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## **PHED 124**

### **Walking for Fitness**

1 units- Fall 2024

**Instructor:** Isabelle Mazumdar

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**Office:** PED 107

**Office hours:** Tuesday and Thursday 2-3pm

### **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.

### **Course Description**

This course is designed to provide students with a fitness foundation through the means of walking. Students will be given a fitness assessment profile and develop an individualized exercise prescription. Conditioning emphasis will be placed on stamina, muscle strength and endurance, flexibility, body composition. Walking techniques and fitness strategies will also be highlighted. Student's progress will be assessed to assure completion of their goals and objectives.

### **Course Objectives**

1. Evaluate the 5 health related components of physical fitness: cardiorespiratory endurance, muscle strength, muscle endurance, body composition, and flexibility.
2. Demonstrate basic anatomy, exercise physiology, and wellness principles.
3. Apply nutrition and exercise habits as a lifestyle.
4. Assess and improve own physical fitness level.
5. Develop an individual fitness program using 'S.M.A.R.T.' goals.
6. Develop a variety of training principles used to improve overall physical fitness.

### **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.
- Examine the effect of nutrition, rest, and other lifestyle factors that contribute to better health.

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

- Utilize physical activity as a tool to manage stress.
- Participate in a motivating and nurturing environment resulting in a greater sense of well-being and self-esteem.

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

- Develop an appreciation of physical activity as a lifetime pursuit and a means to better health.

### **Required Textbook**

The required reading will be available on Blackboard.

**Brightspace:** [brighspace.usc.edu](http://brighspace.usc.edu)

It will be used to post class information. We will use resources posted in addition to the course reading.

All assignments are due on Blackboard, and all tests will be done on Blackboard.

### **Equipment**

Proper workout attire and shoes, as well as water are required.

### **Lockers**

USC PHED 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.

### **Class Meeting Information**

Classes will meet in front of the main entrance of the P.E. building and on rainy days inside the lobby, unless specified otherwise by the instructor.

### **Injuries**

Please notify me of any injuries, illness, or medical conditions- including pregnancy- prior to the start of class. This is confidential and necessary to avoid complications and to help adapt the practice to your specific needs as best we can.

### **Participation/Attendance**

Consistent attendance and active participation are a minimum requirement for completing a performance class and is a large determinant and component of your final grade.

### **Grading Policy and Evaluation Criteria:**

Cognitive = 120 points

1. Midterm = 50 points
2. Final = 50 points
3. Assignments = 20 points

Psychomotor = 80 points

1. Active Participation = 30 points
2. In-class work = 30 points
3. Pre-fitness Tests = 10 points
4. Post-fitness Test = 10 points

Point/grade cut-offs:

A 200

B 180  
C 160                   **Pass > 160 points**  
D 140                   Plus and minus grades will be issued accordingly  
F Below 120           for each letter grade range based on grade percentage earned.

**Grading Scale**

Course final grades will be determined using the following scale based on percentage range

A 94-100, A- 90-93, 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.

## USC Walking for Fitness- Fall 2024 Course Outline

<b>Week 1</b>	Course introduction/ course objectives	<b>General conditioning</b>
<b>Week 2</b>	<b>Labor Day</b>	Physical activity and optimal wellness Components of fitness Gait/Biomechanics of walking
<b>Week 3</b>	<b>Circuit training</b>	<b>Fitness Pre-testing</b>
<b>Week 4</b>	<b>TRX Suspension training</b>	Goals setting <b>Cardio endurance</b>
<b>Week 5</b>	Muscular fitness <b>Resistance training</b>	Biomechanics of aerobic walking <b>Power walking</b>
<b>Week 6</b>	Flexibility <b>Yoga</b>	<b>Core training</b>
<b>Week 7</b>	<b>Resistance training</b>	<b>Let's walk!</b>
<b>Week 8</b>	<b>Midterm review</b> Webb Tower	<b>MIDTERM</b>
<b>Week 9</b>	Skill related components of fitness <b>Balance and Coordination</b>	<b>Cardio Training</b>
<b>Week 10</b>	<b>TRX- HIIT</b>	Nutrition
<b>Week 11</b>	<b>Stairs</b>	Weight management and body composition
<b>Week 12</b>	<b>Resistance training</b>	Injury prevention and treatment
<b>Week 13</b>	<b>TRX</b>	<b>Fitness Post-Testing</b>
<b>Week 14</b>	<b>Fun Day</b>	<b>Thanksgiving</b>
<b>Week 15</b>	<b>Final Review</b>	<b>FINAL</b>

## **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 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](http://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.