



# Syllabus

## Welcome to BYU Online!

This course is part of a small pilot of online courses at BYU. This course is a highly structured learning experience that meets the university's general education requirements and will mirror the intensity of the on-campus course. This course differs from on-campus courses and other online courses in the following ways:

- **Course Content** – Aside from your textbook, all of the course content is contained online. You will also submit all your assignments and complete all your course quizzes online.
- **Course Completion** – You are allowed to complete this course at your own pace. The only restrictions are you cannot complete the course before halfway through the semester and you must complete the course by the end of the semester.
- **Orientation Meeting** – You are required to attend an initial class meeting. At this meeting, you will meet your instructor, course TAs and other members of the class. You will also have the opportunity to ask any questions you have about the class and how it operates.
- **Course TA** – This course has a specific TA that you can contact with questions about the course or course content. The TA will also assist you in creating a course completion schedule and meet with you for the course checkpoints.
- **Checkpoints** – Throughout the course you will be required to meet with the course TA 3 times. These meetings will take place in Adobe Connect. These checkpoints will allow you to discuss your progress in the course and help you follow your course completion plan.
- **Webinars** – A webinar is a scheduled class session that you will attend through Adobe Connect. These webinars will allow for information sharing, special lectures, guest lectures and exam reviews. You will be able to interact with your instructor and other

members of the class.

- **Discussion Board** – This course contains a monitored course discussion board. This discussion board will allow you to post, respond to and evaluate various topics related to the course material.

As part of the pilot, we will be asking you to help assess the success and effectiveness of this course, the faculty member, the course delivery and the course support. Your participation in this assessment effort will be critical to future opportunities for online learning at BYU. Please be prepared to provide meaningful feedback about your experience.

## Course TA Information

Your TA for this course is **Tyler Freshour**. Please contact your TA if you have any questions, run into difficulties with the course, and to schedule checkpoints.

- Tyler Freshour
- [ta\\_exsc221@byu.edu](mailto:ta_exsc221@byu.edu)
- 801-422-2704

[Click here to watch video.](#)

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Remember, your TA is your first line of contact, and will be able to help you with most issues that come up. He is looking forward to getting to know you!

## Course Outcomes

1. Discover the significance of the wellness paradigm shift from physical, mental, social, emotional, and spiritual being dimensions of wellness to being dimensions of human nature. Have a working comprehension of the science of wellness. **Experience** a working comprehension **and practice** of the science of wellness.
2. Demonstrate an understanding of the human body as a “temple of God” (1 Corinthians 3:16) and the “veritable tabernacle of the divine spirit” (Stephen L. Richards, *BYU Speeches of the Year*, 1965, p. 8). Understand the contribution wellness can make to the harmonious integration of the composite nature of human life, body, mind, and spirit.
3. Understand various behavior change models and the advantages of each.
4. Give examples of wellness research that demonstrate the integrated nature of human life and associated wellness principles.
5. Recognize that understanding the science of wellness has the potential to improve the quality of your life and the lives of your family, friends, and community.
6. Recognize the ramifications of epigenetics for your wellness now and in the future and also the future wellness of others.
7. Articulate your own comprehension of the science of wellness and the meaning it has to you through a written record of your wellness experiences throughout the course.

## Program Outcomes

1. Demonstrate competency on course assignments and exams pertaining to learning objectives for each required course, which, for this course, are to learn wellness principles and behaviors that will allow an individual to live a healthy lifestyle and to encourage others to do the same.
2. Gain satisfying employment in an exercise and wellness related area or continue in graduate studies in exercise and wellness if desired.

## Course Materials

Lockhart , B. and Hager, R. (2014) 21st Century Wellness: The Science of the Whole Individual. Bearface Instructional Technologies. To purchase the ebook, [click here](http://mybearface.com/product/21stcenturywellness/) (<http://mybearface.com/product/21stcenturywellness/>).

For directions on how to read the ebook on your computer or mobile device click [here \(http://mybearface.com/download-guide/\)](http://mybearface.com/download-guide/).

**RevUp:** As part of your course materials you receive when you purchase the book, you have a four month subscription to MD Revolution's wellness tracking program called RevUp. If you wish to continue this program after April, the cost is \$5.00/month for students from our course. Taking part in this program teaches exercise/nutrition compliance, an extremely important aspect of living a healthy lifestyle. MD Revolution also provides a personal wellness trainer available every day for you from their staff of personal trainers, dieticians, physician assistants and others. Doing RevUp will constitute 15% of your grade and will be based on your participation and will not be graded.

## Assignments

### Discussion Board

Each lesson in this course consists of a discussion board for posting your own comments and responding to other students' comments on the lesson-specific content. Participation in each discussion board is critical for your success in this course. The specific topic of the discussion board for each lesson will be addressed in the discussion board section of the lesson. Please do not try to communicate with the instructor through the discussion boards—if you have questions or comments specifically for her or for BYU Independent Study, please e-mail them directly.

As you use each discussion board, be aware that the following things are prohibited:

- Use of offensive or derogatory language
- Bullying behavior
- Discussion of topics unrelated to the course
- Sharing contact information such as phone number, physical address, e-mail address, Facebook address, Twitter account, etc.

Failure to follow these policies may result in removal from the course with a failing grade or permanent removal from the BYU Independent Study program.

### RevUp

Your participation in RevUp will earn you points. On the MD Revolution website there is a listing of how you can earn points. For the full 15% of your grade, we will use the following scale:

Semester Month 1	100 points
Semester Month 2	200 points
Semester Month 3	200 points
Semester Month 4	100 points

You must earn 100 points in the first month of the semester to get actively involved in the program. If you don't get these points in the first month, you will only be able to earn 10% of the 15%. Points are given for tracking nutrition, exercise, and basic measures such as your body weight in addition to other parameters. The goal is to earn 50 points per week – this is the standard level you need to achieve to derive the health benefits from participating. It is possible to earn more than 50 points in a week. You may find that you have a really strong week but then might have a fairly average week. If you earn or exceed 200 points in the second and third months of the semester and 100 in month one and month four, you earn the full 15%. If you are under, we will calculate the percent and adjust the 15% downward.

### **Living Well Project**

Starting with Lesson 1.1 Assessment, the Wellness Wheel, begin your journey to establishing a healthy lifestyle. Approach this as a scientific experiment with you being the scientist and the subject. Your hypothesis will be about you and your wellness goals. As you experiment with wellness principles and practices you are learning in each chapter, keep track of what you are incorporating into your plan. Make changes, adjustments and additions as you progress through the course. Capture pertinent parts of the reflections to help you formulate your final paper. Write your final project according to this format:

Introduction

Methods

Discussion/Results

Conclusions

Ideas for Future Living Well

The Living Well final paper should be 3-4 pages in length.

## Reflection Assignments

In each reflection assignment you will be asked to write succinct thoughts about what you learned in the lesson and how those ideas apply to you.

Your assignments will be graded for accuracy, thoroughness, deepness of thought, and that there is ample evidence that you have completed the assessment(s) tied to each lesson.

## Self Checks

Each lesson includes a self check exercise. These are to help you prepare for the exams. They do not count towards your grade, but you are strongly encouraged to take them as many times as you need.

## Assignment Due Dates

Please see the assignment due dates page in this section.

You will need to complete the following assignments by the listed due date.

**Please Note:** If your assignment is turned in after the due date you will only receive up to 50% of the possible credit. If it is turned in **3 days** or more after the due date, you will receive a zero.

## Exams

### Preparing for Online Exams

Please review the Preparing for Online Exams PDF in the "Welcome to EXSC 221" section of the course.

## Grading

Assignment	% of Grade
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Individual Lesson Reflections	40%
RevUp	15%
Class Participation (Discussion Boards)	5%
Mid-course Exam : Covering Lesson 1–8	20%
Final Exam: Covering Lesson 9–15	20%
<b>Total</b>	<b>100%</b>

## Grading Scale

Grading will be on a straight percentage scale as follows:

Grading Scale	
<b>A</b>	100–93%
<b>A–</b>	92–90%
<b>B+</b>	89–87%
<b>B</b>	86–83%
<b>B–</b>	82–80%
<b>C+</b>	79–77%
<b>C</b>	76–73%
<b>C–</b>	72–70%
<b>D+</b>	69–67%
<b>D</b>	66–63%
<b>D–</b>	62–60%
<b>E (fail)</b>	59% or below