



[dornsife.usc.edu/phed](https://dornsife.usc.edu/phed)

## PHED 102A | Weight Training

**Units:** 1

**Section:** 49713

**Term:** Fall 2024 | Tuesday/Thursday 2:00-2:50pm

**Location:** Lyon Center, Cardinal Room

**Instructor:** Diana Ordorica, M.A., C-IAYT, C.Y.T.500-hr

**Pronouns:** she/her [What are pronouns?](#)

**Office:** PED 108

**Office Hours:** Tuesday & Thursday 11:00am-12:00pm or By Appointment

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

**Brightspace:** [brightspace.usc.edu](https://brightspace.usc.edu)

**IT Help:** USC Information Technology Services Help

**Phone:** (213) 740-5555

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

## Physical Education & Mind Body Health (PEMBH)

### 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/>

[Additional Resources](#)

## **COURSE DESCRIPTION:**

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

## **LEARNING OBJECTIVES:**

1. Demonstrate knowledge of anatomy and basic biomechanics
2. Interpret the physiological adaptations resulting from training
3. Recognize the importance of nutritional habits to performance and wellness
4. Develop/create/design an individualized weight training program based on specific goals
5. Identify various exercises and their purpose in a training program.

## **PEMBH OBJECTIVES:**

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

- 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.

**Students will demonstrate proficiency through knowledge & 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:**

- Weight training manual provided on Brightspace: <http://brightspace.usc.edu>  
Class information will be posted. We will use resources posted on Brightspace, in addition to the course textbook.

### **CLASS LOCATION:**

Classes will meet in the Cardinal Room of the Lyon Center, before entering the weight room. Student IDs are required to enter the building.

### **DRESS ATTIRE**

Please dress in appropriate workout attire (athletic clothes & shoes), and bring water, towel, notebook and pen/pencil.

### **PARTICIPATION/ATTENDANCE:**

Physical fitness improvements require consistent and active participation in all class activities, which is a large determinant and component of your final grade. Arriving late, leaving early and wearing inappropriate workout attire will affect the participation portion of the grade. In case of absence, you will be held accountable for all work missed.

### **ADDITIONAL POLICY:**

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 that they be locked up during class. Locker rooms are available in the PE building and the Lyons Center.

### **GRADING POLICY and EVALUATION CRITERIA:**

#### **Cognitive: 60% / 60 pts**

Muscle Group Quiz – 10% / 10 pts, Nutrition Quiz – 10% / 10 pts, Midterm – 15% / 15 pts, Final Exam – 25% / 25 pts

#### **Psychomotor: 40% / 40 pts**

Final Project: Individual Free Weight/Weight Resistance Exercise Program or Nutrition Journal Analysis – 25% / 25 pts

Participation: Attend, arrive on time and participate in class activities for entire class – 15% / 15 pts

### **GRADING SCALE:**

A (94+ pts), A- (90-93 pts), B+ (89-87 pts), B (86-84 pts), B- (80-83 pts), C+ (79-77 pts), C (76-74 pts), C- (70-73 pts), D+ (69-67 pts), D (66-64 pts), D- (60-63 pts), F (59-0 pts)  
Pass (>69 pts), Fail (<60 pts)

### **GENERAL CLASS POLICIES:**

- Prior reading of assigned material will be helpful.
- Refer to Blackboard before class for additional information.
- Please turn off cell phones, etc. in the classroom.
- Courtesy, kindness, and respect are expected from all.
- Email (dordoric@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: PHED 102A in subject line of email.**

## WEEKLY COURSE CONTENT AND SCHEDULE:

**\*\*Course outline subject to change\*\***

- Week 1** Day 1: Course Intro – Weight Training Technique; Safety & Etiquette  
Day 2: Learn & Practice Machine Exercises: Full Body Workout
- Week 2** Day 1: Designing a Weight Training Program, based upon goals  
Day 2: Learn & Practice Machine and Hammer Strength Exercises
- Week 3** Day 1: Stretching and Flexibility  
Day 2: Learn & Practice Deadlift and Romanian Deadlift (RDL)
- Week 4** Day 1: Muscular Structure and Function / Review Major Muscles  
Day 2: Learn & Practice Back Squat and Front Squat
- Week 5** Day 1: Myths and Common Questions and **\*MAJOR MUSCLES QUIZ\***  
Day 2: Learn & Practice Barbell Flat and Incline Bench Press
- Week 6** Day 1: Free Weights vs. Machines  
Day 2: Learn & Practice Back Exercises (cables, etc.)
- Week 7** Day 1: Finalize Individual Routines / Learn & Practice Stretching  
Day 2: **Midterm Review**
- Week 8** Day 1: Learn & Practice Chest & Shoulder Exercises (free-weights)  
Day 2: **\*MIDTERM EXAM\***
- Week 9** Day 1: Learn & Practice Arm Exercises (cables, free-weights)  
Day 2: Learn & Practice Ab & Glute Exercises
- Week 10** Day 1: Nutrition / **Final Project Assigned – due week 12**  
Day 2: Nutrition
- Week 11** Day 1: Body Composition  
Day 2: **\*NUTRITION QUIZ\***
- Week 12** Day 1: Measuring Progress and Problem Solving  
Day 2: Workout / **\*Final Project Assignment Due\***
- Week 13** Day 1: Advanced Weight Training  
Day 2: Workout
- Week 14** Day 1: **Final Exam Review**  
Day 2: Workout
- Week 15** Day 1: Final Exam Review / Workout  
Day 2: **\*FINAL EXAM\* (comprehensive) – last day of class**

## **IMPORTANT DATES:**

3rd week – Last day to change grading option (Letter Grade, P/NP, Audit)

7th week – Last day to drop without a “W” and to switch a pass/no pass status to a letter grade

8th week – Midterm

9th week – Last day to drop a W and to switch a pass/no pass status to a letter grade.

12th week – Last day to drop with a W on permanent record

15th week – Final Exam

**As Trojans, we will:** *Act with integrity in the pursuit of excellence. Embrace diversity, equity, and inclusion, and promote well-being. Engage in open communication and be accountable for living our values.*

<https://culturejourney.usc.edu/explore/unifying-values/#our-unifying-values-and-behaviors>

### **COVID-19 (Class Guidelines)**

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

## **Academic Conduct & Support Systems**

### **Academic Integrity**

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university’s mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

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

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

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.

## Statement on University Academic & Support Systems

### 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)

### Student Financial Aid & Satisfactory Academic Progress

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate](#)- and [graduate-level](#) SAP eligibility requirements and the appeals process.

## 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 consists 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) 740-2500**

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.