

Physical Education & Mind Body Health (PEMBH) provides a variety of offerings in fitness and activities classes designed to promote health and general fitness based upon individual goals and needs.

## **Weight Training**

### **PHED 102A**

1 unit

FALL 2024

Sections: 49708

**Location:** Lyon Center, Cardinal Room

**Blackboard (Bb):** <https://blackboard.usc.edu>

**Instructor:** Jino De Castro, *M.A., C.Y.T 500-hr, CPT "Coach J"*  
*he/him/el* [Pronouns](#)

**Office:** PED 209

**Virtual Office Hours:** <https://usc.zoom.us/j/5258489717>

Tuesdays & Thursdays 10 -10:30 am or by appointment

**Contact Info:** [jadecast@usc.edu](mailto:jadecast@usc.edu)

**BRIGHTSPACE:** BRIGHTSPACE.USC.EDU

**IT HELP**

**Bb - USC Information Technology Services Help**

**Phone:** 213.740.5555

**Contact Info:** <https://itservices.usc.edu/contact>

**Hours:** 24 hours a day, every day

## **Physical Education & Mind Body Health (PEMBH) Mission**

Physical Education & Mind Body Health (PEMBH) provides a variety of opportunities for students to improve their general health and fitness through fitness related and recreational activities classes. Courses are designed to introduce students to various aspects of health and physical education principles. With this exposure, knowledge, and skill, students are better equipped to make choices regarding a healthy and active lifestyle. All classes stress the importance of exercise and leisure time activity to physical, mental, and social well-being.

## **Acknowledgements**

PEMBH embraces an inclusive spirit, based on equity, diversity, and inclusion to achieve academic and institutional excellence. For PEMBH's acknowledgments and more information visit our website -- <https://dornsife.usc.edu/phed/about/AdditionalResources>

## **Course Description**

An introductory course designed to help each student: improve muscular strength; gain knowledge and understanding of weight training theory and practice; and develop and implement a personalized weight training program.

**Prerequisite:** None

**Co-Requisite:** None

**Recommended Preparation:** None

## Course Objectives

1. Understand and practice the fundamental principles of exercises.
2. Design a personalized weight training program based on specific fitness goals.
3. Demonstrate knowledge of anatomy and basic biomechanics.
4. Recognize the importance of nutritional habits to performance and wellness.
5. Interpret the physiological adaptations resulting from training.

## PEMBH Objectives

**Students will understand the importance of sound health and fitness principles as they relate to better health and will be able to:**

- Understand anatomy, basic biomechanical 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.

**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.

## PEMBH Policy for the use of AI Generators

This course aims to develop creative, analytical, and critical thinking skills. Therefore, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated text, code, or other content is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

## Course Textbook

The full course reader is available on BrightSpace.

## Equipment

Weight training equipment will be provided. Personal equipment is encouraged, but not mandatory. Appropriate workout attire is required. *Recommendations include:* athletic shoes, water & towel. Lockers are available for a rental fee in the PED building & Lyon Center. Equipment may be checked out with a student ID.

## COVID-19 (Class Guidelines)

USC (Covid-19) Resource Center <https://we-are.usc.edu/>

## Course Policies

- **Participation Make-Ups** are allowed only up to the Friday of the following week after a missed class. Students receive up to 3 make-up credits. **No Make-Ups** will be given for any missed in-class work/exams or late assignments.
- **Excused Absences** students receive 2 excused absence credits to be used for emergencies, such as illness, accidents, bereavement, etc. Emailed dated documentation is required, e.g. doctor's note, incident report, etc.
- Email ([jadecast@usc.edu](mailto:jadecast@usc.edu)) is the preferred method of communication outside of class.

Email will generally be answered within 48 hours & 72 hours over a weekend, and the workday following a holiday.

**Please NOTE: Weight Training (day/time of section) in subject line of email.**

- Students are responsible for confirming personal grade points and class standing by checking BrightSpace.
- Wear appropriate clothing and athletic shoes.
- USC PEMBH **IS NOT** responsible for any lost, stolen or damaged property. If you choose to bring any valuables to class, it is strongly recommended to lock them up during class. Lockers are available for rental fee in the PED building.

## In-Class Participation (15%/15pts)

Consistent attendance, punctuality, and participation in ALL classes are tremendously important to develop appropriate skills and to obtain supplemental information for course assignments/quizzes. Consistent tardiness to class will negatively affect participation grade. Failure to participate for the entire class session **WILL IMPACT** your final course grade.

## Muscle Quiz (10%/10pts)

**Identify** muscle location **AND Demonstrate** function and examples of isolation and compound exercises for each major muscle. In-class quiz via BrightSpace.

## Nutrition Quiz (10%/10pts)

**Fill in the blank**, 10 question in-class quiz via BrightSpace.

## Midterm Exam (15%/15pts)

**Multiple choice quiz** administered via BrightSpace in-class. Closed book/notes.

## Final Exam (25%/25pts)

**Multiple choice exam** administered via BrightSpace in-class. Closed book/notes.

## Final Self-Evaluation Paper (25%/25pts)

**Identify** personal weight training/body composition goals, **Evaluate** personal weight training progress, and **Design** a fitness and nutrition plan beyond this course.

<b>Grading Criteria</b>			
<b>Cognitive</b>	<b>60% /60 pts</b>	<b>Psychomotor</b>	<b>40%/40 pts</b>
Muscle Quiz	10%/10pts	Final Paper	25%/25pts
Nutrition Quiz	10%/10pts	Participation	15%/15pts
Midterm Exam	15%/15pts		
Final Exam	25%/25pts		

**A** (95 pts. & higher)    **A-** (90-94 pts.)    **B+** (87-89 pts.)    **B** (83-86 pts.)    **B-** (80-82 pts.)  
**C+** (77-79 pts.)    **C** (73-76 pts.)    **C-** (70-72 pts.)    **PASS** (>70 pts.)  
**D+** (67-69 pts.)    **D** (63-66 pts.)    **D-** (60-62 pts.)    **Fail** (<59 pts.)

A = 95%-100%    A- = 90%-94%    B+ = 87%-89%    B = 83%-86%    B- = 80%-82%    C+ = 77%-79%  
 C = 73%-76%    C- = 70%-72%    D+ = 67%-69%    D = 63%-66%    D- = 60%-62%    F = 59% and below

### Course Schedule

<i>Week 1</i> <i>August 26</i>	Course Introduction, Syllabus, Why Lift Weights?, Safety and Etiquette, Warm-Up, Cool Down & Stretch <i>Course Reader: pages 3 to 6</i>	
	<b>Labor Day</b> Monday, September 2	
<i>Week 2</i> <i>September 2</i>	Training Principles and Designing a Personalized Program <i>Course Reader: pages 7 to 8</i> <i>Group Lifting Program Workshops</i>	
	<b>LAST DAY TO: REGISTER &amp; ADD CLASSES, DROP WITHOUT MARK OF "W,"</b> <b>CHANGE ENROLLMENT OPTION TO P/NP OR AUDIT</b> <i>FRIDAY, SEPTEMBER 13</i>	
<i>Week 3</i> <i>September 9</i>	Individual Weight Training Program Review/Open Gym <i>Group Lifting Program Workshops</i>	
<i>Week 4</i> <i>September 16</i>	Muscular Structure and Physiological Effects <i>Course Reader: pages 9 to 10</i>	

<b>Week 5</b> September 23	Muscle Quiz Review Myths, Misconceptions and FAQs <i>Course Reader: pages 11 to 13</i>	<b>Muscle Quiz</b> <i>Due this week</i> <i>refer to BrightSpace</i>
<b>Week 6</b> September 30	Free Weights vs. Machines <i>Course Reader: pages 14-15</i>	
	<b>Fall Recess</b> Thursday-Friday, October 10 & 11	
<b>Week 7</b> October 7	Midterm Exam Review	<b>Midterm Exam</b> <i>Due this week</i> <i>refer to BrightSpace</i>
	<b>LAST DAY TO: DROP COURSE WITHOUT MARK OF "W" ON TRANSCRIPT &amp; CHANGE ENROLLMENT P/NP COURSE TO A LETTER GRADE</b> FRIDAY, OCTOBER 11	
<b>Week 8</b> October 14	<i>Small Group Lifting Workshops</i>	
<b>Week 9</b> October 21	Individual Weight Training Program Review/Open Gym	
<b>Week 10</b> October 28	Open Gym	
<b>Week 11</b> November 4	Open Gym	
	<b>Veterans' Day</b> Monday, November 11	
<b>Week 12</b> November 11	Nutrition Quiz Review <i>Course Reader: pages 16 to 19</i>	<b>Nutrition Quiz</b> <i>Due this week</i> <i>refer to BrightSpace</i>
	Body Composition <i>Course Reader: pages 20 to 21</i>	
	<b>LAST DAY TO DROP CLASS WITH MARK OF "W"</b> FRIDAY, November 15	
<b>Week 13</b> November 18	Troubleshooting and Advanced Weight Training Techniques <i>Course Reader: pages 22 to 23</i>	
<b>Week 14</b> November 25	Surprise	

<p>Week 15 December 2</p>	<p>Final Exam Review</p>	<p>Self-Evaluation Paper <i>Due this week refer to BrightSpace</i></p> <p>Final Exam <i>Due this week refer to BrightSpace</i></p>
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**NOTE:** This is an estimated timeline. Dates are subject to change.

## Academic Conduct & Support Systems

### Academic Integrity

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

### Student & Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers.

Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

## Support Systems

### [Counseling and Mental Health](#)

**(213) 740-9355 – 24/7 on call**

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

### [988 Suicide and Crisis Lifeline](#)

**988 for both calls and text messages – 24/7 on call**

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

### [Relationship and Sexual Violence Prevention Services \(RSVP\)](#)

**(213) 740-9355(WELL) – 24/7 on call**

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

### [Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#)

**(213) 740-5086**

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

### [Reporting Incidents of Bias or Harassment](#)

**(213) 740-5086 or (213) 821-8298**

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

### [The Office of Student Accessibility Services \(OSAS\)](#)

**(213) 740-0776**

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

### [USC Campus Support and Intervention](#)

**(213) 740-0411**

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

### [Diversity, Equity, and Inclusion](#)

**(213) 740-2101**

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

### [USC Emergency](#)

**UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call**

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

### [USC Department of Public Safety](#)

**UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call**

Non-emergency assistance or information.

### [Office of the Ombuds](#)

**(213) 821-9556 (UPC) / (323-442-0382 (HSC)**

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

### [Occupational Therapy Faculty Practice](#)

**(323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)**

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.



