



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

## PHED 153 | FUTSAL

**Units:** 1

**Section:** 49836R & 49837R

**Term:** Fall 2025 | Monday 9:00-10:50 am (49836R)  
Monday 11:00-12:50 am (49837R)

**Location:** PED 210 (Gym)

**Instructor:** Shannon Cross, EdD

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

**Office:** PED B9

**Office Hours:** TBD; before/after class; or by appointment

**Contact Info:** [sjcross@usc.edu](mailto:sjcross@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 Department: <https://dornsife.usc.edu/phed/about/>

Land Acknowledgment: <https://libraries.usc.edu/land-acknowledgement>

### Course Description

Fundamental instruction of skills and tactics specific to Futsal; rules; strategies; elements of play that differ from soccer; conditioning, drills and games.

**Prerequisite:** None

**Co-Requisite:** None

**Recommended Preparation:** None

## Learning Objectives

- Acquire and develop fundamental futsal (indoor soccer) skills with proficiency and ability to apply these skills to participate in a futsal game
- To gain sufficient knowledge of the history, terminology, rules and laws of the game of futsal and how they differ from soccer
- Develop an understanding and appreciation of how the game of futsal is played
- To develop, appreciate, and commit to adapting movement (futsal) 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 (indoor) soccer 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 Materials

### Reading Materials

[www.fifa.com](http://www.fifa.com)

[www.futsal.com](http://www.futsal.com)

additional readings may be posted on Brightspace

### Equipment

Appropriate workout attire and shoes are required (shorts, sweats, t-shirt, shoes, socks) Shinguards and flat shoes (indoor soccer shoes, vans, etc) are **highly recommended**

**\*\*** running shoes are NOT recommended as they have an elevated heel

*Other recommendations include water & towel.*

Lockers are available for a rental fee in the PED building.

## **In-Class Participation (20% = 20 pts. → 3 pts./class = 40pts will be divided by 2 for final grade)**

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.

Class participation grading scale per class starting Week #3

3 pts. = full participation    1.5 pt. = partial participation/tardy  
1pt. = excused absence    0 pt. = unexcused absence/no participation

## **Video Analysis/Professional Game Paper (10% = 10 pts.)**

Video Analysis assignment – You will be required to watch one professional futsal match (i.e. Futsal World Cup, etc.) from start to finish and write a paper (~2 pages) that demonstrates that you have actively watched and engaged in the game. I will provide some suggestions on what to watch for and comment on. You will not receive full points if the only information you provide is what can be found in the box score. If for some reason you think you will not be able complete this assignment please speak with me immediately and we will find an alternative. **\*\*Any form of plagiarism will not be tolerated on this paper. You will at minimum receive a 0 for the assignment.\*\***

Due via Brightspace (submit under Professional Game Paper Assignment)

## **Quizzes**

There will be 2 quizzes. These will include assessments on terminology, rules, history and anything else we discuss in class or assigned as reading.

## **Grading Criteria**

	<b>% Grade</b>	<b>Points</b>
<b>In-Class Participation</b>	<b>20%</b>	<b>20 (40pts/2)</b>
<b>Professional Game Paper</b>	<b>20%</b>	<b>20</b>
<b>Skills Assessment</b>	<b>20%</b>	<b>20</b>
<b>Midterm</b>	<b>20%</b>	<b>20</b>
<b>Final Exam</b>	<b>20%</b>	<b>20</b>
<b>Total</b>	<b>100%</b>	<b>100 Points</b>

<b>A</b> (95 pts. & higher)	<b>A-</b> (90-94 pts.)	<b>B+</b> (87-89 pts.)	<b>B</b> (83-86 pts.)
<b>B-</b> (80-82 pts.)	<b>C+</b> (77-79 pts.)	<b>C</b> (73-76 pts.)	<b>C-</b> (70-72 pts.)
<b>PASS</b> (> 70 pts.)			
<b>D+</b> (67-69 pts.)	<b>D</b> (63-66 pts.)	<b>D-</b> (60-62 pts.)	<b>Fail</b> (<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 ([sjcross@usc.edu](mailto:sjcross@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 153 in subject line of email.**
- Please check your email regularly for additional class information sent through announcements.
- 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.
- Students will be courteous and respectful of instructor and other students at all times
- Please refrain from foul language or shouting
- Remember this is for fun and health – everyone needs to go to work/school tomorrow
- Sign-in at the beginning of class. If you are late please sign-in at the end of the class
- Warm-up at beginning of class
- Dress appropriately and participate to best of your ability
- Leave cell phones, etc. in bags or lockers during class
- **This class is for health, fun & skill acquisition and not competitive driven (i.e. winning doesn't matter). Players will be at varying abilities it is expected that you are inclusive and respectful to all**

### **COVID-19 (Class Guidelines)**

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

## Course Schedule

**\*\* tentative – subject to change**

Week 1 Aug 25	Course Overview & Introduction & Rules	
Week 2	<b>LABOR DAY – NO CLASS MEETING</b>	
Week 3	Dribbling, 1v1s Skills Practice	
Week 4	Dribbling, 1v1s Skills Practice	
Week 5	Passing, Trapping Skills Practice	
Week 6	Shooting Skills Practice	
Week 7	Rules, Set-Pieces Skills Practice	
Week 8	Quiz 1	
Week 9	<b>Skills Assessment</b> - Play	
Week 10	<b>Skills Assessment</b> - Play	
Week 11	<b>Skills Assessment</b> - Play	<b>Pro Game Paper Due FRIDAY 11/7 @ 11:59pm</b>
Week 12	<b>Skills Assessment</b> - Play	
Week 13	<b>Skills Assessment</b> - Play	
Week 14	<b>Skills Assessment</b> - Play	
Week 15	<b>Skills Assessment</b> - Play	
Week 16 Dec 1	Quiz 2	

## 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.