

BEACH Volleyball

Julie Sprague INSTRUCTOR	(213) 740-2488 PHONE
PED 108 OFFICE	jsprague@usc.edu E-MAIL
	http://www.usc.edu/dept/LAS/phed WEBSITE

WHERE DOES THIS CLASS MEET?

The **Friday** classes meet at Ocean Park Beach in Santa Monica. The courts are located at 2600 Ocean Front Walk in Santa Monica. (near Perrys restaurant)

(Parking is available at the beach. Transportation is the responsibility of the student.)

****The first Friday of the semester we will meet in front of the PHED building to discuss transportation, expectations, what to bring to the beach, and meet the other students****

An email will be sent with more class information about 1 week prior to the start of class.

COURSE DESCRIPTION

A **BEACH** volleyball class emphasizing the development of **SAND** volleyball skills specifically for the **beach** doubles game: passing, setting, hitting, blocking, dropping, digging and serving. To become knowledgeable of the **SAND** volleyball rules, tactics and various offensive/defensive strategies. To understand how to play in various weather conditions and how to find the right volleyball partner for you in beach doubles. Specific **BEACH** conditioning drills are incorporated into each class to develop muscular endurance, muscular strength, and the recruitment of fast twitch muscle fibers needed to play the game of **BEACH VOLLEYBALL**.

ONE ACADEMIC UNIT OF CREDIT, NO PREREQUISITE.

COURSE OBJECTIVES

To Gain Knowledge And Understanding Of:

1. The basic skills required to play the beach game: serving, defensive and offensive strategies, dropping, blocking, setting techniques, passing positioning, and hitting different type of shots.

ALL SPECIFIC TO THE BEACH DOUBLES GAME.

2. The rules/strategies of beach volleyball according to the USA beach volleyball rules handbook.

To Learn And Develop The Following Skills:

1. Improve individual skills through video analysis of the game.
2. Team strategy and how to incorporate the mental aspect of the game to enhance your level of play.
3. Physical conditioning for optimum sand performance.

Physical Education 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.
- 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.
- 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:

- Understand and utilize various training methods.
- Assess individual levels of fitness components.
- 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.

TEXTBOOK*

Kiraly, Karch, (1999) Beach Volleyball, Human Kinetics.

* Textbook Is On Reserve At Leavey Library (Library Use Only).

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 for the beach game: sunglasses, sunscreen, water, towel, pen and notebook.

USC is 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.

Evaluation Criteria

250 Total Points						
	50%	125 Pts.		Psychomotor	50%	125 Pts.
Cognitive						
Final Exam	24%	60 Pts.		40%	100 Pts.	
Midterm	20%	50 Pts.		10%	25 Pts.	
Observation (Analyze and evaluate USC VB match)	6%	15 Pts.				

(MAKE-UPS WILL NOT BE GIVEN FOR ANY OF THE COGNITIVE OR PSYCHOMOTOR COMPONENTS)

**** 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.**

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, ([HYPERLINK "http://www.usc/scampus"](http://www.usc/scampus) www.usc/scampus or [HYPERLINK "http://scampus.edu"](http://scampus.edu) <http://scampus.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

“A lot of indoor players are specialists, but on the beach you need to play all phases well, and you need a lot of ball control.”

Karch Kiraly, 3 time Olympic Gold Medalist (1984,88 indoor and 1996 Beach-best player in the world)

COURSE CONTENT AND SCHEDULE

WEEK 1. Course Introduction

WEEK 2. Evolution of Beach Volleyball /Difference Between Indoor and Outdoor VB(Chapter 1)

WEEK 3. The Serve (Chapter 3)
The Pass (Chapter 4)

WEEK 4. The Set (chapter 5)
The Hit (Chapter 6)

WEEK 5. The Block/Hand Signals (Chapter 7)

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

WEEK 7. Team Skills/Partners

WEEK 8. Midterm Review/MIDTERM

WEEK 9. Beach Conditioning (Chapter 10)
Plyometrics (Chapter 11)

WEEK 10. Speed/Agility/Endurance (chapters 12,13)

WEEK 11. Partnerwork (Chapter 14)

WEEK 12. Team Strategy-Tournament Play (Chapters 14, 15)

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 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.

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.