

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.

## **Golf**

### **PHED 155a**

**1 unit** (#49847R)

**Fall 2024 – Tue/Thu 10:00am-10:50am**

**Location:** Allyson Felix Track and Field

**Brightspace**

**Instructor:** Mike Munson

**Office:** Lyon Center

**Office Hours:** By Appointment

**Contact Info:** [munson@usc.edu](mailto:munson@usc.edu) 213-740-2733 office

### **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.

## **Course Description**

This course is an introductory golf class to develop basic golf skills, swing mechanics (stance, grip, posture, and alignment), utilization of golf equipment (irons, woods and putter), history, rules, scoring, etiquette, and strategies of play (golf course layout/play). This course will provide fundamental golf skills through practice and play.

**Prerequisite:** None

**Co-Requisite:** None

**Recommended Preparation:** None

## **Learning Objectives**

- To acquire fundamental golf skills with proficiency and ability to apply these skills.
- To gain sufficient knowledge of basic golf rules, scoring, etiquette, and play.
- To develop knowledge and competency in golf fundamentals, skills, and game.
- To develop, appreciate, and commit to adapting movement (golf) activity for lifetime 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.

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.

## Course Textbook

PGA of America First Swing Golfer's Guide

[https://pdf.pgalinks.com/p-g-a/FS\\_Golfers\\_Guide\\_1.pdf](https://pdf.pgalinks.com/p-g-a/FS_Golfers_Guide_1.pdf)

United States Golf Association (USGA). Player's Edition of the Rules of Golf, 2023.

<https://www.usga.org/content/usga/home-page/rules-hub.html>

## Equipment

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

## In-Class Participation (15% = 15 pts. → 2 pts./class)

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

Class participation grading scale per class.

2 pts. = full participation   1 pts. = partial participation  
.5 pt. = excused absence   0 pt. = absence/no participation

*Excused absence ONLY – You may earn up to an additional 1 pt.  
This must be completed 1 week after excused absence.*

## Video Analysis (20% = 20 pts.)

**Video Analysis assignment** – (1-2 page[s]) paper analyzing the video of your golf swing mechanics initial-class and mid-class-

## OPTIONAL Experiential Credit

**Driving Range (5 pts.) or Golf Round (15 pts.)** – Driving range receipt or golf course scored scorecard and receipt, due by the **Final Exam Review**.

## Course Policies

- **No Make-Ups** will be given for any missed in-class work or late assignments.
- Email ([munson@usc.edu](mailto:munson@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 Golf 155a in subject line of email.**
- In the event of adverse weather conditions (i.e., rainy days), please check your email for additional class information.
- Wear appropriate clothing and athletic shoes.

## 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 to lock them up during class. Lockers are available for rental fee in the PED building.

## Grading Criteria

	<b>% Grade</b>	<b>Points</b>
<b>In-Class Participation</b>	<b>15%</b>	<b>15</b>
<b>Video Analysis</b>	<b>20%</b>	<b>20</b>
<b>Skills Assessment</b>	<b>25%</b>	<b>25</b>
<b>Midterm</b>	<b>20%</b>	<b>20</b>
<b>Final Exam</b>	<b>20%</b>	<b>20</b>
<b>Total</b>	<b>100%</b>	<b>100 Points</b>

Optional Experiential (Credit) – Driving Range (5 pts.) or Golf Course Round (15 pts.)

<b>A</b> (190 pts. & higher)	<b>A-</b> (180-188 pts.)	<b>B+</b> (174-178 pts.)	<b>B</b> (166-172 pts.)	<b>B-</b> (160-164 pts.)
<b>C+</b> (154-158 pts.)	<b>C</b> (146-152 pts.)	<b>C-</b> (140-144 pts.)	<b>PASS</b> (>140 pts.)	
<b>D+</b> (134-138 pts.)	<b>D</b> (123-132 pts.)	<b>D-</b> (120-124 pts.)	<b>Fail</b> (<118 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

Week 1 August 27, 29	Course Introduction <i>Golf 101 – Chapter 1</i>		
Week 2 September 3, 5	Grip, Stance & Mechanics – Skills Practice <i>Review: Safety &amp; golf terminology – Chapter 4</i>		
Week 3 September 10, 12	Swing Fundamentals – Skills Practice <i>Equipment &amp; principles – Chapter 6</i>		
FRIDAY, SEPTEMBER 13	LAST DAY TO: REGISTER & ADD CLASSES, DROP WITHOUT MARK OF “W,” CHANGE ENROLLMENT OPTION TO P/NP OR AUDIT & PURCHASE/WAIVE TUITION REFUND INSURANCE		
Week 4 September 17, 19	Skills Practice <i>Ball flight laws/strategy – Chapter 5</i>		
Week 5 September 24, 26	Short Irons – Skills Practice <i>Ball flight laws/strategy – Chapter 5</i>		
Week 6 October 1, 3	Mid Irons – Skills Practice <i>Equipment selection, golf rules, scoring &amp; etiquette</i>		Video Analysis Paper Due 9/28/2023
Week 7 October 8,	Midterm (Review)	Midterm Exam	
FRIDAY, OCTOBER 11	LAST DAY TO: DROP COURSE WITHOUT MARK OF “W” ON TRANSCRIPT & CHANGE ENROLLMENT P/NP COURSE TO A LETTER GRADE		
Week 8 October 15, 17	Skills Practice	Fall Recess (October 12-13)	
Week 9 October 22, 24	Club Selection (Short Game) Skills Practice		
Week 10 October 29, 31	Woods & Fairway Clubs Skills Practice		
Week 11 November 5, 7	Facility Orientation & Courses – Skills Practice <i>Chapter 2</i>		
Week 12 November 12, 14	<b>Skills Assessment</b>		
FRIDAY, NOVEMBER 15	LAST DAY TO DROP CLASS WITH MARK OF “W”		
Week 13 November 19, 21	<b>Skills Assessment</b>		
Week 14 November 26	<b>Skills Assessment</b>	Thanksgiving Break (November 22-26)	
Week 15 Dec 3, 5	Final (Review)	Final Exam	Optional Extra Credit Due 11/28/2023

### 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](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.