

# **APPH 1050 Syllabus**

**APPH 1050: The Science of Physical Activity and Health, Section B, 2 credits**

Fall 2026

## **Instructor Information**

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## **General Course Information**

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### **Description**

The course content focuses on the scientific interactions of genetics, behavior, and health/wellness outcomes. The primary objectives of this course are to provide students with the knowledge, skills and ability to critically analyze their current status of well-being, set attainable goals for improvement, and develop and implement a program using sound scientific principles for improved conditioning that will result in personal health risk reduction.

### **Course Learning Outcomes**

Upon successful completion of this course you should be able to:

1. Explain the definition of health, the components of health-related fitness and how the different domains of personal health relate to each other.
2. Recite the basic concepts of behavior change as it relates to personal health habits.
3. State the relationship between stress management, nutrition, exercise and weight management in achieving wellness.
4. Explain the components of health-related fitness and know how to plan a comprehensive exercise program to develop all components.
5. Devise a plan to continue the activity with the ultimate goal of achieving and maintaining a health-enhancing level of physical fitness/well-being throughout the lifespan.

### **Required Course Materials**

This course will primarily provide course materials via Open Educational Resources (OER).

### **Grading Policy:**

Class assignments and activity due dates will be announced in class and via Canvas. Late assignments and activities will incur an automatic 20% penalty and must be turned in no later than 2 days after the due date. After 2 days, the score becomes 0.

Grades will be calculated on the following scale:

A: 89.5 – 100

B: 79.5 – 89.4

C: 69.5 – 79.4

D: 59.5 – 69.5

F: 0 – 59.4

### Assignments

- Weekly fitness/physical activity challenge logs, 10%
- Weekly in-class activities, 15%
- Homework/wellness assignments, 45%
- Semester Wellness Challenge, 30%

### **Description of Graded Components**

Students will engage in a variety of applied and reflective assignments designed to support personal well-being and reinforce course concepts. Weekly fitness/physical activity challenge logs (10%) encourage consistent movement and reflection, while weekly in-class activities (15%) provide opportunities for active participation and skill-building. Homework and wellness assignments (45%) focus on ongoing self-assessment, behavior tracking, and application of wellness strategies. The Semester Wellness Challenge (30%) serves as a semester-long project, where students design, implement, and reflect on a personalized wellness plan, demonstrating their ability to integrate course concepts into sustained behavior change.

## **Course Policies**

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### **Attendance and/or Participation**

- 1) Lecture: In-Class participation is part of your final grade. You are expected to be in class, take notes, participate, and submit the deliverable for the day. You can miss 3 in-class activities without penalty. See the institute's attendance policy <http://www.catalog.gatech.edu/rules/4/>.
- 2) Physical Activity Sessions (Studio):
  - Students are expected to attend the entire assigned class time (taking breaks, as needed). Participation is required; if a student does not participate, they do not get credit for being in class.
  - The class attendance policy assigns one attendance point for each absence and .5 (1/2) points for each tardy; each student is allowed up to two points for any reason without penalty/deduction from their final course grade. Each additional absence (excused or unexcused) beyond the allotted two points will result in five percentage points deducted

from their final course grade. Five or more absences (excused or unexcused) result in an automatic “F” for the course; each additional tardy beyond the allotted two points will result in two percentage points off your final course grade. Deductions for attendance will not be accounted for in the course grade until the end of the semester.

- Attendance will be recorded in Canvas at the beginning of each class, and students are encouraged to monitor their attendance for compliance with the attendance policy; students may see the [number of absences and tardies accrued](#) under “Grades” on Canvas. Please note that Canvas assigns a grade (percentage) for attendance; that grade is not used in this course and attendance will be accounted for in your final grade only as stated above.
- A “tardy” is defined as arriving after the instructor has begun class or leaving prior to dismissal. If a student arrives more than 15 minutes late, leaves more than 15 minutes early, or misses more than 15 minutes of class in total in a day, it will be counted as an absence.
- Institute-approved absences must be communicated in writing to the professor and the absence made up.

### **Academic Integrity**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech’s Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

### **Use of Generative Artificial Intelligence (AI) Tools:**

You may use generative AI programs, e.g. ChatGPT, to help generate ideas and brainstorm. You should be aware that the material generated by these programs may be inaccurate, incomplete, biased or otherwise problematic. Also, using these tools may stifle your own independent thinking and creativity. Generative AI derives its output from previously created texts from other sources that the models were trained on yet doesn't cite sources. Per Georgia Tech's Honor Code, you may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

When/if you use AI platforms in your assignments, please write a note to clarify where in your process you used AI, include the prompt used to generate the material, and which platform(s) you used. In your assignments, we expect you to clearly attribute what text was generated by the AI tool (e.g., AI-generated text appears in a different colored font, quoted directly in the text, or use an in-text parenthetical citation). See this article for how to cite AI properly: How to cite ChatGPT <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

## **Accommodations for Students with Disabilities**

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

## **Student-Faculty Expectations Agreement**

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

## **Student Well-Being**

At Georgia Tech, we are committed to creating an environment that supports the well-being of all our students. Your health and well-being are fundamental to your success, both academically and personally. We understand that the pressures of college life can be challenging, and we encourage you to prioritize your wellness throughout the semester.

Listed below are resources to help support your wellness. Our faculty and staff are here to support and guide you to additional services, as needed.

- **STUDENT ENGAGEMENT AND WELL-BEING:** Student Engagement & Well-being is an educational organization that develops diverse student leaders who advance technology and improve the human condition, by enhancing engagement, promoting holistic wellness, and cultivating inclusive communities. A [comprehensive list](#) of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being ([student-resource-guide \(gatech.edu\)](#))
- **CENTER FOR MENTAL HEALTH CARE & RESOURCES:** The Center for Mental Health Care & Resources educates students for life by providing a variety of services and programs that are consistent and consonant with the strategic plan goals of the Institution and the Division of Student Engagement & Well-Being. Services include testing and assessment, referral to support services, short-term individual counseling, group counseling, couples counseling, crisis intervention, as well as mental health workshops, and consultation for faculty and staff, family, and friends of Tech students.
- **STAR:** Students' Temporary Assistance and Resources (STAR) is an organization that provides stability for students to pursue a fulfilling college experience. It does this by facilitating collaboration between organizations offering student support and increasing

campus awareness of these programs. The five points of the star are food, finances, clothing, housing, and connections.

### **Sensitive Topics in Class**

Some topics discussed in the class may be of sensitive nature and/or a trigger for you, based on past and/or current experiences (e.g. nutrition, mental health, etc.). If you have a concern about the nature of a subject or an assignment, please contact the professor asap. We can discuss any concerns you have and make alternative arrangements for content/assignments, as needed.

### **Use of Mobile Devices, Laptops, etc. During Class**

As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, laptop, etc. makes noise or is visually distracting during class. Please limit use of devices during class. It is permissible for you to take notes on your laptop/tablet, but you must turn the sound off so that you do not disrupt another student's learning.

### **Hazardous Weather Procedures**

Per the [Campus Procedures for Hazardous Weather](#), when on-campus activities are suspended, digital learning days may be implemented to provide a way for instruction to continue. In the event of an impact to class/activity sessions, instructors will post an announcement on Canvas with instructions. Here is the institute policy for [Digital Learning Days for Modified Campus Operations](#).