Lecture Topics

1. Introduction – the biological regime: exercise as medicine, physiological-based exercise prescription, health promotion as reasoned action
2. The psycho-emotional regime: hedonistic theory, the health-pleasure relationship, physical effort and pleasure, the measurement of pleasure
3. The impact of music on physical activity experiences, including the neurology of movement groove: affective responses to music, the effect of asynchronous, motivational music on the effort-pleasure balance
4. Choices in physical activity: lessons learned from free play
5. The social environment during physical activity: socio-emotional support, social networks
6. Flow theory: the activity-challenge balance, measurement of flow
7. Computer games, the sedentary competition: the encouragement of sitting, why are computer games so pleasurable, the measurement of activity adherence
8. Operant conditioning: what to do when activity is not pleasurable

Experiential laboratories (**specific labs may be changed as course unfolds)

While not taking place in one set physical location ("virtual"), the labs will take place across campus in a location that best suits the purpose of the lab. For example, when bike riding while measuring heart rate responses the lab will occur where appropriate equipment exists. Of importance, and perhaps unique to this course, lab conceptual content will precede rather follow lectures on that same content area. That is, movement experience will be used to inform conceptual understanding.

1. The effort-pleasure relationship. Students in this lab will be required to produce 6 different levels of effort on a stationary bike over an 18 minute stationary bike ride. At baseline, and at the end of each 3-minute segment effort and pleasure will be measured using the Borg Scale for effort (RPE) and the Feeling Scale (FS) for pleasure. The Exercise-Induced Feeling Inventory will be completed after the bike ride.
2. Music and the effort-pleasure relationship. In a methodology similar to Lab 1, physical activity will be experienced in graded levels of exertion while performing in music and no music conditions. Effort will be measured using RPE, while pleasure will be measured using the feeling scale (during exercise), and exercise-induced feeling inventory (EF1) after exercise.
3. Mood, movement groove, motivational quality of music for physical activity. Music is typically rated on a two dimensional scale (referred to as the Circumplex model) of Arousal and Valence. Together these two dimensions produce 4 quadrants of music-induced emotion. The mood and movement inductive quality of m The (i)5(t)-4(y)11(TETBT1 0 0 6.13 T

Pedagogical Style

The learning/teaching style used in this course is grounded in an experiential model. Labs will be designed so students gain movement experiences which parallel the conceptual content of the course. As such, it is expected that students will be physically active in all of the labs as this

2. **Written documentation**:. Students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. stating specific reasons and dates. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted directly, as soon as possible, to the appropriate Academic Counselling office of the student's Faculty/School of registration (ex. KIN students ~ KIN Undergraduate Office), **not** to the instructor, with a request for relief specifying the nature of the accommodation being requested. In the event of a medical request, the documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An "Accommodation Consideration Request Form" found online or in the Kinesiology Undergraduate Office" for **ALL** such accommodation requests must be submitted into the appropriate Academic Counselling office of the student's Faculty/School of registration. These documents will be retained in the student's file, and will be held in confidence.
See https://studentservices.uwo.ca/secure/index.cfm for specific policy and forms relating to accommodation.

3. **Grades**: Where possible assignment objectives and rubrics will be posted on OWL. Should you have a concern regarding the grade you received for an assignment or feel that it is unfair in any way, you must wait 24 hours from the receipt of the assignment to approach the instructor or TA. In doing so, please make an appointment and prepare in writing, with evidence, why you feel your grade is inappropriate. Please be aware that in requesting a grade reassessment, your grade could go up/down/or stay the same. Note that calculations errors (which do occur!) should be brought to my attention immediately.
15% of course grades will be posted by the last day to drop a course.

4. **Scholastic offences:** They are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

6. According to the