

Instructor: George Toney

Office: PED 201

Office Hours: 10 minutes before and after class

Contact Info: GTONEY@USC.EDU

Course Description

Basic instruction of self-defense for beginners; strategies for standing and ground fighting situations with and without weapons. This course is primarily designed for beginners interested in being exposed to different philosophies in self-defense.

Course Objectives

This course's primary goals are: 1) to expose students to the basics of self-defense; 2) to bring students to a higher proficiency of self-defense ability; 3) foster an encouraging environment that develops and/or strengthens one's self-esteem; 4) to encourage students to evaluate themselves and their particular morals with regard to using self-defense techniques; and 5) to increase the physical fitness levels of the students.

Physical Education Program Objectives

You can find our program's general learning objectives at <http://dornsife.usc.edu/phed/learning-objectives>.

Etiquette

Please bow when you enter and leave PED 201. Being on time is important so that you can warm up, review and practice techniques, all of which should reduce or eliminate injuries. To reduce or eliminate the risk of spreading any skin virus or bacteria, make sure you bathe regularly.

Attire

Dress comfortably and appropriately: long- or short-sleeved shirts plus shorts or sweat pants over appropriate undergarments. All clothes should be freshly laundered. No shoes are allowed on the mats, except for wrestling or mat-friendly shoes that you carry to class and are worn only in the self-defense room. No jewelry is to be worn during class, fingernails are to be kept short, hair tied back, etc.

Health Conditions

You are strongly advised to make known to your instructor any health conditions that could be exacerbated by exercising. For example, heart conditions, diabetes, joint or spinal injuries and pregnancy should always be discussed with your instructor. Additionally, if you are currently under a doctor's care you should apprise the doctor of your participation in this class and find out if you are limited in any ways.

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 *SCampus* 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 *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

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/department/department-public-safety/online-forms/contact-us>. 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 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/alj>, which sponsors courses and workshops specifically for international graduate students.

The Office of Disability Services and Programs http://sait.usc.edu/academic-support/center-programs/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.

Grading Breakdown

Test 1	100	20
Test 2	100	20
Final Paper	200	30
Participation	100	30
TOTAL	500	100

Grading Scale

500 plus = A+	468 – 499 = A	450 – 467 = A-
433 – 449 = B+	413 – 432 = B	400 – 412 = B-
383 – 399 = C+	363 – 382 = C	350 – 362 = C-
333 – 349 = D+	313 – 332 = D	300 – 312 = D-

Participation

Classroom participation, not mere attendance, will constitute 30% of a student’s final grade. Arriving late, leaving early, and overall effort will affect the participation portion of the grade. A class such as this continuously builds on techniques taught in previous classes, and absences will put students behind very quickly. This not only can hurt you, but it can hurt your classmates. In cases of absence, you will be held accountable for all work missed.

Participation absences may be ameliorated in any of the following ways:

1) Add one page per absence to the final paper.

2) Donate blood to the USC Blood Donor Center. It's located at the Health Sciences Campus, and each pint saves approximately six lives, which is why we will only accept blood donated to this particular center. Call the center to schedule an appointment before you go (323) 442-5432, and bring the instructors back a T- shirt or some other proof that you were there.

3) Organize a seminar for the instructors to come and teach a group of students for 1½ hours. We donate our time free of charge. In the past, we have taught for all types of campus groups, including fraternities and sororities, religious organizations, dormitory floors, etc. Seminars must have 12 to 15 voluntary interested attendees.

Even if made up, the number of absences will be taken into consideration when determining the participation portion of the grade. More than eight unexcused absences will result in a failing grade even if the student intends to make them up. Missing a month of a 3 ½ month self-defense class defeats the purpose of taking it.

Skills Tests

The skills test during the semester counts for **(40%)** of the final grade. Techniques covered on the test will be taught and drilled in class; students who attend and practice should have little to worry about.

Written Paper

The final portion of the grade **(30%)** will come from a final paper. All physical education classes require some written component. This paper is three pages long for all students; those who have absences may add one page per absence in order to make them up. Topics will be handed out in class.

Approximate Course Schedule-15 week model:

WEEK 1: Introduction to fighting stances

WEEK 2: Ground fighting basics / standing fighting basics

WEEK 3: Getting up off the ground / blocking Knee and elbow basics

WEEK 4: Two turns and ground fighting basics / punch blocking and knee strikes

WEEK 5: Basic ground fighting controls and turns / elbow strikes and punch blocking

WEEK 6: Escapes from mount and guard / blocking test preparation

WEEK 7: Ground fighting test preparation / blocking test preparation

WEEK 8: Skills test1 and 2

WEEK 9: Defense against chokes / kicking basics

WEEK 10: Takedown defense/ front and roundhouse kicking

WEEK 11: Throwing and falling / basic kicking defense

WEEK 12: Punching basics and footwork

WEEK 13: Circuit training week

WEEK 14: Knife and gun attacks

WEEK 15: Review/ introduction to sparring