



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

## **PHED 106a | Physical Conditioning**

**Units:** 1

**Section:** 49729R | Monday/Wednesday 10:00-10:50 am

**Term:** Fall 2024

**Location:** Allyson Felix Track & Field (or PED rooftop)

**Instructor:** Steve Hsu

**Pronouns:** he/him [What are pronouns?](#)

**Office:** PED 107

**Office Hours:** Monday 12:00-1:00 pm; Tuesday 11:30 am-12:00 pm

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

This class is an introductory level physical conditioning course with emphasis on functional and metabolic training 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.

**Prerequisite:** None

**Co-Requisite:** None

**Recommended Preparation:** None

## Learning Objectives

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

## PEMBH Objectives

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

- Recognize the physical and mental benefits of increased physical activity.

**Students will be exposed to a variety of activities providing them the opportunity to:**

- Apply learned fundamental golf skills.

**Students will demonstrate proficiency through knowledge & acquired skills enabling them to:**

- Understand and utilize various training methods.
- Develop an appreciation of physical activity as a lifetime pursuit and a means to better health.

## 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 Reader

Posted on Brightspace course content

## Equipment

Appropriate workout attire, water/hydration, towel, and notetaking device/supplies are required. You will not be allowed to participate in the designated physical activity if you do not have on proper workout attire, and therefore will lose participation points.

## In-Class Participation (15% = 30 points)

Timely and consistent attendance and participation are required in order to obtain and retain course material and to improve one's physical and mental fitness. Failure to attend class **will impact** your final grade. If you are tardy and/or leave early, you will only receive partial credit for attending class. Participation in class discussions and activities are also significant determinants of your final grade.

Class participation grading scale:

**Full participation** = 1 point      **Tardy/Partial participation** = 1/2 point

**Absence/No participation** = 0 point

Please come prepared for class meetings, be it lecture or activity. Prior reading of assigned reading is highly recommended. Courtesy, kindness and respect are expected from all class participants

## Grading Criteria

**Cognitive = 50% (100 points):**

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

**Psychomotor = 50% (100 points):**

1. Active Participation = 30 points
2. Fitness Pre-Test = 15 points
3. Fitness Post-Test = 15 points
4. Biomechanical Critique = 40 points

**Total class points = 200 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.

### **Additional Course Policies**

- **Extra credit work and make-up work are not available.** You are not permitted to make-up absences in another section. It is your responsibility to attend class consistently and fulfill the requirements of this course.
- **Consistent attendance and active participation** is a minimum requirement for completing a performance class and is a component of your final grade. Tardiness and/or leaving early will not be tolerated as it disrupts the class and practice. If you are late or leave early, you will only receive partial credit for attending class.
- Email ([stevehsu@usc.edu](mailto:stevehsu@usc.edu)) is the preferred method of communication outside of class.
- 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. Please see office staff in PED 107 to obtain a locker and combination lock for the semester. You may also use the day-use lockers that are available in the locker room. You will need to bring your own lock and remove it when you are done using it for the day.
- **Medical conditions and injuries: Notify your instructor of any existing injuries, health problems, and medical conditions – including pregnancy - on the first class meeting.** If you develop any new injuries, health problems, and medical conditions and/or become pregnant during the semester, you must inform your instructor.

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

USC (COVID-19) Resource Center <https://coronavirus.usc.edu/>

# Course Schedule

<b>Week 1</b> <i>August 26,28</i>	<b>Course Introduction/Health- and Skill-Related Components</b> <i>Course Reader: Pages 1 to 7</i>	
<b>Week 2</b> <i>September 2,4</i>	<b>Labor Day 9/2 – No class meeting</b>	<b>Fitness Program Design/Goals</b> <i>Course Reader: Pages 5, 34</i>
<b>Week 3</b> <i>September 9,11</i>	<b>Fitness Pre-testing/Target Heart Rate</b> <i>Course Reader: Pages 8 to 11, 33</i>	<b>Cardiorespiratory Training</b> <i>Course Reader: Pages 8 to 10</i>
<b>Week 4</b> <i>September 16,18</i>	<b>Strength Training Anatomy</b> <i>Course Reader: Page 38</i>	<b>Strength Training and Conditioning</b> <i>Course Reader: Pages 12 to 14</i>
<b>Week 5</b> <i>September 23,25</i>	<b>Flexibility Training</b> <i>Course Reader: Pages 15 to 16</i>	<b>Flexibility Training</b> <i>Course Reader: Pages 15 to 16</i>
<b>Week 6</b> <i>September 30,October 5</i>	<b>Circuit Training/Nutrition</b> <i>Course Reader: Pages 22 to 25</i>	<b>Circuit Training/Nutrition</b> <i>Course Reader: Pages 22 to 25</i>
<b>Week 7</b> <i>October 7,9</i>	<b>Interval Training</b> <i>Course Reader: Pages 22 to 27</i>	
<b>Week 8</b> <i>October 14,16</i>	<b>Midterm Review</b>	<b>MIDTERM Exam</b>
<b>Week 9</b> <i>October 21,23</i>	<b>Speed and Agility Training</b>	
<b>Week 10</b> <i>October 28,30</i>	<b>Plyometric Training</b>	
<b>Week 11</b> <i>November 4,6</i>	<b>Biomechanical Critique on Second Class Meeting of this Week</b>	
<b>Week 12</b> <i>November 11,</i>	<b>General Conditioning</b>	<b>General Conditioning</b> <i>Course Reader: Pages 20 to 21; 26 to 27</i>
<b>Week 13</b> <i>November 18</i>	<b>General Conditioning</b> <i>Course Reader: Pages 28 to 31</i>	<b>Fitness Post-Testing</b>
<b>Week 14</b> <i>November 25</i>	<b>General Conditioning</b>	<b>Thanksgiving Recess – No class meeting on Wednesday</b>
<b>Week 15</b> <i>December 2</i>	<b>Final Review</b>	<b>FINAL Exam</b> <b>(in classroom via Brightspace)</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.

## 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.