



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

## **PHED 139b | Volleyball B**

**Units:** 1

**Section:** 49795R

**Term:** Fall 2025 | Monday 2:00-3:50 pm

**Location:** PED 210 South Gym (USC Physical Education Building)

**Instructor:** Sarah Hayes McGill

**Pronouns:** she/her [What are pronouns?](#)

**Office:** PED 107

**Office Hours:** Tuesday/Thursday 1:00 - 2:00 pm or By Appointment

**Contact Info:** [sarahhay@usc.edu](mailto:sarahhay@usc.edu) or (213) 740-6153 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)**

### **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

This course is an intermediate level course reinforcing the fundamental skills of volleyball 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.

**Prerequisite:** PHED 139a or must pass a skills test of passing, setting, hitting, serving offensive and defensive skills.

## Learning Objectives

- To reinforce each student's fundamental skills and knowledge of volleyball.
- To improve each student's skills in all the basic skills of volleyball: pass, set, hit, block, dig, and serve.
- To introduce and practice the various types of serves (floater, top spin, jump serve) and advanced hitting options
- To reacquaint each student to the basic rules, scoring, and etiquette of volleyball.
- To educate each student of the basic differences in strategy for the various offenses and defenses used in volleyball: 4-2/6-2/5-1
- To offer each student an opportunity to apply his or her skill knowledge in actual match play.
- To develop, appreciate, and commit to adapting movement (volleyball) activity for lifetime fitness.
- To provide each student with information about how to get involved and play in amateur tournaments.

## 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 volleyball 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.

## 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, 4th Ed. McGraw-Hill Co.

## Equipment

Volleyball equipment will be provided. Appropriate workout attire and shoes are required. *Recommendations include water & towel.* Lockers are available for a rental fee in the PED building. Note: **Please do not wear your volleyball shoes to class, but rather bring them with you and put them on in the gym.** This will help keep the gym floor clean and not slippery with dirt and dust from outside. Thank you!

## In-Class Participation (15% = 15 pts.)

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.

## Observation, Analyze & Evaluate USC Volleyball Game Assignment (10% = 10 pts.)

Students will attend a USC Men's or Women's Volleyball game to observe, analyze and evaluate the game based on their knowledge of volleyball and write an analysis which must be submitted to assignments on Brightspace week 12.

## Final Project (25% / 25 pts.)

Students will choose a volleyball skill to which they would like to focus on improving throughout the semester. In weeks 3 and 13, students will video themselves in class performing the chosen skill. Students with the same skill will be grouped together to find a volleyball drill to help improve the chosen skill and present the drill to the class in week 10. Then, using the videos of themselves performing the volleyball skill, students will write a paper (2-3 pages) assessing themselves following a provided outline and submit to Brightspace Assignments week 14.

## Skills Assessment (25% = 25 pts.)

Students will complete drills to display their skills in the following areas: passing, setting, serving, attacking, transitioning, defense, offense.

- Proper technique for each skill
- Emphasis on ball control and avoiding turnovers
- Communication and teamwork
- Strategies for creating scoring opportunities
- Display knowledge of 5-1 and 6-2 rotations

## Grading Criteria

	<b>% Grade</b>	<b>Points</b>
<b>In-Class Participation</b>	<b>15%</b>	<b>15</b>
<b>Observation Analysis USC Volleyball game</b>	<b>10%</b>	<b>10</b>
<b>Final Project</b>	<b>25%</b>	<b>25</b>
<b>Skill Assessment</b>	<b>25%</b>	<b>25</b>
<b><u>Final Exam</u></b>	<b><u>25%</u></b>	<b><u>25</u></b>
<b>Total</b>	<b>100%</b>	<b>100 Points</b>

**A** (95 pts. & higher)   **A-** (90-94 pts.)   **B+** (87-89 pts.)   **B** (83-86 pts.)  
**B-** (80-82 pts.)   **C+** (77-79 pts.)   **C** (73-76 pts.)   **C-** (70-72 pts.)   **PASS** (> 70 pts.)  
**D+** (67-69 pts.)   **D** (63-66 pts.)   **D-** (60-62 pts.)   **Fail** (<59 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*

## Additional Course Policies

- **No Make-Ups** will be given for any unexcused missed in-class work.
- Late work will be accepted & penalized by 10% deduction every week it is late unless due to an emergency excused by me. Email me as soon as possible to discuss alternate arrangements due to an emergency.
- Email ([sarahhay@usc.edu](mailto:sarahhay@usc.edu)) is the preferred method of communication outside of class. Email will be answered within 48 hours & 72 hours over a weekend, and the workday following a holiday. **Please use: PHED 139b in subject line of email.**
- Refer to Brightspace before class for additional information.
- Prior reading of assigned material will be helpful
- Please turn off cell phones, etc. in the classroom.
- Courtesy, kindness, and respect are expected from all.
- 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.

## COVID-19 (Class Guidelines)

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

# Course Schedule

\*\*Course outline subject to change\*\*

<b>Week 1</b> August 25	<b>Course Overview &amp; Volleyball Introduction</b> <i>Intros, History of Volleyball, Basic Rules &amp; Violations, Skill Assessment</i>	
<b>Week 2</b> September 1	<b>Fundamentals (Offense) – Skills Practice</b> <i>Passing, Setting, Hitting, Serving – floater topspin, jump</i>	
<b>Week 3</b> September 8	<b>Fundamentals (Offense) – Skills Practice</b> <i>Overhead Passing, Serve Receive / Video chosen skill for final project</i>	
<b>FRIDAY,</b> <b>SEPTEMBER 12</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>	
<b>Week 4</b> September 15	<b>Offenses: 4-2 Offense / 5-Person Serve Receive</b> Volleyball Observation Assignment Assigned ~ Attend a USC Volleyball Match – due Week 12, Sunday, April 6, 11:59 PM Trojan time.	
<b>Week 5</b> September 22	<b>Fundamentals (Defense)</b> <i>Defense: Blocking, Perimeter Defense &amp; Positions, Free Ball Transition</i>	
<b>Week 6</b> September 29	<b>Fundamentals II (Offense)</b> <i>Offensive Strategies: Down Ball Attacks, Back Row Attacks, Serving Zones</i>	
<b>WEEK 7</b> OCTOBER 6	<b>Offenses: 5-1 &amp; 6-2</b> <i>Offense Rotations, Play 6-2 and 5-1 Offenses</i>	<b>FALL RECESS</b> 🍁🌻👋😎 <i>Thursday &amp; Friday, October 9-10</i>
<b>FRIDAY,</b> <b>OCTOBER 10</b>	<b>LAST DAY TO: DROP COURSE WITHOUT MARK OF “W” ON TRANSCRIPT &amp; CHANGE ENROLLMENT P/NP COURSE TO A LETTER GRADE</b>	
<b>Week 8</b> October 13	<b>Advanced Hitting / Final Exam Review</b> <i>Hits: 1, shoot, slide, 31, 32, tandems, A, C, etc. / Decision Making</i>	
<b>Week 9</b> October 20	<b>FINAL EXAM – 50 MIN. ON BRIGHTSPACE IN CLASSROOM / PLAY</b>	
<b>Week 10</b> October 27	<b>How to Dig the Hard Driven Ball / Back Setting</b> Groups Present Drills to Class for Final Project Skill	
<b>Week 11</b> November 3	<b>Play 4 vs 4 Tournament</b>	
<b>Week 12</b> November 10	<b>Skills Assessment – Passing, Setting, Serving, Attacking</b> Volleyball Observation Assignment Due Sunday, Apr. 6, 11:59 PM	
<b>FRIDAY,</b> <b>NOVEMBER 14</b>	<b>LAST DAY TO DROP CLASS WITH MARK OF “W”</b>	
<b>Week 13</b> November 17	<b>Skills Assessment – Offense &amp; Defense Strategies, Transitioning –</b>	
<b>Week 14</b> November 24	<b>Play 3 vs 3 Tournament</b> Final Project: Volleyball Skill Analysis Paper due Sunday, Nov. 30, 11:59 PM	<b>Thanksgiving Holiday</b> 🍷🦃🍁 <i>Wed – Sun / Nov. 26-30</i>
<b>Week 15</b> December 1	<b>PLAY 6 VS 6 ~ 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](https://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.