



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

## **PHED 127 | Principles of Yoga through Community Outreach**

Units: 2  
Section: 49984R  
Term: Spring 2025 | Tuesday 3:00 - 4:50 pm  
Location: PHED 210 [SB2 after week 1]

Instructor: Tina Koneazny  
Pronouns: she/her/hers [What are pronouns?](#)

Office: JEP House, Room 201  
Office Hours: Wednesday 1:00-2:00 pm or By Appointment  
Contact Info: [koneazny@usc.edu](mailto:koneazny@usc.edu) or (213) 740-1834 Office

**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) 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](#)

### **Class Location**

**PED SB2 -- located in the sub-basement of the PE building**

(first day of class ONLY meets in PED 210)

- Weeks 1 – 6, and final weeks following JEP experiences (weeks 13, 14 and 15) will take place in PED SB2 for yoga instruction, curriculum orientation, final class discussions and project presentations.

- JEP assignments will take place weeks 6-15 (Assignment location TBD during the first weeks of the course.
  - o Students will be assigned to groups of 3 - 4 and assigned to one specific USC neighborhood school and classroom in which they will share yoga and related children’s literature.
  - o Beginning Week 6, teams will meet for hour per week each team will plan their lesson together during agreed upon day/time. Team will then teach one hour per week at assigned school.
  - o An additional 15–20-minute zoom meeting with instructor will be scheduled for lesson plan review and refinement prior to teaching planned lesson, Weeks 7 – return to in-person class together Week 13.

### **Course Description**

This course is a partnership between the Physical Education and Body Mind Health Department and JEP (Joint Educational Project). It includes 7 weeks of yoga instruction and 8 weeks of seva, a yogic practice of selfless service. The course introduces the practice of postures (asana), breathing techniques (pranayama), relaxation, and meditation anchored through children’s literature. Students will be placed in teams, presenting yoga lessons to “Little Yoginis” in USC neighborhood elementary schools.

**Prerequisite:** Some yoga experience is helpful but not required

**Co-Requisite:** None

**Required Preparation/Additional requirements:**

- LAUSD also requires both TB clearance and LiveScan to work with students. JEP will facilitate for students. More information will be provided the first day of class.

### **Learning Objectives**

**Students will gain a basic understanding of:**

- The Hatha and Karma yoga paths.
- The basic philosophical and inspirational principles of a yoga practice both on and off the mat, particularly the practice of seva.
- The benefits of meditation and breathing techniques and how to effectively teach these techniques to children.

**Through this service-learning course, students will learn to:**

- Display and execute yoga poses for personal practice.
- Introduce, guide, and adjust community children in these poses.
- Introduce students to children’s literature incorporating yoga themes within story structure, and to use these texts as a springboard into a children’s yoga practice.

### **Physical Education and Mind Body Health 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.
- Understand basic anatomy, biomechanical principles, and terminology.

**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.
- 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.
- Create a safe and progressive, methodical, and efficient activity-based plan to enhance improvement and minimize risk of injury.

### Course Materials/Readings

- All course materials, including class handouts, will be posted on Blackboard. Resources and children's literature for service-learning instructional sessions can be found at the JEP House, 2<sup>nd</sup> Floor, located on 32<sup>nd</sup> Street (across the street from Taper Hall).
- All Supplemental Readings, etc. are posted on Brightspace.

**Brightspace™:** <https://brightspace.usc.edu>

Class information will be posted on the blackboard, as well as all resources.

### Equipment

- You will need to provide your own yoga mat for this course (**5mm or 1/4" is recommended**)
- Other optional props (blankets, straps, and blocks) are provided but you are welcome to provide your own as you wish.
- Mats for the 8-week service-learning are already available at schools or will be provided by PEMBH and JEP.

### Additional Course Policies

#### Attendance

Because this is a Physical Education as well Service-Learning course, regular attendance is required for the participation portion of the grade – both for class sessions on campus and JEP assignments at schools. 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 the class. You will be expected to attend the section for which you are enrolled. *Make-ups are not allowed except for emergency situations and then only upon approval from instructor.*

#### General Guidelines for practice

- Please notify me of any injuries, illness, or medical conditions (including pregnancy), prior to starting your practice. This is confidential and necessary to avoid complications and to help adapt the practice to your specific needs as best we can.
- Practicing on an empty stomach is recommended, but not a rule.
- Please turn cellphones off and keep them out of sight to avoid distractions – both during class lecture and practice as well as while teaching in assigned community school classroom.

- Please wear clothing that allows freedom of movement, athletic wear is best, no jeans or street clothes and no socks or shoes as yoga is practiced barefoot.
- **Please be mindful of dressing appropriately when teaching at K-5 schools. You will be sent home by school staff and lose participation points for the day.**

### **In-Class Participation (15% = 30pts. → 5 pts./class beginning week three)**

Each class will consist of a lecture and yoga practice components. Consistent attendance, punctuality, and participation in all classes and JEP assignments are extremely important to obtain and absorb course material for JEP instruction, reflection assignments and preparation and execution of final project. Please make sure you read assigned readings prior to class and be prepared to learn and engage with your classmates. Consistent tardiness or absences, as well as failure to participate in class WILL IMPACT your final course grade.

Class participation grading scale per class starting Week #3

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

*Excused absence ONLY – You may earn up to 1.5 pts Only with communication re: absence and instructor approval. This must be completed 1 week after excused absence.*

### **Course Assignments**

- **Participation:** Your active participation during class and the JEP program is an integral part of your learning experience in this class and will contribute to your experiential learning. In class participation and timely attention to JEP deadlines are all part of full participation grade.
- **JEP Requirement points:** In order to practice Seva in our community, the university and schools have essential requirements to protect yourselves and the minors you serve. **This includes TB testing, live scan, Protecting Minors and Principles of Ethical Community Engagement training modules, First Observation Form.**
- **Weekly reflections:** Reflection on your experience preparing and teaching the class.
- **Weekly lesson plans:** Choose a book from the JEP library and a theme from the book (i.e. gratitude, strength, resilience) to apply to the yoga practice.
- **Final project:** Prepare one class on your own: find a book with a yogic theme and prepare a short sequence of asanas that emphasize the meaning of the book.
- **Final reflection**

### **Grading Criteria**

<b>Active Participation (15%)</b>	2.5 points full participation	30 points
<b>JEP Requirement points (12.5%)</b>	Registration, live scan, observation form, etc. (5 points each)	25 points
<b>Weekly Lesson Plan (15%)</b>	5 points each lesson	30 points
<b>Weekly Reflections (15%)</b>	5 points each reflection	30 points
<b>Final Project (15%)</b>	Original (individual) lesson plan	30 points
<b>Final Presentation (12.5%)</b>	In-class lesson presentation	25 points
<b>Final Reflection (15%)</b>		30 points
<b>Total (100% of grade)</b>		200 points
	<b>Point/grade-base cutoffs</b>	

<b>A</b>	180 and higher
<b>B</b>	160
<b>C</b>	140
<b>D</b>	120
<b>F</b>	Below 120

Plus and minus will be issued for each grade, based on percentage range.

**A** (190 pts. & higher)      **A-** (189-180 pts.)      **B+** (179-174 pts.)      **B** (173-166 pts.)      **B-** (165-160 pts.)  
**C+** (159-154 pts.)      **C** (153-146 pts.)      **C-** (145-140 pts.)      **PASS** (>140 pts.)  
**D+** (139-134 pts.)      **D** (133-126 pts.)      **D-** (125 -120 pts.)      **Fail** (<120 pts.)

### **Academic Accommodations**

Students requesting academic accommodations based on a disability are required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP when adequate documentation is filed. Please be sure the letter is delivered to the instructor or TA as early in the semester as possible. DSP is open Monday-Friday, 8:30am-5:00pm. The office is in Student Union 301 and the phone number is (213) 740-0776.

### **Course Schedule (see next page)**

An [\*] next to class meeting dates denotes classes which will be held in person. All other weeks, meetings will be virtual

- JEP weeks, you will meet with instructor with your team via zoom.
- Final three weeks, full class will meet together via zoom.

## Course Schedule *(additional course readings/assignments may be added)*

*Week 1 January 14	Introduction/Orientation to JEP Service-Learning Practice: fundamental of postures, alignment, breathing	JEP Sign-Up
*Week 2 January 21	Overview of Philosophy Karma yoga- The yoga of selfless action Sun salutations	<i>Read Course Reader</i> pages 2 – 8 <i>JEP registration deadline Sept. 6</i>
*Week 3 January 28	Yoga Sutra- 1 <sup>st</sup> limb: Yama 3 <sup>rd</sup> limb: Asana- alignment, adjustments Literature share	<i>Read Course Reader</i> pages 9 & 11; 14 & 15 <i>ECE training and essay due</i>
<b>FRIDAY, JAN. 31</b>	<b>LAST DAY TO: REGISTER &amp; ADD CLASSES, DROP WITHOUT MARK OF “W,” CHANGE ENROLLMENT OPTION TO P/NP OR AUDIT &amp; PURCHASE/WAIVE</b>	
*Week 4 February 4	2 <sup>nd</sup> limb- Niyama <b>JEP Match-up</b> 4 <sup>th</sup> limb: Pranayama-Ujjayi breath	<i>Read Course Reader</i> pages 12 & 13; 16 - 19 <i>Review Little Yoginis Curriculum</i>
*Week 5 February 11	<b>JEP Pick-ups</b> Meditation – Higher/meditative limbs 5 - 8 Deeper Diver into Little Yoginis Curriculum	<b>Pick up your JEP Assignment</b> <i>Read Course Reader</i> pages 20 - 26
*Week 6 February 18	Lesson Planning Practice/Planning – in groups CLASSROOM OBSERVATION –JEP WEEK 1	<i>Revisit Little Yoginis Curriculum</i> Prepare and turn in Lesson Plan #1 (in class)
Week 7 February 25	JEP WEEK 2 – Lesson #1	Turn in Lesson Plan #2 <i>Turn in Lesson Reflection #1</i>
<b>FRIDAY, FEB. 28</b>	<b>LAST DAY TO: DROP COURSE WITHOUT MARK OF “W” ON TRANSCRIPT &amp; CHANGE ENROLLMENT P/NP COURSE TO A LETTER GRADE</b>	
Week 8 March 4	JEP WEEK 3 – Lesson #2	Turn in Lesson Plan #3 <i>Turn in Lesson Reflection #2</i>
Week 9 March 11	JEP WEEK 4 – Lesson #3	Turn in Lesson Plan #4 <i>Turn in Lesson Reflection #3</i>
<b>March 16 - 23</b>	<b>USC SPRING BREAK</b>	
Week 10 March 25	JEP WEEK 5 – Lesson #4	Turn in Lesson Plan #5 <i>Turn in Lesson Reflection #4</i>
Week 11 April 1	JEP WEEK 6– Lesson #5	Turn in Lesson Plan #6 <i>Turn in Lesson Reflection #5</i>
Week 12 April 8	JEP WEEK 7 – Lesson #6	Turn in Lesson Plan #7 <i>Turn in Lesson Reflection #6</i>
<b>FRIDAY, APRIL 11</b>	<b>LAST DAY TO DROP CLASS WITH MARK OF “W”</b>	
*Week 13 April 14 - 18	<b>LAUSD SPRING BREAK</b> - Small Group Sharing JEP Experiences; Shared Yoga practice	<b>Final Project Write up Due</b>
*Week 14 April 22	<b>Final Project Presentations – Part 1</b> JEP WEEK 8 – Lesson #7	<b>Make-up / Extra Credit assignments Due</b>
*Week 15 April 29	<b>Final Project Presentations – Part 2</b>	<b>Final Reflection Due</b>

# Academic Conduct & Support Systems

## Academic Conduct/Integrity

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 Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on [Research and Scholarship Misconduct](#).

## 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 & Mental Health – (213) 740-9355 – 24/7 on call**

[sites.google.com/usc.edu/counseling-mental-health](http://sites.google.com/usc.edu/counseling-mental-health)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

**988 Suicide & Crisis Lifeline – 988 for both calls & text messages – 24/7 on call**

[988lifeline.org](http://988lifeline.org)

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**

[sites.google.com/usc.edu/rsvpclientservices/home](http://sites.google.com/usc.edu/rsvpclientservices/home)

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 of Equity and Diversity & Title IX (EEO-TIX) – (213) 740-5086**

[eeotix.usc.edu](http://eeotix.usc.edu)

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**

[usc-advocate.symlicity.com/care\\_report](https://usc-advocate.symlicity.com/care_report)

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.usc.edu](https://osas.usc.edu)

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 & Intervention – (213) 740-0411**

[campussupport.usc.edu](https://campussupport.usc.edu)

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**

[diversity.usc.edu](https://diversity.usc.edu)

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 Information – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24/7 on call**

[emergency.usc.edu](https://emergency.usc.edu)

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**

[dps.usc.edu](https://dps.usc.edu)

Non-emergency assistance or information.

**Office of Ombuds – UPC: (213) 821-9556 – HSC: (323) 442-0382**

[ombuds.usc.edu](https://ombuds.usc.edu)

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)**

[chan.usc.edu/patient-care/faculty-practice](https://chan.usc.edu/patient-care/faculty-practice)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.