

Physical Education

<http://www.usc.edu/dept/LAS/phed>

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Weight Training: PHED 102A

Course Description

An introductory course designed to help each student: improve muscular strength, gain knowledge and understanding of weight training theory and practice; develop a personalized weight training program.

Course Objectives

1. To understand basic anatomy and application of exercise physiology.
2. To gain fundamental knowledge of physiological principles: strength training benefits, strength training effects, strength training principles.
3. To develop an individualized program based upon student's goals: emphasizing either muscle strength, muscle endurance, muscle size, muscle flexibility or a combination of any.

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:

- Understand anatomy, basic biomechanical principles and terminology.
- Determine factors involved with development, fitness levels and training strategies.

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

- 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.
- Identify common health and fitness myths along with trends involved with the evolving nature of physical education.

Evaluation Criteria

Cognitive: 50%	Assignments- 10% (2, 2 page write-ups on fitness and nutrition) Midterm - 15% Final Exam - 25%
Psychomotor: 50%	Final Project - 20% Training log and individual program write-up based on learned fitness principles. Participation – 30% Attend/participate in class regularly, arrive on time.

Course Materials

Provided for each student on Blackboard.

Class will always meet in the Cardinal room of the Lyons center before entering the weight room.

Student ID's are required to enter the building. Please dress appropriately to exercise (gym clothes and athletic shoes)

To improve your physical fitness requires regular participation in class activities. Arriving late and leaving early will negatively affect the participation portion of your grade. In case of absence, you will be held accountable for all missed work.

COURSE CONTENT

Weeks 1	Myths and common questions, beginners program
Week 2	Safety and technique, training log, goals/self assessments
Week 3	Stretching and flexibility
Week 4	Muscle structure and function, fitness paper assignment
Week 5	Weight training program variables, fitness paper due 2 nd class meeting
Week 6	Weight training program variables, finalized programs based on goals
Week 7	Free weights vs machines, midterm review
Week 8	Midterm
Week 9	Return midterm and review results, variations on leg exercises
Week 10	Variations on chest, shoulder and tricep exercises
Week 11	Variations on back and bicep exercises, core exercises
Week 12	Nutrition and nutrition paper assignment
Week 13	Measuring progress and problem solving, nutrition paper due 2 nd mtg
Week 14	Advanced weight training and final exam review
Week 15	Final Exam (Comprehensive) – Last Day of Class

Important Dates

- 3rd week Last day to drop a class without a W on permanent record
- 3rd week Last day to change grading option (letter grade, p/np, audit)
- 8th week Midterm
- 12th week Last day to drop with a W
- 15th week Final exam

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 *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/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 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.