



**139A- Beginner volleyball**

**Units: 1**

**Location:** Physical education building (South Gym)

**Instructor: Joshua Herscher**

**Office: PED 108**

**Office Hours: 12-1:50 Mon-Wed**

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[consult@usc.edu](mailto:consult@usc.edu).

## **COURSE DESCRIPTION**

An introductory volleyball class emphasizing the development of beginning volleyball skills in each aspect of the game: passing, setting, hitting, blocking, digging and serving. To become knowledgeable of the rules of the game, tactics and various offensive/defensive strategies. ONE ACADEMIC UNIT OF CREDIT, NO PREREQUISITE.

### *COURSE OBJECTIVES*

1. To improve each student's basic skills required to play volleyball: pass, set, hit, block, dig, and serve.
2. To introduce the students to the rules, scoring, and understanding of volleyball.
3. To learn and apply the various offenses and defenses used in volleyball: 4-2/6-2/5-1 Offenses and Perimeter defense.
4. To offer each student an opportunity to apply their skill and knowledge in actual match play.
5. To promote participation in volleyball as a lifetime sport.
6. To develop the student's fundamental skills and knowledge of indoor volleyball.

## **PARTICIPATION/PERFORMANCE**

Timely and consistent attendance is imperative in order to improve overall physical fitness and to acquire supplemental course information. Failure to attend class **WILL IMPACT** your final grade.

## **EQUIPMENT**

Proper workout attire, water, towel and knee pads (optional).

**USC Physical Education 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.**

## **Learning Objectives**

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

Recognize the physical and mental benefits of increased activity.

Determine factors involved with development, fitness levels and training strategies.

Examine the effect of nutrition, rest and other lifestyle factors that contribute to better health.

**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.

Empower themselves by setting and working toward realistic individual goals.

Participate in a motivating and nurturing environment resulting in a greater sense of well-being and self-esteem.

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

Understand and utilize various training methods.

Assess individual levels of fitness components.

Create a safe, progressive, methodical and efficient activity based plan to enhance improvement and minimize risk of injury.

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

Develop an appreciation of physical activity as a lifetime pursuit and a means to better health.

## Grading Breakdown

### Exams

Midterm	20%
Final	30%

### Participation

Attendance	40%
Skill evaluation	10%

## Assignment Submission Policy

Describe how, and when, assignments are to be submitted.

## Additional Policies

Add any additional policies that students should be aware of: late assignments, missed classes, attendance expectations, use of technology in the classroom, etc.

## Course Schedule: A Weekly Breakdown

WEEK 1. Course Introduction

WEEK 2. Terminology/positioning and introduction of basic volleyball skills

WEEK 3. Serve and pass

WEEK 4. Set and hit (attack)

WEEK 5. Peppering (pass, set, hit) w/ a partner

WEEK 6. The Dig/The Overhead Dig (Chapter 8)

WEEK 7. Team Skills/Partners

WEEK 8. Midterm Review/MIDTERM

WEEK 9. The Block/Hand Signals

WEEK 10. Team Transition/ king of the court

WEEK 11. Small games – 2 on 2, 3 on 3. Utilizing all skills

WEEK 12. Team Strategy-Tournament Play

WEEK 13. Tourney Play

WEEK 14. Tourney Play-Skills Assessment

WEEK 15. Final Review/FINAL

### 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](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.