

Beginning Golf
PHED 155A (1 unit)
Department of Physical Education



Phone: 213-740-2496
Class Room: Cromwell Field / Dedeaux Field
Office Hours: MW 11-1

Instructor: Tim Burton, M. Ed
Physical Education Bldg. #108
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COURSE DESCRIPTION

Introductory course teaching the fundamental skills of golf. Development of golf skills and basic swing fundamentals, scoring, knowledge of rules, etiquette and strategies of play and course layout. Fundamental instruction including swing mechanics, rules, scoring and etiquette through practice and play.

LEARNING OBJECTIVES Upon completion of course students will be able to:

- ❖ To acquire golf skills with proficiency and the ability to apply these skills.
- ❖ To gain sufficient knowledge of basic golf rules, scoring, etiquette, golf shots and skills.
- ❖ To develop knowledge and competence about golf fundamentals and equipment.
- ❖ To develop, appreciate and commitment to movement (**golf**) activity for lifetime 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:** Recognize the physical and mental benefits of increased physical activity.
- ❖ **Students will be exposed to a variety of activities providing them the opportunity to:** Apply learned fundamental skills.
- ❖ **Students will demonstrate proficiency through knowledge and acquired skills enabling them to:** Understand and utilize various training methods. Develop an appreciation of physical activity as a lifetime pursuit and a means to better health.

Grading Criteria	Points	Week	Dates	Course Content
Participation 30%	60	1-15	Week 1-15	Regular and active participation is vital to course
Assignment 5%	10	8	Week 4	Golf Video Analysis Write up
Assignment 10%	20		Week 8-15	Golf Course Round (Scorecard AND Receipt)
Midterm 20%	40	8	Week 8	Golf course terms, etiquette, scoring and situations
Skill Assessment 10%	20	14	Week 14, 15	Assessment of skills, strategies and fundamentals
Exam 25%	50	15	TBA	Comprehensive Final exam
Total 100%	200 points	*No class-make ups, missed exams. Late assignments will be reduced 10% each day past due date. *Course uses limited flight golf balls when appropriate.		

GRADING: A (188+pts), A- (187-180pts), B+ (179-174pts), B (173-168pts), B- (167-160pts), C+ (159-154pts), C (153-148pts), C- (147-140pts), D+ 139-134), D (133-128pts), D- (127-120pts), F (119-0 pts) **Pass (140+ pts)**

** Course may be taken as a Letter Grade, Pass/Fail or Audit.*

TEXTBOOK

Professional Golfers Association of America, First Golfers Guide. 2009. (To be posted on Blackboard)
 Five Lessons: The Modern Fundamentals of Golf. Ben Hogan, Simon and Schuster. 1957 (**Optional**)
 United States Golf Association. (USGA) The Rules of Golf, 2006 to current. (**Optional**)

STUDENT RESPONSIBILITIES

1. Attending class and being on time are extremely important. In order to demonstrate improvement requires regular participation in class activities and to develop appropriate skills necessary. Two tardies equals 1 absence. Excuses will need to be good and funny.
2. Failure to attend class regularly may affect your ability to obtain certain required performance levels and thus may lower your grade. In case of absence, you are accountable for all work missed.
3. You will be held accountable for being properly prepared for class as well: proper equipment, attire and attitude.
4. Course Reader will be available through Black Board.
5. Rainy days, class will meet in the PHED building lobby.

EQUIPMENT REQUIREMENTS

Equipment will be provided. Personal equipment is encouraged. Appropriate workout attire is required. Recommendations include: water, shoes, towel, and locker. Lockers are available for checkout in #108.

**Please Note: USC Physical Education IS NOT responsible or 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.*

ADDITIONAL POLICIES

USC Physical Education IS NOT responsible or 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. Lockers are available in the PE building and the Lyons Center.

GENERAL CLASS POLICIES

- ❖ Email is the preferred method of communication outside of class.
- ❖ Rainy Days will be coordinated appropriately, class will not be canceled.
- ❖ Please refer to black board before class for additional information.
- ❖ It is expected that all students will participate fully in each class session.
- ❖ Wear appropriate clothing and athletic shoes for the activity days.

COURSE SCHEDULE**Week**

1	Course Outline and Orientation Chapter 1, PGA Golfers Guide Golf: History, safety, etiquette and terminology	8	Chapter 3, Beginning to Play the Game <u>Midterm</u> Assignment Due
2	Chapter 4, Skills of Golf Swing Fundamentals: Instruction of grip, stance, mechanics and fundamentals	9	Long iron Shots and Distances Ball positioning, targets & distance
3	Chapter 6, Skills Practice Golf Rules, Course Knowledge, Terminology, Equipment and Principles	10	Woods and fairways clubs
4	Chapter 5, Ball flight laws / strategy Short irons and short game Application, instruction of approach shots	11	Chapter 8, Rules of the Game
5	Short game: Putting and Chipping and Pitching	12	Chapter 2, Facility Orientation Equipment information and selection Tools of Golf- Club selection
6	Rules, Scoring, Etiquette Mid – Irons Swing Progression	13	Chapter 7, Testing your Skills Golf Situations, Practice and play Application of Irons, woods and drivers: Club selection and strategy
7	Application of short game: Club selection Rules, Scoring, Etiquette Review: rules, scoring, etiquette	14	Skills Test Final Exam Review
		15	<u>Final Exam</u> (25%) Assignment Due (15%)

***Schedule subject to change**

ASSIGNMENTS

- ❖ **Class Participation/Performance** (30%) Regular active participation in class activities. This is a cumulative portion of grade and participation during is fully expected.
- ❖ **Golf Video Analysis Assignment** (5%) Students will video during class time and analyze their swing including but not limited to grip, posture, alignment, set-up and swing path. Students will also use separate video to compare and contrast themselves. This analysis is due at the midterm.
- ❖ **Skill Assessment** (10%) Demonstration of learned skills of the basics of golf. Including but not limited to putting, short game, iron play, drivers and basic play and etiquette. Administered in Week 14 during class time. A formal test will be given that is illustrated in the course text.
- ❖ **Midterm** (20%) Will be administered in week 8. Will consist of material covered to this point. Refer to course text, handouts, lecture and activities. Examination will consist of multiple choice, true/false and short answer. *PE Scantron will be required.
- ❖ **Final Exam** (25%) Please refer to the final exam schedule for exam date and time. One comprehensive final examination will be scheduled including accumulation of all course work. Students are responsible for all material covered. Examination will consist of **(50)** multiple choice, true/false and short answer. *PE Scantron will be required.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP:

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Statement on Academic Integrity

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 expectation 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. *SCampus*, the Student Guidebook, (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.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

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.