

**KES 2340**  
**Principles of Athletic Coaching**  
**Spring 2019**

**Billy Jack Ray, M.S. – Assistant Professor - Kinesiology**

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**Office Hours:** MW 10-11 & 12-4, TR 9-11 & 12-4, and F 9-12 **By appointment** (email to set up an appointment)  
**Required Text:** Successful Coaching ISBN-13: 978-1-4504-0051-0  
**Meeting:** MW 9 – 9:50 GPC 106 and via BlackBoard

**Program Learning Outcomes**

1. The Kinesiology and Sport Science students will understand the principles of motor learning; understand the practice for developing motor skills; apply knowledge to biomechanical principles; apply knowledge of individual and teams sports and understand the principles of dance, personal performance activities, recreational activities and outdoor pursuits (Movement Skills and Knowledge Domain).
2. The Kinesiology and Sport Science students will understand major body systems, principles of physical fitness and benefits of a healthy lifestyle; understand the principles and activities for developing cardiovascular endurance; understand principles and activities for developing and maintaining flexibility, muscular strength and endurance; and understand health and wellness concepts (Health-Related Physical Fitness Domain).
3. The Kinesiology and Sport Science students will know how to use effective instruction and assessment to prepare physically educated individuals; understand factors relevant to learning and performance in physical education and use knowledge to promote students' development; understand the structure and purposes of physical education programs; and understand legal issues and responsibilities of physical education teachers (The Physical Education Program Domain).

**Standard III**

The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation and social skills through participation in physical activities.

***Competency 002***

The teacher understands principles and practices developing, combining and integrating motor skills.

***Competency 004***

The teacher understands and applies knowledge of individual, dual and team sports and activities.

***Competency 005***

The teacher understands principles, techniques, skills and safety practices for dance, personal performance activities, cooperative and nontraditional games, recreational activities and outdoor pursuits.

## Course Description

The course is designed to present foundational knowledge essential for coaching any level athlete in any sport. Emphasis is on a comprehensive approach to the foundations and theories of coaching.

## Course Purpose

The course is designed to prepare students for a career in coaching football.

Students must provide at least one written analytical reflection in their e-portfolio that answers the following prompts related to the SLOs:

- Demonstrate growth in acquisition, integration, construction, and application of knowledge
- Improve cognitive complexities
- Enhance interpersonal development
- Develop interpersonal competence
- Develop an appreciation of humanitarianism and civic engagement

The experience supervisor will evaluate the reflection using a standard rubric.

## Course Principles

The following outcomes have been adopted for this course. All outcomes listed below have direct relevance to course material. Upon completion of this course students will develop:

- Personal definition of success
- Personal branding pitch
- Quality coaching resume-building skills
- Knowledge of current laws and regulations related to athletics
- Appreciation & recognition of available professional organizations
- Understanding of state & national sports governing body structures
- Knowledge of rules & policy development
- Personal coaching philosophy
- Knowledge to aid in structuring team or departmental mission statements
- Understanding of basic budgeting & fundraising principles
- Knowledge & appreciation of the difference between principles & styles
- Organized practice planning skills
- Understanding & appreciation of varied leadership styles

## Course Format

The format for this course will include, but is not limited to – face to face delivery, on-line components, and volunteer hours.

## Attendance

Attendance for class is mandatory. Every class day is a grade. **One letter grade will be deducted for every absence after four (4). Students with zero (0) absences (not including athletic related absences) and with no missing assignments will be exempt from the final exam.**

## GRADING POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS

| Grade calculation                | % of Grade                 | Grading Scale       |
|----------------------------------|----------------------------|---------------------|
| Attendance                       | 7% (100 points)            | 1253 – 1400 A       |
| Quizzes                          | 20% (12 @ 25 = 300 points) | 1113 – 1252 B       |
| Coaching Philosophy Paper        | 4% (50 points)             | 973 – 1112 C        |
| Coaching Philosophy Presentation | 4% (50 points)             | 833 – 972 D         |
| Title IX Paper                   | 4% (50 points)             | 832 and Below F     |
| Book Review Paper                | 11% (150 points)           |                     |
| Book Review Presentation         | 4% (50 points)             |                     |
| Unit Test                        | 35% (5 @ 100 = 500 points) | Total Points = 1400 |
| Final Exam                       | 11% (150 points)           |                     |

**No Late Assignments Will Be Accepted. Also, No Credit Will Be Given For Any Late Assignments**

# Course Schedule

|                       | <u>Monday</u>                                   | <u>Wednesday</u>                                | <u>Blackboard<br/>Assignment</u>  |
|-----------------------|---|---|---|
| <b><u>Week 1</u></b>  |   | Syllabus/Introduction/Black board               |   |
| <b><u>Week 2</u></b>  | Chapter 1 – Developing Your Coaching Philosophy | Chapter 1 – Developing Your Coaching Philosophy | <b>Quiz 1 / Philosophy Paper &amp; PowerPoint</b><br><small>2-3-2019</small>            |
| <b><u>Week 3</u></b>  | <b>Philosophy PowerPoint Presentation</b>       | <b>Philosophy PowerPoint Presentation</b>       |   |
| <b><u>Week 4</u></b>  | Chapter 2 – Determining Your Coaching Objective | Chapter 3 – Selecting Your Coaching Style       | <b>Quiz 2</b><br><small>2-17-2019</small>   |
| <b><u>Week 5</u></b>  | Chapter 4 – Coaching for Character              | Chapter 5 – Coaching Diverse Athletes           | <b>Quiz 3 / Test 1</b><br><small>2-24-2019</small>                                      |
| <b><u>Week 6</u></b>  | Book Review Discussion                          | Chapter 6 – Communicating With Your Athletes    | <b>Quiz 4</b><br><small>3-3-2019</small>  |
| <b><u>Week 7</u></b>  | Chapter 7 – Motivating Your Athletes            | Chapter 8 – Managing Your Athletes Behavior     | <b>Quiz 5 / Test 2</b><br><small>3-10-2019</small>                                      |
| <b><u>Week 8</u></b>  | Chapter 9 – The Games Approach                  | Chapter 10 – Teaching Technical Skills          | <b>Quiz 6</b><br><small>3-17-2019</small>   |
| <b><u>Week 9</u></b>  | Chapter 11 – Teaching Tactical Skills           | Chapter 12 – Planning for Teaching              | <b>Quiz 7 / Test 3</b><br><small>3-31-2019</small>                                      |
| <b><u>Week 10</u></b> | Chapter 13 – Training Basics                    | Chapter 14 – Training for Energy Fitness        | <b>Quiz 8</b><br><small>4-7-2019</small>  |
| <b><u>Week 11</u></b> | Chapter 15 – Training for Muscular Fitness      | Chapter 16 – Fueling for Athletes               | <b>Quiz 9</b><br><small>4-14-2019</small>   |
| <b><u>Week 12</u></b> | Chapter 17 – Battling Drugs                     | Title IX Discussion                             | <b>Quiz 10 / Test 4</b><br><small>4-21-2019</small>                                     |
| <b><u>Week 13</u></b> | Chapter 18 – Managing Your Team                 | Chapter 19 – Managing Relationships             | <b>Quiz 11 / Title IX Paper</b><br><small>4-28-2019</small>                             |
| <b><u>Week 14</u></b> | Chapter 20 – Managing Risk                      | Chapter 20 – Managing Risk                      | <b>Quiz 12 / Test 5 / Book Review Paper &amp; PowerPoint</b><br><small>5-5-2019</small> |
| <b><u>Week 15</u></b> | <b>Book Review PowerPoint Presentation</b>      | <b>Book Review PowerPoint Presentation</b>      |   |
| <b><u>Week 16</u></b> | Final Exam Week                                 | Final Exam Week                                 | <b>Final Exam</b><br><small>5-15-2019</small>   |

## **BOOK REVIEW GUIDELINES & GRADING RUBRIC**

Choose & read a book written by an athletic coach that you are interested in, related to coaching the sport he/she coaches.

Write a review of the book based on:

- Description of the coach (sport coached, level, experience, success, etc.)
- Central/key points (at least 2) that stand out related to this coach's philosophy/style
- At least 3 "pearls of wisdom" you took from the book (quotes or lists) –use page numbers (p.32) to show where these were found in your book
- How you will apply what you learned to your own coaching

Review *must* be:

- Typed
- Double-spaced
- 3-5 pages in length (not including title page)
- ...and include a *Title Page* with your name, date, book title (ex. *Uncommon* by Tony Dungy) centered on front page of your report

### **Rubric:**

|   |                          |
|---|--------------------------|
| Book selection form (turned in on time) | ___ (5%)                 |
| Spelling/Grammar/Followed Instruction   | ___ (20%)                |
| Pearls of Wisdom (quotes or lists)      | ___ (20%)                |
| Application to your coaching            | ___ (25%)                |
| Central points of philosophy/style      | ___ (30%)                |
| <b>Total:</b>                           | <b><u>150</u> (100%)</b> |

### **Accidents & Injuries**

In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience related injury or illness to the Instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

### **Academic Integrity Statement**

Academic integrity represents the choice to uphold ethical responsibility for one's learning within the academic community, regardless of audience or situation.

### **Academic Civility Statement**

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

### **Academic Affairs Service Statement**

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

### **Academic Excellence Statement**

Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.

### **ADA Statement**

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: [mschwartze@sulross.edu](mailto:mschwartze@sulross.edu) .