

# University of Southern California

## Physical Education Department

[www.usc.edu/dept/LAS/phed](http://www.usc.edu/dept/LAS/phed)

## PHYSICAL CONDITIONING: PHED 106A

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Office Hours: By appointment • Office: PED 108

### **COURSE DESCRIPTION:**

This class is an introductory level physical conditioning course with the emphasis on improving cardiorespiratory endurance, muscular strength and endurance, body composition, and flexibility. Students will be exposed to practical application of both anatomy and exercise physiology.

### **COURSE OBJECTIVES:**

#### **To gain knowledge and understanding of:**

1. The 5 health related components of physical fitness: cardiorespiratory endurance, muscle strength, muscle endurance, body composition and flexibility.
2. Basic anatomy, exercise physiology and wellness principles.
3. The importance of nutrition and exercise lifestyle
4. How to assess and improve fitness level.
5. How to develop an individual fitness program, setting goals.
6. Variety of training methods used to improve overall physical fitness.

### **PHYSICAL EDUCATION PROGRAM OBJECTIVES:**

#### **Students will understand the importance of sound health and fitness principles as they relate to better health and will be able to:**

- Define the various health components of fitness.
- Recognize the physical and mental benefits of increased activity.
- Understand anatomy, basic bio mechanical principles and terminology.

#### **Students will be exposed to a variety of activities providing them the opportunity to:**

- Empower themselves by setting and working toward realistic individual goals.
- Apply learned fundamental skills.
- Utilize physical activity as a tool to manage stress.

#### **Students will demonstrate proficiency through knowledge and acquired skills enabling them to:**

- Understand and utilize various training methods.
- Assess individual levels of fitness components.
- Develop an appreciation of physical activity as a lifetime pursuit and a means to better health.

## **REQUIRED TEXTBOOK:**

Class reader available on Blackboard under Content.

## **BLACKBOARD:** <http://blackboard.usc.edu>

We will use resources and information posted on Blackboard™ including lecture reviews.

## **EQUIPMENT:**

Proper workout attire, water, towel, notebook, and pen/pencil are required. You will not be allowed to participate in the designated physical activity if you do not have proper workout attire and will lose participation points. **Grademaster scan form (Scan #25420)** is required for the Midterm & Final Exam.

## **LOCKERS:**

**USC PHED is NOT responsible for any lost, stolen or damaged property.** If you choose to bring any valuables to class, it is strongly recommended that they be locked up during class. Locker rooms are available in the PE building and the Lyons Center.

## **INJURIES:**

Please notify me of any injuries, illness or medical conditions- including pregnancy- prior to starting the practice. This is confidential and necessary to avoid complications and to help adapt the practice to your specific needs as best we can.

## **CLASS MEETING INFORMATION:**

Classes will meet in front of the main entrance of the P.E. building and on rainy days inside the lobby, unless specified otherwise by instructor.

## **PARTICIPATION/ATTENDANCE:**

Consistent attendance and active participation is a minimum requirement for completing a performance class and is a large determinant and component of your final grade.

## **Evaluation Criteria:**

Cognitive: 50%	S.M.A.R.T. Goals – 5%
	Muscle Quiz – 5%
	Midterm – 20%
	Final Exam – 20%
Psychomotor: 50%	Fitness Pre-Test 10%
	Fitness Post-Test 10%
	Participation – 30% - Attend, arrive on time, and participate in individual routine for entire class period.

**MAKE-UPS Will NOT Be Given For Any Of The Cognitive Or Psychomotor Components**

## **GRADING SCALE**

94% - 100% = A  
90% - 93% = A-  
87% - 89% = B+  
83% - 86% = B  
80% - 82% = B-  
77% - 79% = C+

73% - 76% = C  
70% - 72% = C-  
67% - 69% = D+  
63% - 66% = D  
60% - 62% = D-  
0% - 59% = F

## **ACADEMIC ACCOMMODATIONS:**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the exception that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. S Campus, the Student Guidebook, ([www.usc.edu/scampus](http://www.usc.edu/scampus) or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Students requesting academic accommodations based on a disability are required to register with Disability Service and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP when adequate documentation is filed. Please be sure the letter is delivered to me as early in the semester as possible. DSP is open Monday-Friday, 8:30 am - 5:00 pm. The office is in the Student Union 301 and the phone number is (213) 740-0776.

## **STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS**

### **Academic Conduct**

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in Campus in Section 11, Behavior Violating University Standards <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in S. Campus and university policies on scientific misconduct, <http://policy.usc.edu/scientificmisconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity <http://equity.usc.edu/> or to the Department of Public Safety <http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contactus>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

### **Support Systems**

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs

[http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

## USC PHYSICAL CONDITIONING – SPRING 2017 COURSE OUTLINE\*

Week 1 January 10, 12	Course Introduction/Health- and Skill-Related Components <i>Course Reader: Pages 1 to 7</i>	
Week 2 January 17, 19	Cardiorespiratory Training <i>Course Reader: Pages 8 to 10</i>	Fitness Program Design/Goals <i>Course Reader: Pages 8 to 11, 33</i>
Week 3 January 24, 26	Fitness Pre-testing (page 33) S.M.A.R.T. Goals – <i>Course Reader: Page 5 &amp; 34</i>	Target Heart Rate / Karvonen Method <i>Course Reader: Pages 10-11 / page 33 - Appendix C</i>
JANUARY 27, 2017	LAST DAY TO ADD OR CHANGE YOUR GRADING OPTION (LETTER GRADE, PASS/NO PASS, AUDIT)	
Week 4 Jan 31, February 2	Strength Training Anatomy <i>Course Reader: Page 38 – Appendix E</i>	Strength Training & Conditioning <i>Course Reader: Pages 12 to 14</i>
Week 5 February 7, 9	Flexibility Training <i>Course Reader: Pages 15 to 16</i>	<b>Muscle Quiz</b> <b>Lyons Center – weight training workout</b>
Week 6 February 14, 16	Strength / Core Training Body Composition – <i>Course Reader: Pages 20-21</i>	Circuit Training
Week 7 February 21, 23	Interval Training <i>Course Reader: Pages 22 to 27</i>	
Week 8 Feb 28, March 2	<b>Midterm Review</b>	<b><u>Midterm Exam</u></b>
Week 9 March 7, 9	Speed and Agility Training / Nutrition <i>Course Reader: Pages 22 to 25</i> <b><u>Nutrition Journal &amp; Analysis Assigned – due April 14th</u></b>	
March 12-19	<b>SPRING BREAK</b>	
Week 10 March 21, 23	Plyometric Training	
Week 11 March 28, 30	TRX RIP CORD TRAINING	General Conditioning
Week 12 April 4, 6	General Conditioning	General Conditioning <b><u>Nutrition Journal &amp; Analysis Assignment Due</u></b>
FRIDAY, APRIL 7	<b>LAST DAY TO DROP CLASS WITH MARK OF “W”</b> LAST DAY TO DROP CLASS WITHOUT MARK OF “W” ON PERMANENT RECORD	
Week 13 April 11, 13	General Conditioning <i>Course Reader: Pages 28 to 31</i>	Fitness Post-Testing
Week 14 April 18, 20	Fun Day – Flag Football	Fun Day – class choice of workout
Week 15 April 25, 27 - last day of class	<b>Final Review</b>	<b>Final Exam</b>

\*\*Please note this is a tentative outline and may be subject to change. Any changes will be announced in class and/or via email.