

***PHED 106a: Physical Conditioning***  
**Spring 2022**

**Section 49731: TTH 9:00 – 9:50am**  
**Course = 1 unit**

**Instructor: Steve Hsu**  
**Office: PED 209**  
**Office Hours: By appointment**  
**PEMBH Department Phone: 213-740-2488**  
**Email: [stevehsu@usc.edu](mailto:stevehsu@usc.edu)**

**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:**

1. Understand the components of health related physical fitness
2. Gain knowledge of basic anatomy, exercise physiology, and wellness principles
3. Understand the importance of nutrition and exercise as a lifestyle
4. Learn how to assess and improve fitness level
5. Learn how to develop an individual fitness program

**Physical Education Department Objectives:**

- 1. 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 and basic biomechanical principles and terminology
- 2. Student will be exposed to a variety of activities providing them the opportunity to:**
  - Apply learned fundamental skills
  - 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
- 3. Students will demonstrate proficiency through knowledge and acquired skills enabling them to:**
  - Create a safe, progressive, methodical, and efficient activity based plan to enhance improvement and minimize risk of injury

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

### **Course Reader:**

Course reader is posted on USC Blackboard.

### **Equipment:**

Proper workout attire, water, towel, notebook, and pen/pencil are required. 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.

### **Locker Rooms:**

**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 Lyons Center.

### **Class Meeting Information:**

Classes will meet on the track and on rainy days in the lobby of the P.E. building, unless specified otherwise by instructor.

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

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

### **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 (200 Total Points):**

Cognitive = 50% (100 points)

1. Final = 50 points
2. Midterm = 50 points

Psychomotor = 50% (100 points)

1. Active Participation = 60 points
2. Fitness Pre-Test = 10 points
3. Fitness Post-Test = 10 points
4. Biomechanical Critique = 20 points

**Grading Scale:** A (94+%), A- (90-93%), B+ (87-89%), B (84-86%), B- (80-83%), C+ (77-79%), C (74-76%), C- (70-73%), D+ (67-69%), D (64-66%), D- (60-63%), F (0-59%)

180 – 200 points = A

160 – 179 points = B

140 – 159 points = C

120 – 139 points = D

Below 120 points = F

**PASS/NO-PASS , Pass = greater or equal to 140 points**

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

*\*Extra credit work and make-up work are not available. You are not permitted to make-up absences in another section. Make-ups will not be given for any of the cognitive or psychomotor components. It is your responsibility to attend class consistently and fulfill the requirements of this course.*

## 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](http://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](http://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](http://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](http://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](http://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](http://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](http://studentaffairs.usc.edu/bias-assessment-response-support)

*The Office of Student Accessibility Services*. Provides certification for students with disabilities and helps arrange relevant accommodations. <https://osas.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](http://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](http://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](http://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](http://dps.usc.edu)

### **COVID-19 Policies:**

Per University Student Affairs, students are expected to comply with all aspects of USC’s COVID-19 policy. Failure to do so may result in removal from the class and referral to Student Judicial Affairs and Community Standards. Mask mandate is in place for indoor teaching and learning for Spring 2022. Faculty may ask to see evidence of students’ compliance with Trojan Check prior to allowing them into their classrooms.

# USC Physical Conditioning - Spring 2022

## COURSE OUTLINE\*

Week 1 January 11, 13	Course Introduction/Health- and Skill-Related Components <i>Course Reader: Pages 1 to 7</i>	
Week 2 January 18, 20	Fitness Program Design/Goals <i>Course Reader: Pages 5, 34</i>	Fitness Program Design/Goals <i>Course Reader: Pages 5, 34</i>
Week 3 January 25, 27	Fitness Pre-testing/Target Heart Rate <i>Course Reader: Pages 8 to 11, 33</i>	Cardiorespiratory Training <i>Course Reader: Pages 8 to 10</i>
Week 4 February 1, 3	Strength Training Anatomy <i>Course Reader: Page 38</i>	Strength Training and Conditioning <i>Course Reader: Pages 12 to 14</i>
Week 5 February 8, 10	Flexibility Training <i>Course Reader: Pages 15 to 16</i>	Flexibility Training <i>Course Reader: Pages 15 to 16</i>
Week 6 February 15, 17	Circuit Training/Nutrition <i>Course Reader: Pages 22 to 25</i>	Circuit Training/Nutrition <i>Course Reader: Pages 22 to 25</i>
Week 7 February 22, 24	Interval Training <i>Course Reader: Pages 22 to 27</i>	
Week 8 March 1, 3	<b>Midterm Review</b>	<b>MIDTERM Exam (online via Blackboard)</b>
Week 9 March 8, 10 <i>Spring Recess 3/13– 3/20</i>	Speed and Agility Training	
Week 10 March 22, 24	Plyometric Training	
Week 11 March 29, 31	<b>Biomechanical Critique on Second Class Meeting of this Week</b>	
Week 12 April 5, 7	General Conditioning	General Conditioning <i>Course Reader: Pages 20 to 21; 26 to 27</i>
Week 13 April 12, 14	General Conditioning <i>Course Reader: Pages 28 to 31</i>	General Conditioning
Week 14 April 19, 21	Fitness Post-Testing	Fun Day – Ultimate Frisbee
Week 15 April 26, 28	<b>Final Review</b>	<b>FINAL Exam (online via Blackboard)</b>

\*Please note this is a tentative outline and may be subject to change. Any changes will be announced in class and/or via email.