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 : Plan a structured learning process

Objectives	Pedagogical orientations (methods - content)	Expected results (evaluation criteria, mastery standards)	Personal work outside of class (preparation)	Evaluation(mode, modality, weighting, deadline)
<p>Design goals in connection with technical gestures to improve and propose concrete means to achieve its objectives.</p>	<p>The student experiences a variety of educational and training exercises related to running technique.</p> <p>The student becomes familiar with the technical fundamentals of running using educational capsules, video clips and other theoretical content presented by the teacher.</p> <ul style="list-style-type: none"> •Posture • Hip mobility • Cadence • Coordination and synchronism 	<p>Take notice of its effectiveness, target its needs and set goals in order to initiate an improvement process in running.</p> <p>Using the concepts seen at the start of the semester, the student analyzes his running technique by identifying the elements to be improved in order to obtain efficiency gains.</p> <p>He targets his improvement needs based on the technical elements presented.</p> <p>He sets specific, realistic and time-bound goals while respecting the proposed parameters.</p>	<p>➤ Complete the formative exercises suggested by the teacher.</p>	<p><u>Initial assessment and goals</u></p> <p style="text-align: right;"><u>30%</u></p> <p><u>Total points for this project: 30%</u></p>

* **Project 2 : Apply a process leading to the improvement of the effectiveness in running.**

Objectives	Pedagogical orientations (methods - content)	Expected results (evaluation criteria, mastery standards)	Personal work outside of class (preparation)	Evaluation(mode, modality, weighting, deadline)
<p>Practice physical activity using a health-promoting approach.</p> <p>Use formative evaluation strategies throughout the process.</p>	<p>The student is made aware of the rules inherent in the practice of running in a health approach through guided sessions, theoretical capsules and course notes provided.</p> <ul style="list-style-type: none"> • Periodization of training • Injury prevention • Strengthening and muscle balance • Motivation, psychological aspects • Etc. <p>He takes part in a running program provided by the teacher and completes the educational training activities in order to closely follow his technical development.</p>	<p>Actively engage in the process of improving their running efficiency.</p> <p>Periodically review their skills / attitudes and interpret the progress made or difficulties encountered.</p> <p>The student appropriates and applies the inherent rules of running in his own practice.</p> <p>The student diligently completes his running sessions with the Training Peaks app and takes a weekly record of his progress.</p>	<p>Complete the formative exercises suggested by the teacher.</p> <p>Perform the training sessions for your program on the Training Peaks application.</p> <p>Complete and hand in the 5 logbooks.</p>	<p><u>Logbooks and interview.</u></p> <p><u>Total points for this project: 30%</u></p>

* **Project 3 : Demonstrate efficiency gains in the practice of running.**

Objectives	Pedagogical orientations (methods - content)	Expected results (evaluation criteria, mastery standards)	Personal work outside of class (preparation)	Evaluation(mode, modality, weighting, deadline)
<p>Demonstrate his effectiveness in the conduct of a technical running session.</p> <p>Demonstrate improvements in efficiency and analyze progress made.</p>	<p>Demonstrate his personal running session :</p> <ul style="list-style-type: none"> • Specific technical education • Acceleration, power ... • Race <p>Demonstrate over 800m. technical efficiency gains in basic skills:</p> <ul style="list-style-type: none"> • Posture • Hip mobility • Cadence • Coordination and synchronism 	<p>The participant demonstrates efficiency in the conduct of his running session (judicious choice of education, fluidity, management of effort, pace, etc.)</p> <p>The participant demonstrates a significant improvement in the motor skills required for the activity and technical efficiency gains in line with his personal goals</p>	<p>Practice the drills at home.</p> <p>Personal work on their technique.</p>	<p><u>Evaluation of the technical running session (Drills).</u> 15%</p> <p><u>Final assessment and comparative technical analysis of the initial and final assessment.</u> 25%</p> <p><u>Total points for this project: 40%</u></p>

Work Calendar

Note: As this is a hybrid course (face-to-face and distance), we will use technological tools such as: LÉA, TEAMS, YouTube channel and Training Peaks application.

Class	Format	Learning objective	Content	Submission of assessments	Personal work	Technological resources and tools
1 Mar. 11th (Week 6)	Remotely Synchronous	Project 2	Course presentation Theoretical notions Explanations for Training Peaks and for the delivery of the Logbook.		Complete the PAR-Q health questionnaire. Training on Training Peaks	Training Peaks Teams Forms
2 Mar. 18th (Week7)	Remotely Synchronous	Project 1-2	Theoretical notions of running technique Introductory technical session. Presentation of the initial assessment.		Workouts on Training Peaks Complete initial assessment	Training Peaks Teams Youtube, Excel
3 Mar.25th (Week 8)	Face-to-face outside	Project 1-2	Technical session # 1: Hip mobility	Submission of initial assessment 30%	Workouts on Training Peaks. Practice of technical drills.	Training Peaks YouTube
4 Apr. 1st (Week 9)	Face-to-face outside	Project 1-2	Technical session # 2: Cadence		Workouts on Training Peaks. Practice of technical drills.	Training Peaks YouTube
5 Apr.15th (Week 10)	Remotely Synchronous	Project 2-3	Theoretical notions on running techniques. Presentation of the final assessment and preparation for the interview.		Workouts on Training Peaks. Practice of technical drills.	Training Peaks YouTube
6 Apr.22nd (Week 11)	Face-to-face outside	Project 2-3	Technical session # 3: Posture and breathing		Workouts on Training Peaks. Practice of technical drills.	Training Peaks
7 Apr.29th (Week 12)	Face-to-face outside	Project 2-3	Technical session # 4: Synchronism and coordination		Workouts on Training Peaks. Practice of technical drills. Complete final assessment	Training Peaks YouTube
8 May 6th (Week 13)	Remotely Synchronous	Project 2-3	Individual interview on the improvement process 30% Camera opening required.	Submission of final assessment 40%	Workouts on Training Peaks	Training Peaks YouTube
9 May 27th (Week 14)	Remotely Synchronous	Project 2	Individual interview on the improvement process 30% Individual interview on the improvement process 30% Camera opening required.		Workouts on Training Peaks	Teams

*** Note: A logbook should be completed periodically after every 2 weeks of training on Training Peaks(see LÉA communiqué for submission).**

7. SYNTHESIS OF SUMMATIVE EVALUATION METHODS*

Description of Evaluation Activity	Context	Due Date (approximate date assignment due or exam given)	Weighting (%)
<p>-Initial assessment and goals</p> <p>-Take notice of its effectiveness, target its needs and set goals in order to initiate an improvement process in running (Project 1)</p>	<p>Written assessment, Individually-at home.</p>	<p><i>Class 3</i></p>	<p>30 points</p>
<p>Assessment of the application of the approach. Actively engage in the process of improving their running efficiency. Propose relevant means to achieve their goals and use qualitative and quantitative evaluation strategies. Periodically review their skills / attitudes and interpret the progress made or difficulties encountered. (Project 2)</p>	<p>- Logbook 1 to 5</p> <p>-Interview with the teacher</p> <p>(Individual, at home)</p>	<p><i>Class 8-9</i></p>	<p>30 points</p>
<p>Evaluation of personal technical session (drills)</p> <p><i>Significantly improve their motor skills related to running.</i></p> <p>Evaluation of technical improvement</p> <p><i>Significantly improve their motor skills related to running.</i></p> <p>(Project 3)</p>	<p>-Demonstrate your session (Individual, in class)</p> <p>-Final assessment (Individual, in class)</p>	<p><i>-Class 8</i></p> <p><i>-Class 8</i></p>	<p>15 points</p> <p>25 points</p>
<p>TOTAL : 100 points</p>			

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

Running shoes and sportswear
Water bottle and towel
Mask

9. MEDIAGRAPHY

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 (PIEA 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.cegepumontpetit.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 (PIÉA, 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 (PIÉA 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

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. 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).*
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- **Sportswear suitable for training and adapted to the weather. It is your responsibility to keep yourself informed of the weather and to prepare yourself accordingly for your well-being as well as for your safety.**
Running shoes will be necessary at all times.
Inadequate dressing can be a reason for refusing access to the course.

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 ».

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. In case of disparity between texts appearing elsewhere and the full text, the latter is the only legal and applied version.