



Course outline

COURSE : **Weight training (Musculation)**

PROGRAM : 280.C0 Aircraft Maintenance



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

WEIGHTING : *Theory : 1 Practice : 1 Personal Study : 1*

Teacher(s)	Office	 extension	 e-mail ou website
Émilie Charbonneau	E-09	6209	emilie.charbonneau@cegepmontpetit.ca

Office hours

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning					
Afternoon	11AM-1PM				
Other					

Coordinator(s)	Office	 extension	 e-mail
Émilie Charbonneau	AR-2	6209	emilie.charbonneau@cegepmontpetit.ca
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1 CONTEXT OF THIS COURSE WITHIN THE PROGRAM

This course follows on from the courses of the first two Blocks (109-101-MQ and 109-102-MQ). In all ; 3 Blocks

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 the achievement of the objectives, skills and goals targeted by general education in the implementation of the program of college studies.

The three physical education blocks are aimed at developing a healthy and active lifestyle that began in high school by leading students to take the necessary steps to ensure the maintenance or improvement of their physical condition from a lifelong health perspective. throughout his life. These three blocks are designed in a learning sequence. They are developed in continuity, so that the theoretical and practical achievements of the first two are reinvested in the third.

Thus, in block 3 the student puts in place favorable conditions for the regular, stimulating and independent practice of physical activity. He manages the factors favoring the maintenance and development of this habit in the context of managing his physical activity needs.

<https://mareussite.cegepmontpetit.ca/ena/mon-parcours/mon-programme/formation-generale/>

2 COMPETENCIES OF THE EXIT PROFILE (STUDENT SKILL PROFILES)

Not applicable

3 MINISTERIAL OBJECTIVE(S) AND COMPETENCIES

4EP2 Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

4 TERMINAL OBJECTIVE OF THE COURSE (FINAL COURSE OBJECTIVE)

At the end of the course, the student will be able to demonstrate his autonomy in the implementation of a personal program of physical activity promoting health.

5 TEACHING AND LEARNING STRATEGIES

This thirty (30) hour course will be divided into 2 consecutive hours (to be adapted according to the course formula) per week and to which will be added 15 hours of personal work outside the course at the rate of approximately one hour per week.

The student will have to design his own personal physical activity program that will respect the training principles set out in the relevant documentation with the aim of supporting the regular and sufficient practice of physical activity.

The student will use the evaluation strategies of his physical activity plan and reflect on his practice.

6 COURSE PLAN

LEARNING OBJECTIVES

1. Plan a personal physical activity program.
2. Combine the elements of a regular and sufficient practice of physical activity as part of a healthy lifestyle.
3. Manage a personal physical activity program.

WEEK	# OBJECTIVE	CONTENT	MODE OF INSTRUCTION AND LEARNING ACTIVITIES	DOCUMENTATIONS, RESOURCES, TECHNOLOGICAL TOOLS AND URL ADDRESS	TO DO FOR NEXT WEEK
1	2	<ul style="list-style-type: none"> • Presentation of the course outline and Get Active Questionnaire; • Typical warm-up (3 phases); • Introduction to the use of the TrainingPeaks app. • Theoretical notions (organization of your time, motivation). 	<ul style="list-style-type: none"> • Typical warm-up for a weight training session. • Overview of few posture elements to avoid injuries 	<ul style="list-style-type: none"> ✓ Course outline on Léa ✓ Work Calender on LÉA ✓ Presentation of course 1 on Léa ✓ Training calendar on TrainingPeaks. 	<ul style="list-style-type: none"> ✓ Personal organization to be able to complete training week A; ✓ View training videos on Youtube ✓ Subscribe to Training Peaks with registration process on LÉA
2	2	<ul style="list-style-type: none"> • Structures of training sessions; • Technical lexicon; • Warm-up (3 phases) • Athletic Identity and Presentation of Training Week A (workout #2) 	<ul style="list-style-type: none"> • Training session; • Feedback and impressions on the intensity dosage; • Position oneself in Prochaska's transtheoretical model. • Physical tests and evaluation of physical capacities 	<ul style="list-style-type: none"> ✓ Presentation of course 2 on Léa ✓ Training calendar on TrainingPeaks ✓ Workout videos on Youtube (out of class) 	<ul style="list-style-type: none"> ✓ Do the physical activities according to the instructions and complete the information on TrainingPeaks. ✓ workouts on Youtube (link on LÉA)
3	2-3	<ul style="list-style-type: none"> • Feedback and discussion on week A • Practical lessons (warm-up, training, cool-down) • Principles fitness, types of workout, muscular qualities, muscles functions 	<ul style="list-style-type: none"> • Identify improvement strategies • Target their strengths and weaknesses; • Typical training; 	<ul style="list-style-type: none"> ✓ Presentation of course 3 on Léa ✓ TrainingPeaks ✓ Videos on Youtube. 	<ul style="list-style-type: none"> ✓ Do the physical activities according to the instructions and complete the information on TrainingPeaks. ✓ workouts on Youtube (link on LÉA)

WEEK	# OBJECTIVE	CONTENT	MODE OF INSTRUCTION AND LEARNING ACTIVITIES	DOCUMENTATIONS, RESOURCES, TECHNOLOGICAL TOOLS AND URL ADDRESS	TO DO FOR NEXT WEEK
4	2-3	<ul style="list-style-type: none"> Feedback and discussion on trainings Practical course (warm-up, training, cool-down); Periodization of training. 	<ul style="list-style-type: none"> Typical training; Familiarization with the PAP to be planned; Familiarization with the different muscular qualities in order to be able to make a choice for your works to be explained. 	<ul style="list-style-type: none"> ✓ Presentation of course 4 on Léa; ✓ TrainingPeaks; ✓ Videos on Youtube ✓ PAP explanation video document on LÉA 	<ul style="list-style-type: none"> ✓ Consultation of the explanation video on LÉA for the Physical activity Program (PAP out of class) to be done out of class and on Training Peaks. ✓ Do the physical activities according to the instructions and complete the information on TrainingPeaks. ✓ workouts on Youtube (link on LÉA)
5	1-2-3	<ul style="list-style-type: none"> PAP explanation overview Practical course (warm-up, training, cool-down); Exercise terminology; Muscular qualities; Experiment of a combined training 	<ul style="list-style-type: none"> Typical training; Data entry on TrainingPeaks. Identification and anticipation of Phase 2 difficulties 	<ul style="list-style-type: none"> ✓ Presentation of course 5 on Léa; ✓ TrainingPeaks; ✓ Videos on Youtube ✓ PAP and evaluation grid in Powerpoint document on LÉA 	<ul style="list-style-type: none"> ✓ Do the physical activities according to the instructions and complete the information on TrainingPeaks. ✓ workouts on Youtube (link on LÉA). ✓ Complete the PAP document (on LÉA)
6	1-2-3	<ul style="list-style-type: none"> SUBMISSION OF PAP (20%) Practical course (warm-up, training, cool-down); Explanation of the Personal Muscular Program (PMP: in class program). Theoretical notions: warm-up, lexicon, tempo, overload). 	<ul style="list-style-type: none"> Typical training; circuit Myths & Facts Activity Presentation of the instructions for the program that will be carried out in class and the notions for the creation of this program. 	<ul style="list-style-type: none"> ✓ Powerpoint document for PMP on LÉA ✓ TrainingPeaks; ✓ Videos on Youtube 	<ul style="list-style-type: none"> ✓ Do the physical activities according to the instructions and complete the information on TrainingPeaks. ✓ workouts on Youtube (link on LÉA) ✓ Find your exercises to create your Personal Muscular Program (PMP in class)
7	1-2-3	<ul style="list-style-type: none"> Practical course (warm-up, training, cool-down); Creation of your PMP Workout 	<ul style="list-style-type: none"> Typical training; Photo shoot for PMP 	<ul style="list-style-type: none"> ✓ Presentation of course 7 on Léa; ✓ Working document available on Léa. 	<ul style="list-style-type: none"> ✓ Do the physical activities according to the instructions and complete the information on TrainingPeaks.

WEEK	# OBJECTIVE	CONTENT	MODE OF INSTRUCTION AND LEARNING ACTIVITIES	DOCUMENTATIONS, RESOURCES, TECHNOLOGICAL TOOLS AND URL ADDRESS	TO DO FOR NEXT WEEK
				<ul style="list-style-type: none"> ✓ TrainingPeaks ✓ Videos on Youtube 	<ul style="list-style-type: none"> ✓ workouts on Youtube (link on LÉA) ✓ Finalize your PMP by adding your photos et print your document for next week.
8	1-2-3	<ul style="list-style-type: none"> • FORMATIVE SUBMISSION OF YOUR PMP (your teacher will keep it at the end of your training) • Practical course (warm-up, training, cool-down); • Explanations of Phase 3 learning objectives; • Notions on flexibility (Stretching); 	<ul style="list-style-type: none"> • Typical training; • Experimentation with stretching sessions 	<ul style="list-style-type: none"> ✓ Presentation of course 8 on Léa; ✓ <i>TrainingPeaks</i>; 	<ul style="list-style-type: none"> ✓ Experimentation of your PAP and complete information on TrainingPeaks (20%).
9	1-2-3	<ul style="list-style-type: none"> • Practical course (warm-up, training, cool-down); • Concepts of nutrition. • Experimentation of you PMP (trios) • Experimentation of flexibility and mobility exercises 	<ul style="list-style-type: none"> • Typical training; • Presentation of the evaluation grid for the practical evaluation of the sessions that will take place in weeks 12 and 13 	<ul style="list-style-type: none"> ✓ Presentation of course 9 on Léa; ✓ TrainingPeaks. 	<ul style="list-style-type: none"> ✓ Experimentation of your PAP and complete information on TrainingPeaks (20%).
10	1-2-3	<ul style="list-style-type: none"> • Practical course (warm-up, training, cool-down); • Explanation of ASSESSMENT # 3: Planning the remaining weeks of training 15%. 	<ul style="list-style-type: none"> • Typical training; • Preparing your training schedule. 	<ul style="list-style-type: none"> ✓ Presentation of course 10 on Léa; ✓ TrainingPeaks. 	<ul style="list-style-type: none"> ✓ Experimentation of your PAP and complete information on TrainingPeaks (20%).
11	1-2-3	<ul style="list-style-type: none"> • Practical course (warm-up, training, cool-down); • Presentation of the terminal evaluation (Individual reflective interview). 	<ul style="list-style-type: none"> • Typical training; • Presentation of the interview evaluation grid; 	<ul style="list-style-type: none"> ✓ Presentation of course 11 on Léa; ✓ TrainingPeaks. 	<ul style="list-style-type: none"> ✓ Experimentation of your PAP and complete information on TrainingPeaks (20%).

WEEK	# OBJECTIVE	CONTENT	MODE OF INSTRUCTION AND LEARNING ACTIVITIES	DOCUMENTATIONS, RESOURCES, TECHNOLOGICAL TOOLS AND URL ADDRESS	TO DO FOR NEXT WEEK
12	2-3	<ul style="list-style-type: none"> Practical lessons (warm-up, training, cool-down) Practical evaluation of training sessions – 10% 	<ul style="list-style-type: none"> Summative evaluation of training sessions; 	<ul style="list-style-type: none"> ✓ Presentation of course 12 on Léa ✓ TrainingPeaks. 	<ul style="list-style-type: none"> ✓ Experimentation of your PAP and complete information on TrainingPeaks (20%).
13	2-3	<ul style="list-style-type: none"> Presentation of the evaluation grid for the Individual Reflective interview; Explanations and organisation of the schedule for the interviews (appointments) Practical lessons (warm-up, training, cool-down) Evaluation of the PMP (30%). 	<ul style="list-style-type: none"> Preparation for the interview (presentation of evaluation grid and organization of the interview schedule); Summative evaluation of the PMP 	<ul style="list-style-type: none"> ✓ PMP ✓ Presentation of course 13 on Léa; ✓ TrainingPeaks ✓ Evaluation Grid PMP on Léa ✓ Evaluation Grid Interview on LÉA 	<ul style="list-style-type: none"> ✓ Experimentation of your PAP and complete information on TrainingPeaks (20%).
14	2-3	<ul style="list-style-type: none"> Reminder of the interview evaluation grid; Reminder of the organization of the interview schedule (making an appointments) Evaluation of the PMP (30%). 	<ul style="list-style-type: none"> Reminder of important points for the interview; PMP summative evaluation 	<ul style="list-style-type: none"> ✓ PMP ✓ Presentation of course 13 on Léa; ✓ TrainingPeaks ✓ Evaluation Grid PMP on Léa Evaluation Grid Interview on LÉA 	<ul style="list-style-type: none"> ✓ Experimentation of your PAP and complete information on TrainingPeaks (20%). ✓ Preparation for the Individual Reflective Interview
15	2-3	<ul style="list-style-type: none"> Terminal evaluation: individual reflective interview– 30% 	<ul style="list-style-type: none"> Individual reflective interview: Evaluate and justify the achievement or not of its objectives Reflect on the impact of physical activity on lifestyle and long-term health 	<ul style="list-style-type: none"> ✓ TEAMS or in class ✓ Evaluation Grid Interview on LÉA 	

7 SYNTHESIS OF SUMMATIVE EVALUATION METHODS

Description of Evaluation Activity	Context	Learning objective(s)	Evaluation Criteria	Due Date (approximate date assignment due or exam given)	Weighting (%)
<p>Planification of the PAP (Physical activity program) *</p> <p>Out of class</p>	Development of the physical activity program (PAP) adapted to its priorities according to needs, capacities and motivation factors, written work outside the course	1	Evaluation grid available on Léa.	Week 6	20%
<p>Personal Muscular Program (PMP)</p> <p>In class</p>	Practical and theoretical evaluation of the Personal Muscular Program. (Written work to be done in class and at home, practical assessment in class)	2	Evaluation grid available on Léa.	Week 13-14	30%
<p>Terminal evaluation</p> <p>Two components:</p> <p>Out of class experimentation of PAP with TrainingPeaks application (20%)</p> <p>Individual reflective interview (30%)</p>	<p>Practical training and data entry on Training Peaks (Phases 1 and 2)</p> <p>Interview (oral report)</p>	2-3	<p>Evaluation grid available on Léa.</p> <p>Evaluation grid available on Léa.</p>	<p>Week 2-14</p> <p>Week 15</p>	<p>20%</p> <p>30%</p>
				TOTAL	100 %

8 REQUIRED MATERIAL

- 1 towel, 1 bottle of water;
- T-Shirt (no camisole will be tolerated);
- Sports shorts or pants;
- Gym shoes in good condition, providing good foot support
- 1 lead pencil, notebook or sheets to take notes

9 MEDIAGRAPHY

- Bradette Annie et Charbonneau Émilie, En Action! Chenelière Éducation. 2e édition 2021.
- Bélanger, C. et Beaumont, S., Santé et activité physique, Les éditions CEC inc., 2e édition, 2016.

- Bradette, A. et Charbonneau, É., En action !, Chenelière Éducation, 2016.
- Chevalier, Richard, À vos marques prêts, santé ! Édition du Renouveau pédagogique inc. Sième édition 2010 ou 6ième édition 2014;
- Croisetière, Réjean, abdominaux, répertoire d'exercices, Édition RC 2004;
Croisetière, Réjean, musculation, répertoire d'exercices, 3e 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 mark for this course is 60% by adding the marks for the theory and practical work for the course.

2. Attendance for Summative Evaluations

Students must be present for summative evaluations and must comply with the instructions given by the instructor to carry out the evaluation activity and written in the course outline. Unexcused tardiness for a summative evaluation could result in being excluded from the activity. Any absence from a summative evaluation that is not due to serious reasons (illness, death in the family, etc.) could result in a mark of zero (0) for the activity.

Students are responsible for meeting with the instructor before an evaluation activity is held or immediately upon returning to ENA to explain the reason for an absence. Proper documentation, such as a medical certificate, a death certificate, legal papers, etc., must be shown if the reason for absence is serious and recognized as such by the instructor(s), arrangements will be made between the instructor(s) and the student to make up the activity.

In the case of an online summative evaluation, your student card and an open camera may be required to access the evaluation.

3. Submitting Assignments

The work required by a professor must be submitted on the date, at the place and at the time fixed. (Precise time) * Penalties resulting from delays are established according to departmental rules (PIEA, article 5.2.5.2). For any work submitted late, the penalty will be 10% of its value per day of delay, up to 7 days after which the score of zero will be awarded.

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 at : <http://rmsh.cegepmontpetit.ca/normes-de-presentacion-materielle-des-travaux-ecrits-du-cegep/>.

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.

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 METHODS OF COURSE PARTICIPATION

The student is asked to be actively involved in the course process by giving his participation a dynamic and enthusiastic look. The student must establish a positive and respectful communication with the teacher and the other participants of his group, failing which, he will be asked to change his language or his behavior otherwise he will have to leave the course. The professor may refuse access to the course to a student who does not have the appropriate clothing or the required equipment as indicated in the course outline. A student invited by his teacher to leave the room must collect his belongings and leave immediately.

12 OTHER DEPARTMENTAL REGULATIONS

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.

13 INSTITUTIONAL POLICIES AND REGULATIONS

All students enrolled at Cégep 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* (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 on the Cégep web site at the following address: <http://www.cegepmontpetit.ca/ena/a-propos-de-l-ecole/reglements-et-politiques>. 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.

14 STUDENT ACCESSIBILITY CENTER - FOR STUDENTS WITH DISABILITIES

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 ACCOMODATIONS.

Students seeking these accomodations must forward their diagnosis to the CSA by either MIO to "Service, CSA-ENA" or email to "servicesadaptesen@cegepmontpetit.ca".

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

15 ANNEX

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

For an overview of all the resources and services available, you are invited to consult the website: <https://mareussite.cegepmontpetit.ca/ena/>