

***PHED 106a: Physical Conditioning***

**Instructor: Isabelle Mazumdar**  
**Office: PED 106B**  
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**Course Description:**

This class is an introductory level physical conditioning course with emphasis on running and the development of 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, flexibility
2. Basic anatomy, exercise physiology, and wellness principles
3. The importance of nutrition and exercise as a 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.

**Required Textbook:**

The required reading will be available on Blackboard.

**Blackboard:** <http://blackboard.usc.edu>

Class information will be posted. We will use resources posted on Blackboard™ in addition to the course reading.

**Equipment:**

Proper workout attire, water, towel. 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.

**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.

**Grading Policy and Evaluation Criteria:**

Cognitive = 120 points

1. Midterm = 50 points
2. Final = 50 points
3. Assignment/ quiz = 20 points

Psychomotor = 100 points

1. Active Participation = 80 points
2. Pre-fitness Tests = 10 points
3. Post-fitness Test = 10 points

A > 198

B > 176

C > 154

D > 132

F Below 132

\*Plus and minus grades will be issued accordingly for each letter grade range based on grade percentage earned.

### **Academic Accommodations:**

Students requesting academic accommodations based on a disability are required to register with Disability Services 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 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 *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.

USC Physical Conditioning - Fall  
COURSE OUTLINE

Week 1 Aug. 20	Course introduction/ course objectives	<b>General conditioning</b>
Week 2	<b>Circuit training</b>	Physical activity and optimal wellness Components of fitness
Week 3	<b>TRX- suspension training</b>	<b>Fitness Pre-testing</b> 1.5 mile run
Week 4	Goals setting <b>Cardio endurance</b>	Muscular fitness <b>RIP training</b>
Week 5	Strength training <b>Weight room</b>	Cardiorespiratory endurance <b>Interval training</b>
Week 6	Flexibility <b>Yoga</b>	<b>Muscle quiz</b> <b>Webb tower</b>
Week 7 Oct.1-5	<b>Midterm review</b>	<b>MIDTERM</b>
Week 8	Strength/ Core training <b>Circuit training</b>	Skill related components of fitness <b>Agility- Reaction time</b>
Week 9	<b>Cross training</b>	<b>Balance and coordination</b>
Week 10	<b>TRX-RIP training</b>	Nutrition
Week 11	<b>Stairs</b>	Weight management and body composition
Week 12	<b>General conditioning</b>	Injury prevention and treatment <b>HIIT</b>
Week 13	<b>TRX</b>	<b>Fitness Post-Testing</b> 1.5 mile run
Week 14 Nov. 19-23	<b>Fun day</b>	<b>Thanksgiving</b>
Week 15 Nov.26-30	<b>Final Review</b>	<b>FINAL</b>