

## **VOLLEYBALL: PHED 139B (1 unit) Section 49795**

- **Sarah Hayes McGill**, Senior Lecturer • she/her [Pronouns](#) • Email: [sarahhay@usc.edu](mailto:sarahhay@usc.edu) •
- Class Location: PED 210/South Gym (2<sup>nd</sup> floor) • Office: PED 107 • Office Hours: M/W 11am or by appt. •

### **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 an intermediate level course reinforcing and fundamental skills of volleyball in each aspect of the game: passing, setting, hitting, blocking, digging, and serving. To become knowledgeable of the rules of the game, tactics, and various offensive/defensive strategies. PREREQUISITE IS PHED 139A OR MUST PASS A SKILLS TEST OF PASSING, SETTING, HITTING, SERVING, OFFENSIVE AND DEFENSIVE SKILLS.

### **COURSE OBJECTIVES:**

1. To reinforce each student's fundamental skills and knowledge of volleyball.
2. To improve each student's skills in all the basic skills of volleyball: pass, set, hit, block, dig, and serve.
3. To introduce and practice the various types of serves (floater, top spin, jump serve) and advanced hitting options (left side, middle, right side).
4. To reacquaint each student to the basic rules, scoring, and etiquette of volleyball.
5. To educate each student of the basic differences in strategy for the various offenses and defenses used in volleyball: 4-2/6-2/5-1 Offenses and Perimeter defenses.
6. To offer each student an opportunity to apply his or her skill and knowledge in actual match play.
7. To promote participation in volleyball as a lifetime sport.
8. To provide each student with information about how to get involved and play in amateur tournaments.

### **PHYSICAL EDUCATION & MIND BODY HEALTH 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 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 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

## **COURSE MATERIALS:**

Course Material will be provided on Brightspace: <http://brightspace.usc.edu>  
Optional: Kluka, D. and Dunn, Jr. P. (2000) Volleyball, 4<sup>th</sup> Ed. McGraw-Hill Co.

## **CLASS LOCATION:**

Classes will meet in the Physical Education Building in room 210 / South Gym, which is on the second floor.

## **DRESS ATTIRE:**

Please dress in appropriate workout attire (athletic clothes & shoes), and bring water, towel, notebook, and pen/pencil. Note: **Please do not wear your volleyball shoes to class, but rather bring them with you and put them on in the gym.** This will help keep the gym floor clean and not slippery with dirt and dust from outside. Thank you!

## **PARTICIPATION/PERFORMANCE:**

Physical fitness improvements require consistent and active participation in all class activities, which is a 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.

## **GRADING POLICY AND EVALUATION:**

**Cognitive: 60%** Final Project – Volleyball Skill & Video Analysis Paper – 25% / 25 pts  
Final Exam – 25% / 25 pts  
Observation, Analyze & Evaluate USC VB Match – 10% / 10 pts

**Psychomotor: 40%** In-class work / participation – 15% / 15 pts – Attend, arrive on time and participate in class activities for entire class period.  
Skill Assessment – 25% / 25 pts – Improvement from the beginning to the end of the semester, i.e. passing, setting, serving, attacking, transitioning, defense, offense.

## **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 Brightspace before class for additional information.
- Please turn off cell phones, etc. in the classroom.
- Courtesy, kindness, and respect are expected from all.
- Email ([sarahhay@usc.edu](mailto:sarahhay@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 139b in subject line of email.**

## WEEKLY COURSE CONTENT AND SCHEDULE:

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

WEEK 1	Course Instruction / Fundamental Instruction of the Basic Volleyball Skills
WEEK 2	History and Rules of Volleyball / 4-2 & 5-1 Offense
WEEK 3	Setting – Overhead Passing / Passing and Serving – floater, jump, topspin. <b>Assign: Final Project – Volleyball Skill &amp; Video Analysis Paper – due Wk. 12.</b>
WEEK 4	Hitting 5-1 Offense / International 4-2 Offense / 5-Person Serve Receive <b>Assign: Observation, Analyze &amp; Evaluate USC Women’s VB Match – due Wk. 8.</b>
WEEK 5	Blocking / Blocking Technique Drills <b>Video  Chosen Skill for Final Project</b>
WEEK 6	Perimeter Defense / 1How to Dig the Hard Driven Ball
WEEK 7	Free Ball Transition / Down Ball Attacks & Transition
WEEK 8	Hitting – Advanced Hits: 1, shoot, slide, 31, 32, tandems, etc. <b>*Due: Observation, Analyze &amp; Evaluate USC Women’s VB Match Assignment.</b>
WEEK 9	Defensive Positions / How to Dig the Hard Driven Ball / Back Setting
WEEK 10	Multiple Offenses 5-1/ 6-2 Offense <b>*Group Drills for Final Project Skill</b>
WEEK 11	Hitter Coverage / Jump Serve / Serving Strategy
WEEK 12	Tournament Play <b>*Due: Final Project – Volleyball Skill Analysis Paper Due</b>
WEEK 13	Tournament Play
WEEK 14	Final Exam Review <b>*Skills Assessment</b>
WEEK 15	Final Review / PLAY <b>*FINAL EXAM – last day of class</b>

## IMPORTANT DATES:

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

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

8<sup>th</sup> week – Midterm

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

12<sup>th</sup> week – Last day to drop with a W on permanent record.

15<sup>th</sup> 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 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.