

PSYCHOLOGY 360:
BIOLOGICAL PSYCHOLOGY
SPRING 2019
SYLLABUS

Instructor: Dr. Alexander Swan

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Office Hours: MWF 11 AM – 1 PM; MTRF 3 – 5 PM

OR GO HERE: <http://swanpsych.com/contact-about-me/>

My Website: www.swanpsych.com

What you can call me: “Dr. Swan”, “Prof Swan”, “Swan”, “Doc”

Preferred Pronouns: He/Him/His

BASIC COURSE INFORMATION

MEETING:

When: Mondays, Wednesdays, & Fridays 9:00 – 9:50 AM

Where: Burgess Hall 103

REQUIRED COURSE TEXTBOOKS:

Kalat, J. (2019). *Biological psychology* (13th Ed). Boston: Cengage Learning, Inc.

COURSE WEBSITE:

All the course announcements, readings, quizzes, grades, this syllabus, and other resources will be available through the course portal on Brightspace. I will try my best to make the Powerpoint slides used for the lectures available online BEFORE each lecture. However, sometimes life happens, and they might not make it until afterward.

COURSE DESCRIPTION:

Exploration of the physiological, neurological, biochemical, endocrinological, and immunological bases of human and animal behavior. Topics include the biological substrates of perception and action, motivation, consciousness, learning and memory, and emotion. Emphasis will be placed on the methods used by psychologists in studying these mechanisms.

CLASS FORMAT:

The course will consist of lectures, demonstrations/activities, videos, and class discussion. Reading assignments should be completed BEFORE the chapter is discussed in class.

INTENDED LEARNING OBJECTIVES:

- A primary goal in this course is to develop expertise in issues of biological psychology: to understand what biological substrates in the human body, specifically the brain, create our psychological experiences, such as consciousness, sex, hunger, movement, psychopathology, and other compelling behaviors.
- You will gain experience in experimental methods of biological psychology, such as neuropsychology, with an emphasis on the ability to identify brain structures.
- You will develop a health plan to apply the information you learn in this class to your everyday life to manage your health and well-being.

- Evaluate and digest highly specialized information in biological psychology (psychology, biology, and chemistry) and uniquely present the information to a general audience in a distilled format.
- A final aim in this course is to enhance your ability to think critically and scientifically about everyday psychological problems so that you can begin to generate solutions for these problems in experimental psychology courses.

COURSE REQUIREMENTS AND GRADING

Unit Quizzes (4)	5% each (20%)	Various Dates
Personal Health Plan	30%	Reflection Paper: Wednesday May 1, 2019 at 9:00 AM
Multimedia Group Project	30%	Wednesday, April 17, 2019 at 9:00 AM
Reading Checks	10%	Various Dates
Participation	10%	Various Dates

GRADING SCALE:

≥ 93%	A	≥ 80% and < 83%	B-	≥ 67% and < 70%	D
≥ 90% and < 93%	A-	≥ 77% and < 80%	C+	≥ 63% and < 67%	D
≥ 87% and < 90%	B+	≥ 73% and < 77%	C	≥ 60% and < 63%	D-
≥ 83% and < 87%	B	≥ 70% and < 73%	C-	< 60%	F

NOTE: Grades will not be changed for any reason, except for clerical errors!

A. UNIT QUIZZES:

- The in-class Quizzes (4 “Units”) consist of multiple-choice and short-answer questions, and are based primarily on the lectures. However, I reserve the right to ask questions directly from textbook content. Each Quiz will only cover material from the unit. Although none of the Quizzes are cumulative, new material tends to build upon previous material. ANY material covered in the lectures may appear on the Quiz.
- **MAKE-UP POLICY:** Quizzes must be taken on the date scheduled. Vacation is not a valid excuse, nor is an exam scheduled at the same time. If you must miss a Quiz due to some emergency, then you can make it up. I allow the first make-up of the semester with no questions asked or verification required. However, the 2nd missed Quiz and beyond will require a doctor’s note or some other formal verification of absence. All make-up Quizzes must be taken during a make-up period agreed upon by you and me. See additional make-up notes in the Benefit-of-Doubt Policy below.
- No use of notes is allowed for any Quiz. Please be aware that cheating on a Quiz will result in a grade of zero (0) for the exam and reporting of the incident to the Division Chair and Provost. Cheating includes use of notes, books, cell phones, or copying from someone else’s Quiz.

B. PERSONAL HEALTH BEHAVIOR CHANGE PLAN:

- We all have behaviors that we would like to change (e.g. exercising, sleeping, smoking, drinking alcohol, wearing sunscreen). This assignment will allow you to take what you learn in this class and make a direct change in your life. Over the course of the term, you will choose a health-related behavior that you would like to change, track/monitor that behavior, and develop and implement a plan to change that behavior.
- You will be required to submit periodic assignments through Brightspace (as noted on the course schedule), and write a 2-page reflection paper based on this experience. The assignments are due by the date on the course calendar by 9 AM. Late assignments will be docked according to the standard late assignment policy below. Additional details will be forthcoming.

- To gain full credit for the assignments, you must complete them and follow all guidelines. **Your reflection paper is due on Wednesday May 1, 2019 by 9:00 AM, and must be two full pages, typed, double-spaced, with 12-point font and 1-inch margins. Late papers will NOT receive full credit (10% deduction per each day late). No exceptions.**

C. MULTIMEDIA GROUP PROJECT:

- In groups of 2-3 (no single-person projects), you will choose a biopsychology topic and produce a multimedia product discussing the topic for a general audience. You can produce a video, podcast, song, or anything related. Think of a blog post to the next level—taking extremely complex material and digesting it for a general audience with no prior psychological background.
- Videos can be infomercials, sitcoms, talk shows, or you can combine the song production with video to create a music video. Podcasts must have a guest speaker, audio transitions, and an appropriate level of candor. You can also produce an animated video with your own voiceover.
- Topic selection will begin early in the semester along with group selections. Groups will produce a group charter document indicating an agreement to do equal work or face a project penalty.
- Further information will be made available later in the semester.
- **Final multimedia products are due Wednesday, April 17, 2019 at 9 AM on Brightspace (videos may be uploaded to Youtube and linked to me, as well).**
- All multimedia needs to be properly cited and no copyright should be infringed upon. Creative Commons licenses are a great way to use popular media.
- HAVE FUN WITH THIS PROJECT!

D. READING CHECKS

- There will be an online, self-graded check on the readings on Brightspace. These will be multiple choice, and 5 questions each. Since these checks are low-stakes and are only meant to help you digest the material for the in-class Unit Quizzes, you will have 2 attempts for each one. The attempt that achieves the highest score will be recorded. Don't fret too much about these checks; just try your best—they are meant to prepare you for the in-classes Unit Quizzes so those aren't too shocking or overwhelming. Though you can use your textbooks on these reading checks (no time limit), try your best to answer the questions without it, since you won't have the texts on the in-class Unit Quizzes!

E. PARTICIPATION GRADE:

- Small assignments will be given during class on random days throughout the semester. Points will be given out for completing the assignments that will count toward your participation grade. It is highly recommended that you arrive to class on time in order to complete these assignments.
- **Significant assignment: Sheep Brain Dissection, Wednesday, February 6, 2019 in VB 36 (Biology Lab)**

COURSE POLICIES

1. GETTING INFORMATION:

- **EMAIL PROTIP:** I use email for almost all communications/announcements. If you do not check your Eureka email often, forward it to an address you do check. **YAHOO ADDRESSES GET SENT TO MY SPAM FOLDER.** The best way to contact me is always via email. If you cannot come to office hours and/or decide to send an email, be sure to use the following format so that I can help you:

To:

Subject Line: "PSY 360: (insert your topic here)"

From: your full address

Dear (insert name of person you are contacting here),

Hello, my name is (your full name here) and I am a student taking PSY 360/Biological Psychology. I have a question regarding (insert your question here).

(Considerate closing of your choosing),

Your full name

A word of caution: I will do my best to reply within 48 hours. Depending on the nature (and popularity) of your question, my answer may be direct OR posted as a general class announcement on Brightspace. Please hold off on resending a message until 48 hours have passed. Finally, I may not respond to emails between the hours of 8 PM and 8 AM or at any hour on the weekends, so please keep this in mind when deciding whether to resend the message.

- **OFFICE HOURS:** As you may note from the first page of this syllabus, I will be in my office a lot. I have an open-door policy: stop by whenever within the time frames and I will be happy to chat. Additionally, if my door is open during the day and it's not one of the above time frames, I am available. If my door is closed, but you know I'm here, then you should come back. You can check my website for these times rather than emailing me to ask me if I'll be there. You might want to email me to let me know you're coming, but walk-ins are welcome. I will specify whether there are circumstances that will cut into my office time as needed.
 - **AN IMPORTANT NOTE ON OFFICE HOURS:** In case you're not aware, office hours are a chance for you to get help on assignment, go over material covered in class, talk about some connections between class material and your other academic or extracurricular work, and so on. They are generally student-directed, but I can help you formulate questions to ask based on my sense of your strengths and weaknesses. I **STRONGLY ENCOURAGE** you to take advantage of this time!

2. LATE WORK AND MAKE-UP POLICY:

- If participation in university-sponsored events (e.g., athletics) or observance of a religious holiday or other sanctioned event prevents your attendance, you must contact me prior to the relevant date, and you must have any appropriate documentation. If an assignment is due on that date, arrangements must be made to complete the assignment ahead of time, if possible.
- Unless otherwise stated, all assignments are due at the beginning of class (unless otherwise noted for electronic assignment submissions). Late assignments will only be accepted in the case of extraordinary circumstances and appropriate documentation, and may involve point/percentage deductions (standard penalty is 10%/24-hr period). Please alert me to these extraordinary circumstances by email within 24 hours of the missed class, and we will set up a time to discuss these on a case-by-case basis.
- Without appropriate circumstances and documentation, early Quizzes or Quiz make-ups will not be granted.
- **BENEFIT OF DOUBT POLICY:** However, I recognize that sometimes life happens; therefore, I have built some flexibility into the course to allow for illness, other obligations, and bad days.
 - First, on Quizzes, extra credit will be offered from one Quiz to the next if there is a 10% improvement. For example, if Quiz 1 receives a 60%, a 70% or higher on Quiz 2 will result in an additional percentage increase of extra credit. If you miss a Quiz AND notified me appropriately, and cannot make-up the Quiz prior to the next Quiz, I will count your next Quiz score twice (so no zeroes are given out).
 - Second, on Quizzes, if you fail to make-up a Quiz and the next Quiz occurs, you will be

given previous Quiz score rather than a 0. This is a rare occurrence as I make every effort to have you take a make-up Quiz. This isn't a gift, either; this usually results in a poor grade moving forward. For example, if you miss Quiz 2 and fail to make it up before Quiz 3, Quiz 2 will be given the score you received on Quiz 1.

- Finally, your lowest Participation assignment and Reading Check will be dropped from your final category computation. You will not be able to make these up—they are dropped for whatever reason you missed, no questions asked!

3. **GRADE DISPUTE POLICY:**

- If you disagree about how your term paper was graded, you must dispute the issue *in writing* (not email). Write a paragraph about why you think your attempt was correct/sufficient and turn it (with the original assignment) in to me at the lecture following the return of the relevant assignment. Only reasonable and well-justified complaints will be considered, and all decisions are final. Please note that if you submit a complaint, I will re-grade the entire assignment, and your grade could increase, decrease, or remain the same. **This policy does not apply to final course grades.**

4. **CLASS ETIQUETTE:**

- **Please do not use your cell phones during class.** I would prefer them to be put on silent or off and away in your bag/pocket. If your cell phone goes off during class or quiz, please silence it immediately; do not let it ring through. I will remind everyone prior to exams to make sure their phones are turned off. Please refrain from text messaging during class. I know you think you're being subtle; I assure you that I can see you texting.
- Please do not leave the class partway through unless it is an emergency; it is very disruptive. If you must leave, please sit near a door or at the edge of an aisle so as to not disrupt your fellow classmates.
- Please have respect for the class, your peers, and yourselves by being fully present in the class. Please avoid anything not relevant to the class, such as sleeping, surfing the Internet/social media, or doing homework for other classes.
- **LATENESS:** Please try to arrive a few minutes before the start of lecture. We will begin promptly at 9:00 AM, and it can be distracting to me and to your peers if you arrive late. I will try not to keep you late.

5. **LAPTOP & TABLET POLICY:**

- Research indicates that taking notes by hand results in significantly better retention of conceptual information than taking notes on a laptop (see Mueller & Oppenheimer, 2014), even when students are engaged in the material (i.e., are not also checking their email or Facebook feed).
- Further, laptop use can be distracting in various ways to the entire class. Because my goal is to maximize the likelihood of a favorable learning environment, **I strongly recommend that you not use laptops in class.**
- However, laptops will be permitted on a probationary basis; should the use of laptops be taken advantage of or prove distracting to other students, I will revisit this policy then.

6. **ATTENDANCE:**

- **Students who take notes, ask questions, respond to questions, and come to office hours are typically the ones who succeed in this class.**
- Though attendance is not required by College policy, I strongly recommend you attend class prepared and present. As such, you will not be penalized in your grade for missing a class directly. However, I WILL REWARD folks who arrive to class on time and attend each class, most likely with some helpful exam advice, if you catch my drift. If you do happen to miss a class, that's OK,

but you will be responsible for *all* material covered in lecture, some of which will not be covered by the textbooks. If you know about an absence beforehand, please send me an email to let me know.

7. **ADVICE FOR COURSE SUCCESS:**

- It is important for all students to realize that there will be a distribution of grades in this class that reflects your mastery of some very technical and often-challenging concepts. Complete mastery of all concepts will earn an “A,” good but imperfect knowledge earns a “B,” average or adequate knowledge will earn a “C,” and poorer knowledge will receive grades of “D” or “F.” By these criteria, the majority of grades should (and likely will) be “B/C” grades. Remember that your grade in this course is not a reflection of your general ability or your character.
- **This is a difficult, but not impossible course;** it is my hope that you will find this class challenging but rewarding in terms of the knowledge you will walk away with. If you anticipate having difficulty (or when you are), I strongly urge you to do the following:
 - Attend every lecture, and take good notes. While attendance will not be graded, per se, the ability to truly learn and use the material in this class is strongly related to attendance.
 - Review lecture notes on the day of the lecture (before you go to bed). If you need clarification on anything, ask in the next lecture, lab, or office hours. Don’t wait until right before the exams!
 - Manage your time wisely. This is an intense course with many moving pieces and specific terminology. Familiarize yourself with the syllabus, put important dates in your calendars now, and space out your work – there is just too much to do it at the last minute
 - Use the resources available to you – that includes your course materials (especially this syllabus), me, and the many amazing services offered on campus.
 - Discuss the material with another student. Form a study group. Go to office hours. Ask me questions. **ASK QUESTIONS. ASK ALL THE QUESTIONS—DO NOT ALLOW IN YOUR OWN CONFUSION.**

8. **FINAL POINT: I CARE ABOUT YOU**

- Eureka College is an institution committed to helping everybody associated with it—students, teachers, administrators, grounds staff, custodians—become their best selves. As a teacher, I become my best self my helping you become *your* best self. That means:
 - Everything I ask you to do (even stuff you don’t like) is intended to help you learn and grow. You can trust me to have your best interests at heart.
 - My office is always a safe space for you. So is our classroom. If you ever feel that isn’t true, *talk to me.*
 - If you need any accommodation--- for disability, mental health, or just having a rough week, *talk to me.*
 - If anything in you like is keeping you from doing your best work in our class, talk to me. It can be illness (physical, mental). It can be loneliness and homesickness. It can be trouble at home, trouble with family, trouble with relationships. It can be fear for personal safety, food insecurity, homelessness, job loss. Whatever it is, I can’t promise a solution, but I can promise to do whatever I can to help you find the resources you need. *Talk to me.*
 - I want our class to be a safe space. To me this means a place where you feel safe expressing your thoughts, working through things. But it also means a space where you are safe from abuse, negativity, bigotry. Some of the topics we deal with may be difficult. We may struggle. We may need to take breaks, come back to things. This is all part of thinking through big ideas. Because these things don’t happen right away, but occur over time, brief snapshots of our class are not representative of who we are and what we do. To ensure our class remains a safe space, come tell me as soon as possible so I can rectify the situation.

ADDITIONAL COURSE AND COLLEGE INFORMATION

ACCESSIBILITY (ADA) STATEMENT:

The Learning Center, located on the first floor of Alumni Hall, provides academic services to all Eureka College students. Consultations are available in the areas of math and writing. Study groups, individual academic counseling, and course specific tutoring are also available by contacting Jason Zimmerman at x6520 or jzimmerman@eureka.edu.

Any Eureka College student with a disability or other special circumstances requiring accommodations or other consideration in order to successfully complete the requirements of this course is requested to identify himself/herself/themselves to the instructor and discuss the matter privately. This disclosure should be made within the first week of the course so proper accommodations can be made.

ACADEMIC HONESTY AND INTEGRITY STATEMENT:

Eureka College strives to instill individual responsibility and integrity in its students, and expects its students to behave with integrity throughout their time at the College. Any giving or receiving of unpermitted aid on tests or assignments is considered cheating. If a student is uncertain about how to document sources or incorporate materials into a paper, it is his or her responsibility to seek help by speaking to the faculty member, another professor, or a Writing Center tutor. The College's Academic Dishonesty policy is outlined in the Student Handbook.

Academic dishonesty constitutes a major breach of the trust that exists between the instructor and the student. It includes passing off another's ideas as one's own (plagiarism), any attempt to gain information about a test or exam prior to the test or exam date without the instructor's consent, and providing unauthorized assistance on a test, exam, paper, or other assignment to another student. **Cheating or plagiarizing on a test, exam, quiz, paper, or other assignment will result in a failing grade for the assignment. Further dishonesty will result in failing the course. Students who fail for academic dishonesty will not have the option of withdrawing from the course.**

A specific note on plagiarism: Plagiarism occurs when someone misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or alter work that a student then submits as his or her own. Although some assignments or projects in this class can be completed in pairs, all writing must be the work of the student whose name is on the assignment, and that student alone. If you are at all uncertain about what constitutes plagiarism, please see me – do not risk your grade or integrity! I also encourage you to meet with me if you suspect that another student in the course has engaged in academic misconduct.

TITLE IX POLICY:

Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Eureka College is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect in an environment free of sexual misconduct and discrimination. Sexual discrimination violates an individual's fundamental rights and personal dignity. Eureka College considers sexual discrimination in all its forms to be a serious offense. This resource refers to all forms of sexual discrimination, including: sexual harassment, sexual assault, and sexual violence by employees, students, or third parties (Title 20 U.S.C. Sections 1681-1688).

Persons who wish to report any form of sex discrimination may contact the College's Title IX Coordinator. The Title IX Coordinator can assist with all aspects of the reporting procedure and will conduct an investigation into a complaint. Employees of the College can also make an initial report to their immediate supervisor who must report it to the Title IX Coordinator.

IMPORTANT NOTE: I am a mandatory reporter, compelled by both federal/state law and College policy. If you disclose a report of sex discrimination, I must report it to the Title IX Coordinator within 24 hours.

Resources for victims of sexual misconduct:

- The Title IX Coordinator can assist with finding on and off campus resources.
- Tazwood Center for Wellness: (309) 347-5522
- National Sexual Assault Hotline www.rainn.org
- Woodford County Center for Prevention of Abuse: 800-559-7233
- Reassignments – When the survivor and the accused student participate in the same class(es) and/or reside in the same college residence or in proximity to one another, survivors may request that a fair and immediate way to reassign and/or move one of the persons be decided upon by College Administration.

INCLUSIVITY

Every student in this classroom, regardless of personal history or identity categories, is a valued member of this group. Your experiences are valuable and important, and you should feel free to share them as they become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group.

In this classroom you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronouns you wish. You have the right to adjust those things at any point in your education.

If you find that there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately without fear of reprisal.

COUNSELING SERVICES:

Provided by Tazwood Center for Wellness, seeing a professional counselor as a Eureka College student is easy and free. Whatever is on your mind, don't be afraid to talk to someone.

Tazwood Center for Wellness visits campus twice a week for on campus counseling appointments. Each student receives 6 free sessions per semester.

Tazwood Center for Wellness
3248 Vandever Ave. Pekin, IL 61554
309-437-5522 (Phone)
309-347-1148 (Emergency Response Services)

CHANGES TO SYLLABUS:

I reserve the right to make policy/course changes to the syllabus at any time with advance notice to students.

TENTATIVE COURSE SCHEDULE

Note: The schedule is subject to change depending on the progress of the course.

Week	Day	Date	Lecture	Topic	Readings	Major Assignment Due Dates
1	M	1/14	----	NO CLASS – ORIENTATION		
	W	1/16	1	Course Introduction		
	F	1/18	2	CNS: Neurons and Impulses	CH 1	HP1: Health Plan Behavior
2	M	1/21	----	NO CLASS – MLK DAY		
	W	1/23	3	CNS: Neurons and Impulses	CH 1	MM1: Project Topic & Group
	F	1/25	4	CNS: Synapses	CH 2	
3	M	1/28	5	CNS: Synapses	CH 2	
	W	1/30	6	CNS: Anatomy	CH 3	
	F	2/1	7	CNS: Anatomy	CH 3	
4	M	2/4	8	Genes/Development/Plasticity		
	W	2/6	9	CNS: Sheep Brain Dissection (in VB 36)	CH 4	
	F	2/8	----	QUIZ 1		
5	M	2/11	10	Specific Behaviors: Wakefulness & Sleep	CH 8	
	W	2/13	11	Specific Behaviors: Wakefulness & Sleep	CH 8	
	F	2/15	12	Specific Behaviors: Wakefulness & Sleep	CH 8	HP2: Behavior Tracking Sheet
6	M	2/18	13	Specific Behaviors: Sex	CH 10	
	W	2/20	14	Specific Behaviors: Sex	CH 10	
	F	2/22	15	Specific Behaviors: Sex	CH 10	HP3: Change Goals & Attitudes
7	M	2/25	16	Specific Behaviors: Internal Regulation	CH 9	
	W	2/27	17	Specific Behaviors: Internal Regulation	CH 9	
	F	3/1	18	Specific Behaviors: Emotion	CH 11	
8	M	3/4	19	Specific Behaviors: Emotion	CH 11	MM2: Draft Scripts and APA Sources
	W	3/6	----	<i>Review Day</i>		HP4: Strategy & Reward
	F	3/8	----	QUIZ 2		
9	M	3/11	----	NO CLASS – SPRING BREAK		
	W	3/13	----	NO CLASS – SPRING BREAK		
	F	3/15	----	NO CLASS – SPRING BREAK		
10	M	3/18	20	Cognition: Functions	CH 13	HP5: Biological Substrates
	W	3/20	21	Cognition: Functions	CH 13	MM3: Apparatus/Program
	F	3/22	22	Cognition: Learning, Memory, & Intelligence	CH 12	
11	M	3/25	23	Cognition: Learning, Memory, & Intelligence	CH 12	
	W	3/27	24	Cognition: Learning, Memory, & Intelligence	CH 12	
	F	3/29	25	Cognition: Psychological Disorders	CH 14	HP6: Social Support & Coping
12	M	4/1	26	Cognition: Psychological Disorders	CH 14	
	W	4/3	27	Cognition: Psychological Disorders	CH 14	

	F	4/5	----	Film: <i>Little Miss Sunshine</i>		
13	M	4/8	----	Film: <i>Little Miss Sunshine</i>		
	W	4/10	----	QUIZ 3		
	F	4/12	----	NO CLASS – DR. SWAN @ MPA		
14	M	4/15	28	Vision	CH 5	HP7: Maintaining Change
	W	4/17	29	Vision	CH 5	MM4: Product (Video/Audio File)
	F	4/19	----	NO CLASS – EASTER BREAK		
15	M	4/22	----	NO CLASS – EASTER BREAK		
	W	4/24	30	Other Sensory Systems	CH 6	
	F	4/26	31	Movement	CH 7	
16	M	4/29	32	Movement	CH 7	
	W	5/1	33	Movement	CH 7	HP8: Health Plan Final Reflection
F	F	5/3	----	FINAL QUIZ (8 – 10 AM)		

Capability Course Rubric: Health, Fitness and Well-Being (HFWB)

1. Demonstrate an understanding of the fundamental aspects of fitness and wellness.
2. Develop a plan for lifelong fitness and wellness.

HFWB	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
SLO-2 Goals Assignments 2, 3, 7	Goals are clear, specific, and realistic. They are also measurable.	Goals are somewhat clear, specific, and realistic. They tend to be measurable. * This meets capability	Goals are broadly stated but not clear, specific or measurable.	Goals are not stated.
SLO-1/2 Wellness Assignments 1, 6	Plan includes physical and mental health (e.g. stress management) components. Plan identifies support sources.	Plan includes physical and mental health (e.g. stress management) components. * This meets capability	Plan includes only one or 2 components of health.	Plan does not adequately address physical or mental health.
SLO-2 Content/Accuracy Assignment 4, 5	Plan accurately presents 6 or more uses of fitness components and training principles to achieve goals.	Plan accurately presents 4-5 uses of fitness components and training principles to achieve goals. * This meets capability	Plan accurately presents 2-3 uses of fitness components and training principles to achieve goals.	Plan presents less than 2 accurate uses of fitness components and training principles to achieve goals.
SLO-1 Knowledge Gained Assignment 8	Student can accurately answer all questions related to facts in the plan.	Student can accurately answer most questions related to facts in the plan. * This meets capability	Student can accurately answer about 75% of questions related to facts in the plan.	Student appears to have insufficient knowledge about the facts used in the plan.