



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

## **PHED 139a | VOLLEYBALL**

**Units:** 1

**Location:** PED #210/South Gym (2<sup>nd</sup> Floor)

**Instructor:** Julie Sprague

**Office:** PED 107

**Office Hours:** Tuesday 11:00am-11:50am

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

**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)**

### **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](#)

## Course Description

An introductory volleyball class emphasizing the development of beginning volleyball skills 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. ONE ACADEMIC UNIT OF CREDIT

### One Academic Unit Of Credit, No Prerequisite

## Learning Objectives

- Demonstrate the skills required to play volleyball: pass, set, hit, block, dig and serve
- Interpret and exhibit the rules, offenses, defenses, scoring and understanding of volleyball
- Develop fundamental volleyball skills and knowledge in actual match play
- Recognize the significance of participation in volleyball as a lifetime sport.
- Identify various offenses and defenses used and their purpose in volleyball.

## PEMBH Objectives

**Students will understand the importance of sound health & fitness principles as they relate to better health & 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 & 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.

## PEMBH Policy for the use of AI Generators

This course aims to develop creative, analytical, and critical thinking skills. Therefore, all

assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated text, code, or other content is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

## Course Textbook

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.

## Equipment

Please dress in appropriate workout attire (athletic clothes & shoes), and bring water. Note: Lockers are available for a rental fee in the PED building. Lockers may be checked out with student ID.

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 up during class.

## In-Class Participation (15% = 15 pts. → 1.25 pts./class starting Week #3)

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

## Grading Criteria

	<b>% Grade</b>	<b>Points</b>
<b>Observe USC VB Match</b>	<b>15%</b>	<b>15</b>
<b>In-Class Participation</b>	<b>15%</b>	<b>15</b>
<b>Midterm Exam</b>	<b>25%</b>	<b>25</b>
<b>Final Exam</b>	<b>25%</b>	<b>25</b>
<b>Video Analysis</b>	<b>20%</b>	<b>20</b>
<b>Total</b>	<b>100%</b>	<b>100 Points</b>

**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-** (73-70 pts.)  
**PASS** (> 70 pts.)  
**D+** (69-67 pts.)      **D** (66-64 pts.)      **D-** (63-60 pts.)      **Fail** (<60 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*

### General Class Policies

- Refer to Brightspace before class for additional information
- Please turn off cell phones, etc. in the gym
- Courtesy, kindness, and respect are expected from all

### COVID-19 (Class Guidelines)

USC (COVID-19) Resource Center <https://coronavirus.usc.edu/>

### 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

### Course Schedule

Week 1	Course Instruction / Fundamental Instruction of the Basic Volleyball Skills	
Week 2	History and Rules of Volleyball / 6-6 Offense and “W” Serve Receive	

Week 3	Setting – Overhead Passing / Passing and Serving	
<b>WEEK 3</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 TUITION REFUND INSURANCE</b>	
Week 4	Hitting / 4-2 Offense / International 4-2 Offense	
Week 5	5-Person Serve Receive / Perimeter Defense	
Week 6	Free Ball Transition / Down Ball Transition	
Week 7	Blocking/Blocking Technique Drills / Midterm Review	
<b>WEEK 8</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	Midterm Review	<b>*MIDTERM EXAM*</b>
Week 9	How to Dig the Hard Driven Ball / Back Setting	
Week 10	Serving Strategy	
Week 11	Hitter Coverage	
Week 12	Tournament Play	
<b>WEEK 12</b>	<b>LAST DAY TO DROP CLASS WITH MARK OF “W”</b>	
Week 13	Tournament Play	
Week 14	Final Exam Review / *SKILLS REVIEW USC VB MATCH ASSIGNMENT DUE	
Week 15	Final Review / PLAY / VIDEO ANALYSIS IS	<b>*FINAL EXAM* - last day of class</b>

## Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's

mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

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.

## **Statement on University Academic & Support Systems**

### **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)

## **Student Financial Aid & Satisfactory Academic Progress**

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate](#)- and [graduate-level](#) SAP eligibility requirements and the appeals process.

## **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 consists 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) 740-2500**

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.