

# USCDornsife

Physical Education Program  
dornsife.usc.edu/phed/

The Physical Education program at USC provides a variety of opportunities for students to improve their general health and fitness through fitness related and recreational activities classes.

## Pickleball- PHED 144a

1 unit Summer 2025

**Location:** Tennis Courts/Pickleball Courts/Gym

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

**Instructor:** Tim Burton PED 107

**Office Hours:** By Appointment and or Zoom.

**Contact Info:** [Tim.Burton@usc.edu](mailto:Tim.Burton@usc.edu)

### Course Description

This course is an introductory Pickleball class that develops basic skills, techniques, and fundamentals. This will include rules, scoring, etiquette, and play strategies. The course will provide fundamental Pickleball skills through practice, singles, and doubles play.

**Prerequisite:** None

**Co-Requisite:** None

**Recommended Preparation:** None

### Course Learning Objectives

1. To acquire fundamental Pickleball skills with proficiency and ability to apply these skills.
2. To gain sufficient knowledge of basic rules, scoring, etiquette, and play.
3. To develop knowledge and competency in fundamentals, skills, and games.
4. To develop, appreciate, and commit to adapting movement Pickleball 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

**Pickleball Book For Beginners: A Comprehensive Guide to Learn the Pickleball Rules, Strategies, Techniques, and Fundamentals to Become a Better Player (Mastering the Game of Pickleball).**  
Hall, Dennis. 2022. (Optional)

### Equipment

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

### In-Class Work

Timely and consistent participation is imperative, to develop appropriate skills and to obtain supplemental information for course assignments/exams. Failure to participate in class will impact your final grade.

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### Course Policies

- **No Make-Ups** will be given for any missed in-class work or late assignments.
- Email ([tim.burton@usc.edu](mailto:tim.burton@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 work day following a holiday.  
***Please NOTE: Class time in the subject line of email. Phed 144***
- 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 fees in the PED building and Lyon Center.

### Grading Criteria

#### 100 Total Points

Cognitive	55%	55 points	Psychomotor	45%	45 pts.
Quiz	20%	20 pts.	In-Class Work	30%	30 pts.
Final Exam	25%	25 pts.	Skill Assessment	15%	15 pts.
Assignment	10%	10 pts.			

**A** (94+%), **A-** (90-93%), **B+** (87-89%), **B** (84-86%), **B-** (80-83%), **C+** (77-79%), **C** (74-76%), **C-** (70-73%), **D+** (67-69%), **D** (64-66%), **D-** (60-63%), **F** (0-59%)

**In-Class Work (30%):** Regular participation in class activities is a cumulative portion of your grade and active participation is fully expected.

**Final Exam (25%):** Comprehensive final examination of all coursework. Students are responsible for all material covered. The examination will consist of multiple choice, true/false, and short answer.

**Quiz (20%):** Will consist of material covered to this point. Refer to course text, handouts, lectures, and activities. The examination will consist of multiple choice, true/false, and short answer.

**Skills Assessment (15%):** In-class demonstration of learned skills of the basic elements of Pickleball. Including but not limited to basic play of singles, doubles, scoring, etiquette, and skills. A rubric will be given and used for this assessment activity.

**Assignment (10%):** A pre and post-self-assessment test will be conducted followed by an individual analysis of the skill set including fundamentals techniques and strategy in the game of Pickleball. Outside experiential play will also be considered instead of self-assessment.

## Course Schedule

*\* tentative and subject to change*

Week 1	Course Introduction and Orientation Basic Fundamentals	
	<b>Pre Assessment</b> Pickleball Court and Rules Introduction	
	<b>SKILLS INSTRUCTION AND PRACTICE</b> FOREHANDS AND BACKHAND FUNDAMENTALS	
	<b>Skills Practice</b> Court Positioning Dinks and Rallys	
Week 2	<b>Singles Play</b> Serves and Strategy Rules, Scoring, and Etiquette	
	Singles Play Situations and Match Play	
	<b>Volley and ERNE <u>Fundamentals</u> Practice</b> Singles Play	
	Singles Match Play continued.	
Week 3	<i>Doubles Introduction</i> Quiz	
	Doubles Match Play and Practice Positioning and Strategy	
Week 4	Doubles Match Play Special Shots and Situations	
	<b><i>Skills Assessment Practice / Preparation</i></b>	
Week 5	<b><i>Skills Assessment- Singles Tournament</i></b>	
	<b><i>Skills Assessment- Doubles Tournament</i></b>	
Week 6	<b>Post Assessment</b> <b>Final Exam Review and Final Exam</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 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.