



KINE 2340
Principle of Athletic Coaching
Spring 2024

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Office Hours: MW: 11:00 am-noon, 1:00-2:30 pm; TT: 11:00 am-noon, 1:00-2:30 pm; or
by appointment (email to set an appointment)
Meeting: MWF 10:00 – 10:50 (In Person MW, Virtual F); Room 106
Required Text: Inclusive Access: Successful Coaching, 4th Ed.
Author: Martens, Rainer
Publisher: Human Kinetics, Inc.

This class requires eBook/textbook access –
You do not need to purchase the eBook or textbook; this class is a part of Inclusive Access. Inclusive Access is a course material affordability program, designed by institutions and guided by the Department of Education to deliver digital learning resources to students, at a significantly reduced cost. The materials will be automatically provided to you digitally on or before the first day of class. All students should be sent instructions on how to access the material the day before the first day of class via email. If not the link to login to HKPropel is <https://hkpropel.humankinetics.com/>. If you have any issues, you can connect with the [Learner Experience](#) team and submit emails or call the Sul Ross helpline at: **800-758-0592**. This video can also help you get started: [Video: Student Registration for Blackboard with Inclusive Access](#).

Course Description

This course is a comprehensive introduction to the coaching profession. Emphasis is placed on sport at the high school and serious club levels. Consideration is also given to coaching at other levels, such as youth, recreational, and intercollegiate sport programs. The primary goal of the course is to develop and enhance students' knowledge and understanding of concepts and techniques of coaching and their application to achieving important objectives in working with athletes. The instructional format and schedule for the course closely follow the organization of the textbook for the course, *Successful Coaching, Fourth Edition* by Rainer Martens. The course and textbook combine sport science theory and research with the practical knowledge and methods of expert

coaches in the five essential categories of coaching education and professional practice. Principles and practical applications are presented and thoroughly explained for each of these five important dimensions of coaching.

Course Objectives

At the conclusion of this course, students are expected to be able to do the following:

1. Understand the value of and be able to develop a coaching philosophy.
2. Understand the three major objectives of coaching and factors that are involved in selecting a coaching style.
3. Be familiar with principles for coaching with character, for developing good character and sportsmanship in athletes, and for coaching athletes who have diverse backgrounds, characteristics, and abilities.
4. Understand psychological principles and applications for effectively communicating with and listening to athletes, for optimally motivating athletes, and for managing behavior problems in a positive and effective manner.
5. Recognize and be able to apply information and methods in using the games approach for teaching technical and tactical skills.
6. Be qualified to develop instructional plans for team practices and plans for an entire sport season.
7. Be knowledgeable about physiological principles and applications for physical training in sport, including training for energy fitness and training for muscular fitness, and have the ability to develop physical training programs for athletes.
8. Understand the principles of good nutrition for health and performance and how to address the problem of drug abuse by athletes.
9. Understand the principles and issues related to planning, organizing, staffing, and directing functions that are commonly considered a coach's responsibilities.
10. Have the ability to apply methods for effective team management, for managing interpersonal relationships in coaching, and for protecting athletes from risk and coaches from liability problems.

Marketable Skills

The following marketable skills are met in this course:

- **Collaboration** – students will interact with one another through a multitude of class discussions.
- **Communication** – Students will orally present research to the class.
- **Creativity** – students will be tasked with creating presentations.
- **Critical Thinking** – students will be introduced to the idea of needing to critically decipher a multitude of real-world scenarios.
- **Career Readiness** – students will be introduced to skills necessary to thrive in their chosen profession.

GRADING POLICIES/TESTING/ASSIGNMENTS EXPECTATIONS

Grade calculation	% of Grade	Grading Scale
Attendance	100 points (10%)	900 or more A
Chapter Quizzes	20 @ 10 = 200 points (20%)	800-899 B
Tests	4 @ 50 = 200 points (20%)	700-799 C
Coaching Portfolio	12 @ 20 = 245 points (24.5%)	600-699 D
Final Coaching Portfolio	50 points (5%)	Less than 599 F
Pre-Course Assignments	30 points (3%)	Total Points = 1000
Class Activities	26 @ 130 points (13%)	
Elevator Pitch/Interview	45 points (4.5%)	

*Letter Grading as per SRSU policy will be used in this course.

TENTATIVE COURSE CALENDAR

Week	Content	Coaching Portfolio	Due – Quiz/Assign
1 1/17 to 1/21	Syllabus Review, Class Expectations, Blackboard		Pre-Course Assignments - 1/21 Ch. 1 Quiz – 1/24
2 1/22 to 1/28 <u>Last Day for Late Registration & Schedule Changes – 1/22</u>	Chapter 1 – Developing Your Coaching Philosophy	Coaching Portfolio 1 – 1/28	Ch. 2 Quiz – 1/28 Ch. 3 Quiz – 1/28
3 1/29 to 2/4 <u>Last Day to Drop – 2/1</u>	Chapter 2 – Determining Your Coaching Objectives Chapter 3 – Selecting Your Coaching Style	Coaching Portfolio 2 – 2/4	Ch. 4 Quiz – 2/4 Ch. 5 Quiz – 2/4
4 2/5 to 2/11	Chapter 4 – Coaching for Character Chapter 5 – Coaching Diverse Athletes	Coaching Portfolio 3 – 2/11	<u>Test #1 (Ch. 1-5) – 2/11</u> Ch. 6 Quiz – 2/11

5 2/12 to 2/18	Chapter 6 – Communicating With Your Athletes	Coaching Portfolio 4 – 2/18	Ch. 7 Quiz – 2/18
6 2/19 to 2/25	Chapter 7 – Motivating Your Athletes	Coaching Portfolio 5 – 2/25	Ch. 8 Quiz – 2/25 Ch. 9 Quiz – 2/25
7 2/26 to 3/3	Chapter 8 – Managing Your Athletes' Behavior Chapter 9 – The Games Approach	Coaching Portfolio 6 – 3/3	Ch. 10 Quiz – 3/3
8 3/4 to 3/10	Chapter 10 – Teaching Technical Skills	Coaching Portfolio 7 – 3/10	<u>Test #2 (Ch. 6- 10) – 3/10</u>
3/11 to 3/17	Spring Break		Ch. 11 Quiz – 3/17 Ch. 12 Quiz – 3/17
9 3/18 to 3/24	Chapter 11 – Teaching Tactical Skills Chapter 12 – Planning for Teaching	Coaching Portfolio 8 – 3/24	Ch. 13 Quiz – 3/24
10 3/25 to 3/31	Chapter 13 – Training Basics	Coaching Portfolio 9 – 3/31	Ch. 14 Quiz – 3/31 Ch. 15 Quiz – 3/31
11 4/1 to 4/7	Chapter 14 – Training for Energy Fitness Chapter 15 – Training for Muscular Fitness	Coaching Portfolio 10 – 4/7	<u>Test #3 (Ch. 11- 15) – 4/7</u> Ch. 16 Quiz – 4/7
12 4/8 to 4/14 <u>Last Day to Withdraw 'W' - 4/12</u>	Chapter 16 – Fueling Your Athletes	Coaching Portfolio 11 – 4/14	Ch. 17 Quiz – 4/14 Ch. 18 Quiz – 4/14

13 4/15 to 4/21	Chapter 17 – Battling Drugs Chapter 18 – Managing Your Team	Coaching Portfolio 12 – 4/21	Ch. 19 Quiz – 4/21 Ch. 20 Quiz – 4/21
14 4/22 to 4/28	Chapter 19 – Managing Relationships Chapter 20 – Managing Risk	Elevator Pitch – 4/28	<u>Test #4 (Ch. 16- 20) – 4/28</u>
15 4/29 to 5/5 <u>Last Day of Class – 4/29</u>	Interview Questions Interview		Interview Questions – 5/5
16 5/6 to 5/8	Final Coaching Notebook	Final Coaching Portfolio – 5/5	

Course Requirements

Pre-Course Assignments (30 points total).

- Pre-Course Check & Quiz – 10 questions worth 10 points total, 1 point for each question. The Syllabus Quiz will demonstrate that you have read and understand the content located in various headings of the syllabus. By submitting the syllabus quiz, you are indicating that you have completely read the syllabus and understand what is expected of a student of this online course.
- Introduce Yourself Discussion – worth 20 points total (post your reply 10 points and 2 replies 10 points). This assignment will help you, your instructor, and your fellow class members get to know each other. Use the prompts that are given to introduce yourself to your classmates, and respond to at least 2 of your classmate's posts.

Chapter Quizzes (200 total points, 10 points each)

There are 20 chapters that will be covered in this course and are due before the start of each chapter (this is a “flipped classroom”). Chapter Quizzes must be done by the due date. **LATE WORK WILL NOT BE ACCEPTED.** All due dates for chapter readings are found in Course Calendar (**every Sunday @ 11:59 pm**). Highly encourage you to work ahead of the due dates. Students need to finish the Chapter Readings before starting the weekly test. There will be 1 or 2 Quizzes due a week. The chapter quizzes will be taken and submitted in BlackBoard. You will get unlimited attempts for each chapter quiz (Will keep the grade of the highest grade). Chapter Quizzes include multiple-choice questions and True/False. Once you start a test, you will have unlimited time to complete. The questions are automatically scored after you take the quiz and are available after quiz completion.

TESTS (50 points each for Tests 1-4; 200 points total).

Four tests will be given, and no Final Exam. Chapter Tests will be due every Sunday night @ 11:59 pm. You only get ONE attempt for each Test. Tests include multiple-choice, True/False, short answer, and fill in the blank questions. Once you start a test, you will have unlimited time to complete the questions. The questions are automatically scored after you take the Test. Each day Tests are turned in late carries a 30% deduction for 1-7 days late. Chapter Readings and class discussions/lectures can be helpful while taking tests; however, it is recommended that students take notes to better prepare themselves.

Activities (5 points for each chapter activity; 130 points total).

Five points for each of the 26 assignments coinciding with textbook chapters, 130 total points, 13 percent of your grade. The activities component will consist of your performance in focused in-class discussions and small-group exercises. These activities are intended to provide you with opportunities to gain a more in-depth understanding of course topics and textbook readings. In these in-class activities, you may be asked to reflect on your own sport experiences, to express your opinions on coaching issues, and to collectively provide suggestions for coaching techniques and solving problems. You will be required to attend all class sessions, to be attentive and fully engaged in class activities, and to contribute to class sessions involving guest speakers. If you happen to miss a class, there will be an alternate assignment found in blackboard that students can complete to earn the credit.

Coaching Portfolio (12 components worth 20 points each; 245 total points)

A coaching portfolio is an essential written document that provides a description and overview of what a coach is about. All coaches should have a coaching notebook, especially for future interviews. The coaching notebook should explain your coaching strategy and your goals of the program from where it currently stands to where you want it to be in the future. The coaching notebook will consist of 13 items, outlined in the course calendar.

Final Coaching Portfolio (50 total points)

You will create a Final Coaching Portfolio, create one document, and save it as a PDF to submit and keep for future use.

Attendance (100 total points)

Get points for coming to class each day; ½ points deduction for coming late. If tardy, must talk to the professor after class in order to get ½ points. Don't assume the professor will automatically change your grade after the class. If come to class late and don't talk to the professor after class, points may not be awarded for being late and will stay a 0. If a class is missed without a verified, documented reason, the student will not receive the participation points for that class, and attending class does not in and of itself guarantee that a student will earn the points. In-class assignments and labs, which are missed due to class absence may not be made up unless the student has a verified reason in writing (medical, family funerals, a car breaks down on the way to class, military service, excused athletic travel & competition listed in their competitive schedule for SRSU student-athletes, etc., with written documentation) for missing class, and contacts the instructor via email, on the day missed or prior to making arrangements to complete the lab or to turn in missed work prior to the next class.

All Course Requirements Deadline

Due to the time requirement for grading purposes, all course requirements must be submitted/completed by the 'Course Requirements Deadline' of *Friday of Week 16 at 11:59 p.m.* to

be counted for credit towards the final letter grade in this course. There will be no exceptions to this policy. Late deductions will apply as per the above policy.

Be sure to complete all assignments by the due date.

Depending on the assignment, late assignments may not be accepted or may be accepted but will have points deducted!

Late Work Policy

All coursework must be submitted by the provided due dates in Blackboard. All work: **pre-course assignments, chapter activities, tests, and coaching notebook assignments carry a 30% deduction for 1-7 days late.** For consideration to turn in work passed 1 week late, must be approved by the professor for grading consideration. If approved by the professor, assignments turned in over 1 week late will carry a minimum 50% deduction.

UNIVERSITY POLICIES

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.

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 to injury or illness to the instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

Academic Integrity Statement

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

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.

Libraries Info

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

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

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another based on race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.