

# USC Dornsife Physical Education

## PHED 120A: INTRODUCTION to YOGA

### SPRING 2023

**Instructor:** Jino De Castro

**Email:** jadecast@usc.edu

\*include day/time of your enrolled section  
in all email correspondence

**Office Hours:** By appointment

**Section 49965:** Th 5-6:50p

#### COURSE DESCRIPTION

Yoga A offers students an introductory experience of the physical practice (asana), explores fundamental meditation and breathwork techniques (pranayama), along with an introduction to classical philosophy. Students will investigate strategies that lead down a path towards physical, mental and spiritual aliveness. This is an entry level course designed with a foundational/beginner approach to practicing a complete yoga asana class and provides the tools to explore a daily practice.

**EQUIPMENT** (Yoga Props are Required for this class)

- **Yoga Mat** - firm (not cushiony)
- **2 Yoga Blocks** - cork or wood preferred (not foamy)
- **Yoga Strap** - minimum 10ft with buckle system

#### BLOCK, STRAP, MAT RECOMMENDATIONS

- [Manduka Travel Mat](#) (thinner, less \$, great)
- [Manduka Classic ProLite](#) (thicker for tender joints/bones)
- [Yoga Blocks](#) (2 total)
- [Yoga Strap 10ft](#) with buckle system

#### COURSE OBJECTIVES

- Outline the fundamentals of a yoga practice in a safe, supportive and academic environment.
- Execute and display proper body alignment to improve strength and flexibility.
- Integrate and implement breathwork and meditation techniques for relaxation and stress management.
- Identify the basics of anatomy and physiology as it relates to a yoga practice.

## **PRACTICE GUIDELINES**

- Practice barefoot, no socks
- Be on time - arrive 5 minutes early and have props ready.
- Please wear athletic clothing that allows freedom of movement.
- Practice yoga on an empty stomach to prevent discomfort and promote digestion. Avoid eating one hour before practice.
- Refrain from chewing gum during practice.
- Alert the instructor of any injuries or conditions (including pregnancy), prior to practice or at any time. This information is necessary to safely adapt the practice to serve specific student needs and will be kept confidential.
- Phone Free - place cell phones on silent. Turn off notifications. Minimize distractions. This is your time to unplug and recharge.

## **GRADING CRITERIA**

The benefits of a yoga practice are directly related to how much effort, time and attention students choose to invest. Grades are based on commitment and consistency to show up for practice, completion of all work and the following criteria:

- Dedicated consistent effort to a committed, regular practice
- Curiosity to modify and willingness challenge limits for growth with a nonjudgmental approach
- Patient kindness shown with attention to others and gentleness towards body and mind
- Completion of all assignments and exams

All work is to be typed and submitted to Blackboard.

Format: Double-spaced, Times New Roman, 12-point font, 1" margins, MLA format.

## **GRADING**

### **• Attendance and Participation (60 points)**

Yoga is an experiential-based Physical Education course therefore, attendance and active engagement is required for the participation portion of the grade, and is a large component of the final grade. Attendance will be taken during each class for participation points. Attendance is taken electronically and it is the student's responsibility to sign the attendance each class.

### **• Participation Make-Up Credits**

In case of emergencies, students are able to receive up to 3 make-up credits per semester. A general make-up assignment consists of a 30-minute minimum make-up yoga practice, outside of class time. Students will email the instructor, [jadecast@usc.edu](mailto:jadecast@usc.edu), indicating the date of unexcused absence, a 2-4 sentence description of their make-up

yoga practice, plus a picture of them in their workout space.

- **2 Reflection Papers (40 points total/20 points each)**

Reflection is an integral part of the learning process. As such, students will complete reflections on their experience and practice throughout the course. There will also be an end-of-course evaluation to help improve the class to best serve the needs of future students. Feedback is welcomed throughout the semester, as well as via in person or by email.

- **Midterm Exam (50 points)**

- **Final Exam (50 points)**

**GRADING SCALE (200 Total Points):**

180 – 200 points = A (A = 90 - 100% )  
160 – 179 points = B (B = 80-89%)  
140 – 159 points = C (C = 70-79%)  
120 – 139 points = D (D = 60-69%)  
Below 120 points = F (F = 0-59%)

**PASS/NO PASS POLICY**

Must receive a minimum of 140 points to PASS this course

**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 the instructor or TA as early in the semester as possible. DSP is open Monday Friday, 8:30am-5:00pm. The office is in Student Union 301 and the phone number is (213) 740-0776

**COURSE READER**

The course reader is posted on Blackboard under Content.

**Blackboard™ <https://blackboard.usc.edu>**

Assignments, exams and class review and resources will be posted on Blackboard.

**COMMUNICATION**

Email, [jadecast@usc.edu](mailto:jadecast@usc.edu), is preferred. Expect responses within 48 hours, M-F.

**PHYSICAL EDUCATION PROGRAM OBJECTIVES**

Students will understand the importance of wellness 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
- Discover greater self-awareness and determine greater self-regulation

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.
- Empower themselves by setting and working toward realistic individual goals.
- Engage 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 wellness

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, minimize risk of injury
- Develop an appreciation of physical activity as a lifetime pursuit and a means to cultivate and maintain good mental and physical health
- Accrue independent tools to manage stress and access greater ease

### **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/](http://policy.usc.edu/scientific-misconduct/).

**Sharing of course materials outside of the learning environment:** USC has a policy that prohibits sharing of any synchronous and asynchronous course content outside of the learning environment. *SCampus Section 11.12(B)*

*Distribution or use of notes or recordings bases on university classes or lectures without the express permission of instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet or ia any other media. (See Section C.1 Class Notes Policy)*

### **USC Technology Rental Program**

We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university’s equipment rental program. To apply, please [submit an application](#). The Student Basic Needs team will contact all applicant in early August and distribute equipment to eligible applicants prior to the start of the fall semester. <https://studentbasicneeds.usc.edu>

**USC Software downloads:** <https://software.usc.edu>

<b>WEEK 1</b>	<p><u>Lesson:</u> Introduction &amp; Orientation: What is Yoga? <u>Practice:</u> The Spine: The Foundation of All Yoga Poses</p> <p><b>Read:</b> Yoga Reader online, pages 3 - 5</p>
<b>WEEK 2</b>	<p><u>Lesson:</u> Overview of Yoga Philosophy <u>Practice:</u> The Pelvic Girdle: Sagittal Plane</p> <p><b>Read:</b> pages 10, 14, 26, 30</p>
<b>WEEK 3</b>	<p><u>Lesson:</u> Intro to Patanjali <i>Yoga Sutras</i>, 8 Limbs <u>Practice:</u> The Pelvic Girdle: Transverse Plane</p> <p><b>Read:</b> page 6 - 7</p>
<b>WEEK 4</b>	<p><u>Lesson:</u> The Yamas, Ahimsa <u>Practice:</u> The Pelvic Girdle: The Coronal Plane</p> <p><b>Read:</b> page 8 - 9</p>
<b>WEEK 5</b>	<p><u>Lesson:</u> The Niyamas, Santosha <u>Practice:</u> The Pelvic Girdle: Multi-Planar, Twists</p> <p><b>Read:</b> page 9- 13, 27 - 29</p>
<b>WEEK 6</b>	<p><u>Lesson:</u> What is Asana? <u>Practice:</u> Hip vs Spinal Flexion: Forward Folds</p> <p><b>Read:</b> pages 15 - 17</p>
<b>WEEK 7</b>	<p><u>Lesson:</u> Intro to Pranayama <u>Practice:</u> The Shoulder Girdle: Arms in Neutral</p>

<b>WEEK 8</b>	<u>Lesson</u> : The Journey Inward, 5th Limb, Pratyahara <u>Practice</u> : The Shoulder Girdle: Arms in Extension (Behind the Back )  <b>Midterm Exam &amp; Reflection Paper</b>
<b>WEEK 9</b>	<u>Lecture Topic</u> : Intro to Meditation, 6th Limb, Dharna <u>Practice</u> : The Shoulder Girdle: Arms in Flexion (Overhead)  <b>Read</b> : pages 18 - 21
<b>WEEK 10</b>	<u>Lesson</u> : Deeper Dive Mediation, 7th Limb, Dhiyana <u>Practice</u> : The Femoral Head: Backbends  <b>Read</b> : pages 22 - 25
<b>WEEK 11</b>	<u>Lesson</u> : Freedom, Peace, Happiness, 8th Limb, Samadhi <u>Practice</u> : Energetic Awareness:
<b>WEEK 12</b>	<u>Lesson</u> : Embodied Awareness <u>Practice</u> : Energetic Awareness: Body Scan
<b>WEEK 13</b>	<u>Lesson</u> : Review Yoga for Life <u>Practice</u> : Energetic Awareness: Meditation
<b>WEEK 14</b>	<u>Lesson</u> : Starting Again/Beginners Mind <u>Practice</u> : Breathwork (in)Action
<b>WEEK 15</b>	End-of-Semester Evaluation  Closing Ceremony  <b>Final Exam &amp; Reflection Paper</b>

*\*Please note this is a tentative outline schedule and may be subject to change.*

## UNIVERSITY 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** – (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 & Sexual Violence Prevention Services (RSVP)** 213.740-4900 on call 24/7 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 Disability Services and Programs** Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://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](http://studentaffairs.usc.edu/ssa)
- **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)
- **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)  
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/](http://equity.usc.edu/) or to the Department of Public Safety <http://capsnet.usc.edu/departments/>

[department-public-safety/online-forms/contact-us](http://www.usc.edu/departments-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/](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.