

Instructor: George Toney

Office: PED 201

Office Hours: arranged via email

Contact Info: gtoney@usc.edu

Course Description

Beginning instruction involving self-defense strategies and techniques. This course is primarily designed for beginners interested in being exposed to different philosophies in self-defense.

Course Objectives

This course's primary goals are: 1) to expose students to the basics of self-defense; 2) to bring students to a higher proficiency of self-defense ability; 3) foster an encouraging environment that develops and/or strengthens one's self-esteem; 4) to encourage students to evaluate themselves and their particular morals with regard to using self-defense techniques; and 5) to increase the physical fitness levels of the students.

Physical Education Program Objectives

You can find our program's general learning objectives at <https://dornsife.usc.edu/phed/outdoor-and-safety/>

Etiquette

Please bow when you enter and leave PED 201. Being on time is important so that you can warm up, review and practice techniques, all of which should reduce or eliminate injuries. To reduce or eliminate the risk of spreading any skin virus or bacteria, make sure you bathe regularly.

Attire

Dress comfortably and appropriately: long- or short-sleeved shirts plus shorts or sweat pants over appropriate undergarments. All clothes should be freshly laundered. No shoes are allowed on the mats, except for wrestling or mat-friendly shoes that you carry to class and are worn only in the self-defense room. No jewelry is to be worn during class, fingernails are to be kept short, hair tied back, etc.

Health Conditions

You are strongly advised to make known to your instructor any health conditions that could be exacerbated by exercising. For example, heart conditions, diabetes, joint or spinal injuries and pregnancy should always be discussed with your instructor. Additionally, if you are currently under a doctor's care you should apprise the doctor of your participation in this class and find out if you are limited in any ways.

Important Dates

<https://academics.usc.edu/calendar/>

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*<https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person.

[Relationship and Sexual Violence Prevention and Services](https://studentaffairs.usc.edu/cwm-becomes-relationship-and-sexual-violence-prevention-and-services/) <https://studentaffairs.usc.edu/cwm-becomes-relationship-and-sexual-violence-prevention-and-services/>

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.

The Office of Student Accessibility Services and Programs <https://osas.usc.edu/> provides certification for students with disabilities and helps arrange the relevant accommodations.

If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Grading Breakdown

Assignment	Points	% of Grade
Test 1	50	12.5
Test 2	50	12.5
Final Paper	150	37.5
Participation	150	37.5
TOTAL	400	100

Grading Scale

> 372 = A	360 – 371 = A-	348 – 359 = B+
332 – 347 = B	320 – 331 = B-	304 – 319 = C+
292 – 303 = C	280 – 291 = C-	264 – 279 = D+
252 – 263 = D	240 – 251 = D-	< 240 = F

Participation

Classroom participation, not mere attendance, will constitute 37.5% of a student’s final grade. Arriving late, leaving early, and overall effort will affect the participation portion of the grade. A class such as this continuously builds on techniques

taught in previous classes, and absences will put students behind very quickly. This not only can hurt you, but it can hurt your classmates. In cases of absence, you will be held accountable for all work missed.

Participation absences may be ameliorated in any of the following ways:

- 1) Add one page per absence to the final paper.
- 2) Donate blood to the USC Blood Donor Center. It's located at the Health Sciences Campus, and each pint saves approximately six lives, which is why we will only accept blood donated to this particular center. Call the center to schedule an appointment before you go (323) 442-5432, and bring the instructors back a T- shirt or some other proof that you were there.
- 3) Organize a seminar for the instructors to come and teach a group of students for 1½ hours. We donate our time free of charge. In the past, we have taught for all types of campus groups, including fraternities and sororities, religious organizations, dormitory floors, etc. Seminars must have 12 to 15 voluntary interested attendees.

Even if made up, the number of absences will be taken into consideration when determining the participation portion of the grade. More than eight unexcused absences will result in a failing grade even if the student intends to make them up. Missing a month of a 3 ½ month self-defense class defeats the purpose of taking it.

Skills Test

The skills tests during the semester counts for (25%) of the final grade, (12.5%) each. Techniques covered on the test will be taught and drilled in class; students who attend and practice should have little to worry about.

Written Paper

The final portion of the grade (37.5%) will come from a final paper. All physical education classes require some written component. This paper is three pages long for all students; those who have absences may add one page per absence in order to make them up. Topics will be handed out in class.

Course Schedule: A Weekly Breakdown

	Hour 1	Poss. Points	Hour2	Poss. Points
Week 1	Over view of self-defense goals	5	Standing stances	5
Week 2	Ground positions overview	5	Practice standing and ground positions	5
Week 3	Blocking and knees	5	Getting up and sprawling	5
Week 4	Push kicks and palm strikes	5	Avoiding punches and kicks with movement	5
Week 5	Grabs from behind, lift defenses	5	Clinches and tie up defenses	5
Week 6	Choke and headlock defenses	5	Practice for testing	5
Week 7	<i>Practice and review of all techniques</i>	5	<u>SKILLS TEST 1:</u>	50
Week 8	Falling and breaking falls	5	Standing grappling	5
Week 9	Punching basics	5	Striking: Takedowns	5
Week 10	Ground: Subordinate position submissions	5	Striking: Takedown defense	5
Week 11	Beginning submissions	5	Striking to submission	5
Week 12	Scenario training	5	Wall fighting	5
Week 13	Chain wrestling	5	Striking combinations	5
Week 14	Practice for skills test	5	<u>SKILLS TEST 2:</u>	50
Week 15	Course review	5	Final paper turn in and course review	5