



SUL ROSS
KINESIOLOGY DEPARTMENT

KES 2340
Principles of Athletic Coaching
Spring 2021

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Office Hours: M/T/W/R 11:00am – 1:00pm **Appointment** (Email to set up an appointment).
Class Meetings: M/W/F 10:00am – 10:50am.
Required Text: Successful Coaching 4th Edition, Martens. ISBN-13: 978-1-4504-0051-0

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).

Marketable Skills – The following marketable skills are met in this course:

- **Creativity**
- **Collaboration –**
- **Communication** – students will research a coaching leadership book and orally present this to the class
- **Critical Thinking** – students will critically decipher a multitude of real-world scenarios
- **Career Readiness** – students will learn skills necessary to thrive in their chosen profession

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, motivation and handling of athletes, and administrative duties performed in coaching.

Course Purpose

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

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

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
- 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

Attendance

Attendance for class is mandatory. Every class day is a grade. You will receive 100% credit for being on time, 75% credit for being tardy. **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.**

Drop Policy – More than 9 absences could result in being dropped from this class.

GRADING POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS

Grade calculation	% of Grade	Grading Scale
Attendance	8% (100 points)	984.5 & Above A
Quizzes	25% (12 @ 25 = 300 points)	874.5 – 984.4 B
Coaching Philosophy Paper	8% (100 points)	764.5 – 874.4 C
Book Review Paper	8% (150 points)	654.5 – 764.4 D
Unit Test	25% (3 @ 100 = 300 points)	654.4 & Below F
Final Exam	13% (150 points)	Total Points = 1100

Late Assignments WILL NOT Be Accepted. Also, No Credit Will Be Given For Any Late Assignments

Course Schedule

	<u>Monday</u>	<u>Wednesday</u>	<u>Friday Blackboard Assignment</u>
<u>Week 1</u>	Syllabus/Introduction/ Blackboard	BlackBoard	
<u>Week 2</u>	No Class/ MLK	BlackBoard	
<u>Week 3</u>	Chapter 1 – Developing Your Coaching Philosophy	Philosophy Paper	Quiz 1 01/31/2021
<u>Week 4</u>	Chapter 2 – Determining Your Coaching Objective	Chapter 3 – Selecting Your Coaching Style	Quiz 2 02/07/2021
<u>Week 5</u>	Chapter 4 – Coaching for Character	Chapter 5 – Coaching Diverse Athletes	Quiz 3 02/14/2021
<u>Week 6</u>	Chapter 6 – Communicating With Your Athletes	Book Review Discussion	Quiz 4/ Test 1 02/21/2021
<u>Week 7</u>	Chapter 7 – Motivating Your Athletes	Chapter 8 – Managing Your Athletes Behavior	Quiz 5 / Book Review Selection Form 02/28/2021
<u>Week 8</u>	Chapter 9 – The Games Approach	Chapter 10 – Teaching Technical Skills	Quiz 6 / Philosophy Paper 03/14/2021
<u>Week 9</u>	Chapter 11 – Teaching Tactical Skills	Chapter 12 – Planning for Teaching	Quiz 7 03/21/2021
<u>Week 10</u>	Chapter 13 – Training Basics	Chapter 14 – Training for Energy Fitness	Quiz 8 / Test 2 03/28/2021
<u>Week 11</u>	Chapter 15 – Training for Muscular Fitness	Chapter 16 – Fueling for Athletes	Quiz 9 04/4/2021
<u>Week 12</u>	Chapter 17 – Battling Drugs	Chapter 18 – Managing Your Team	Quiz 10 04/11/2021
<u>Week 13</u>	Chapter 19 – Managing Relationships	Chapter 19 – Managing Relationships	Quiz 11 / 04/18/2021
<u>Week 14</u>	Chapter 20 – Managing Risk	Chapter 20 – Managing Risk	Quiz 12 / Test 3 04/25/2021
<u>Week 15</u>	Book Review	Book Review	Book Review Paper 04/28/2021
<u>Week 16</u>	Final Exam Week No Class	Final Exam Week No Class	Final Exam 04/30/2021 10 am – 12:30 pm

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%)
Total:	<u>150</u> (100%)

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Academic Honesty:

Students are expected to do their own work. Cheating in any form will be subject to disciplinary action that can result in dismissal from the class with a grade of F. This includes plagiarism.

All of the following are considered plagiarism: (taken from: <http://www.plagiarism.org/>)

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit

- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

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 Schwartz, 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: mschwartz@sulross.edu.

Book Review Selection Form

Due 02-28-2021

Name: _____

Date: _____

Title of Book: _____

Author (Coach): _____

Sport: _____