

Table Tennis: PHED 150A Fall 2020

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Classroom:	North Gym PED 200

Course Description

The class will be taught **in-person**. In-person sessions will include active gameplay with another student or coach. Topics not covered during practice classes will be taught online using Blackboard and will include the theory of different strokes, rules of the game, and strategy.

This is an introductory course teaching the fundamental skills of table tennis. It is assumed that students enrolled in the class have little or no experience in table tennis. Class will be focusing on developing the following skills: racket grip, possible racket holding angles, basic strokes, rules, scoring, strategy, etiquette, practice drills, spin, singles play.

Class safety situation with COVID 19. **Minimizing Contact:**

- The students would have one partner for the entire semester; partners will be picked based on their respective levels of play or personal requests to work with a friend - this will be determined on a survey sent to each registered student before the first class. In the occurrence that one's partner is absent, the professor will stand in to fill that spot. Assigned partners will reduce contact between students.
- Hand sanitizing/ hand washing will be required before the start of class and the end of class
- Student pairs will be assigned to specific tables for the entirety of the semester so upon entering the gym they will immediately go to their playing area.
- Temperature checks will happen at the beginning of class before entering the gym.
- The students will be required to bring their playing shoes to the gym and change into them inside the gym from their regular street shoes.
- Students will be required to leave the gym immediately after class is over and the students will always be required to keep a 6ft distance.
- The tables used for table tennis are already longer than 6ft so the players will be distanced diagonally through that length. The tables will also be distanced between each other 6-10ft so that maximum spacing is ensured. The barriers (1 ft in length) to the tables that would go on the sides of the playing tables so that each player gets extra protection from one another while playing.
- The students will either bring their own paddle or rent one for the entirety of the semester. Similarly, the students will have a set of balls to themselves that they can rent out and only they can touch.
- To ensure that there is minimal contact the partners will trade of whose balls are in use, by switching off who will get to serve that day - with each class the server will change but there will only be one server for the whole day per partner.
- The student will not be able to directly touch the playing tables.

Course Objectives

1. Present the student fundamental skills and knowledge of table tennis.
2. Improve each student's skills in hitting all of the basic strokes: forehand counterhit; backhand counterhit(drive); backhand flick(flip); backhand block; service return and foot work.
3. Introduce each student to the basic rules, scoring and footwork.
4. Offer each student an opportunity to apply their skill and knowledge in actual match play.
5. Make each student aware of the basic differences in strategies for singles and doubles and provide an opportunity to apply this information in actual match play.
6. Provide each student with information about current table tennis trends, specifically in regard to local table tennis programs, professional tournaments and equipment selection.
7. Encourage each student to pursue table tennis as a life-time leisure activity.

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 activity.
- Understand anatomy, basic bio mechanical 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.
- Participate in a motivating and nurturing environment resulting in a greater sense of well-being and self-esteem.
- Participate in active learning to stimulate continued inquiry about physical education, health and fitness.

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

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

Classroom Protocol

1. **Students must attend classes in a timely manner.**
2. Training shoes are required for safety and easy movement. **Jeans are not allowed during the class.**
3. A warm-up period is required before any skill practice.
4. No food and drink are allowed in the gym except water.
5. Place cellphone on vibrate if you must bring it to class.

Consistent attendance and participation are extremely important in order to develop the necessary skills for improvement. All students will be held accountable for any work missed when absent. Please be prepared each day with proper equipment and attire.

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.

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 Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. 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>.

Support Systems: Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255 Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086 Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710 Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

Web Materials

Recommended videos are available on: www.pingskills.com/table-tennis/

Evaluation Criteria

Midterm Exam – 15%

Skills Test – 15% (show knowledge of basic strokes)

Final Exam – 25%

Observational analysis – 15% (based on a table tennis video of your choice)

Participation: 30%

Midterm and Final exams will test students' knowledge of table tennis rules, scoring, gaming technique and singles and doubles tactics. During skills test, students will show basic strokes and will be evaluated based on the percent of successful trials.

Course Content and Schedule

Week	Topic
1	Equipment, grip, serve/flat stroke. Basic stance. Rules, scoring.
2	Forehand and Backhand Counterhit. Instruction and Drills.
3	Forehand and Backhand Counterhit. Practice game
4	Forehand and Backhand Push. Instruction and Drills. Practice game.
5	Forehand and Backhand Topspin and Block. Instruction and Drills.
6	Forehand and Backhand Flick. Backspin serves. Instruction and Drills. Practice game.
7	Forehand and Backhand-chops. Midterm Review
8	Midterm Exam
9	Lob. Forehand Smash. Drop Shot Practice game.
10	Serves, Receive. Practice game.
11	Skills Test Observational analysis due.
12	Practice game. Final Review
13	Final Exam

Observational Analysis Instructions (due Week 11 - Tuesday):

Watch a video of table tennis game (can be from YouTube).

Choose a particular technique that you like or want to improve for yourself (example: backhand counterhit, forehand, etc.).

Write, in your own words, how that shot should be performed.

Minimum length: half a page; NO double space;

Late papers will receive 2 points deduction.

Grading scale

94% - 100%	A
90% - 93%	A-
87% - 89%	B+
84% - 86%	B
80% - 83%	B-
77% - 79%	C+
74% - 76%	C
70% - 73%	C-
67% - 69%	D+
64% - 66%	D
60% - 63%	D-
<60%	F

This course outline is tentative and subject to change at the discretion of the instructor. Any changes will be announced and explained in class. It is the student's responsibility to be aware of any changes announced in class.