

**University of South Alabama**  
**Department of Health, Physical Education and Leisure Studies**  
**COACHING THEORY-Summer 2010**  
**PE 478.501 (3 credits) CRN 31938**

Instructor: Christopher M. Keshock Office-HPE Rm #1003

Summer Office Hrs: Tuesday/Thursday 12:00-12:30 pm, 3:00 pm-4:30 pm  
(Others by appointment)

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Class Days/Time: Wednesday 5:30 pm-10:00 pm Location: HPE 1095

**COURSE DESCRIPTION:**

Introduction to the profession of coaching. Topics include: physical, mental, and organizational preparation, teaching strategies (individual and team aspects), legal liability, officiating, and national guidelines.

**COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK:**

The purpose of this course will be to prepare professional educators through teaching, research, and service to become committed to life-long learning and to facilitate the process of building better communities.

**DEPARTMENT MISSION STATEMENT:**

The mission of the Department of Health, Physical Education, and Leisure Studies is to help students acquire the knowledge and skills that are necessary for success in their profession. This is accomplished by collecting, interpreting, and disseminating information representing the philosophical and empirical bases of the various fields in Health, Physical Education, and Leisure Studies. The Department also strives to help students develop critical thinking and problem solving skills which enable them to be effective practitioners who interpret and apply current research.

**ALABAMA SDE STANDARDS MET IN THIS COURSE**

1. SDE 290-3-3-.03 (3)(c)1.(i) Knowledge of standard oral and written communication.
2. SDE 290-3-3-.03 (3)(c)1.(iv) Ability to model appropriate oral and written communications.
3. SDE 290-3-3-.03 (5)(c)2.(iii) Knowledge of the processes and skills associated with peer coaching and mentoring.

**REQUIRED TEXTBOOK:**

Tobin/Wooden, *They Call Me Coach*, 1<sup>st</sup> Edition, McGraw-Hill Publishers, (Contemporary Books, Chicago, Illinois).

### **STUDENTS WITH SPECIAL NEEDS:**

In accordance with the Americans with Disabilities Act, students with bona fide disabilities will be afforded reasonable accommodation. If you have a specific disability that qualifies you for academic accommodations, please notify me, the instructor, and provide certification from the Office of Special Student Services. The Office of Special Student Services (OSSS), is located in the University's Student Center, Room 270; the telephone number is (251) 460-7212.

### **COURSE OBJECTIVES:**

Upon completion of this course the student should be able to:

1. Demonstrate knowledge of and ability to coach individual and team sports.
2. Understand the functions, duties, responsibilities, and administrative practices used by coaches at various levels of play.
3. Examine and explain different theories of leadership, motivation, and communication.
4. SDE 290-3-3-.03 (3)(c)1.(i) Develop knowledge in standard oral and written communication.
5. SDE 290-3-3-.03 (3)(c)1.(iv) Possess ability to model appropriate oral and written communications.
6. Distinguish between and identify positive and negative aspects or various coaching styles.
7. Create and plan practice, game, and yearly schedules.
8. Understand legal liabilities, risk management, and rules compliance from a coaching perspective.
9. Know how to incorporate different principles of physical training, goal setting, and technique instruction in the coaching of a sport.
10. Initiate ways to promote and fund-raise team sports.
11. Understand the perspective of game officials and administrative personnel associated with sports contests.
12. SDE 290-3-3-.03 (5)(c)2.(iii) Develop knowledge of the processes and skills associated with peer coaching and mentoring.
13. Knowledgeably discuss and understand the dynamic relationships formed through player-coach interaction.
14. Understand the socio-cultural and socio-economic conditions present when coaching individual and team sports.
15. Interpret different cultural, gender, age, and minority biases that exist in society and how it relates to coaching practices.
16. Develop ability to create a learning community in which individual differences are respected.

### **COURSE CONTENT:**

1. Ethics and Morality in Coaching
2. Developing Mission Statements and Goals
3. Coaching/Team Objectives
4. Coaching Styles
5. Officiating Theory and Application in Various Individual and Team Sports
6. Staffing and Mentoring
7. Gender, Youth, Ethnicity, and Media Issues
8. Effective Written and Oral Communication

9. Motivation, Feedback, Discipline, Reinforcement
10. How Athletes Learn, Teaching Sport Skills
11. Principles of Training, Fitness in Sport, Nutrition
12. Risk Management, Legal Liability
13. Scheduling, Practice & Game Planning, Team Management Functions
14. Team Promotions
15. Future Trends and Social Issues in Coaching Sport

### **COURSE REQUIREMENTS:**

1. Regular participation in class discussions and the completion of assigned readings, homework assignments, quizzes, exams and work done in class.
2. Students are responsible for reading, reviewing, and responding to all class material on a daily basis sent via the **official University of South Alabama email system** by the instructor and contained in the course E-companion website.
3. Extra credit pop quizzes will be given on the powerpoint information and articles distributed to students via the class website. If a student misses class on the night a pop quiz is given they will not be allowed the opportunity to take the quiz at a later date.
4. All students will complete and hand-in to the class instructor an individual professional coaching portfolio for a grade, which complies with the assignment descriptions and is the student's **own** collection of materials and individual work. An evaluation sheet will be distributed to students to show how the portfolio will be graded and include an evaluation of student's knowledge and ability to model standard written communication skills.
5. Each **Physical Education Certification Majors** will select a sports skill area, e.g., tennis-serving, baseball-bunting, basketball-rebounding, etc. and present to the class a brief lecture describing the fundamentals and techniques used to perform this activity to improve knowledge of standard oral communication skills and the ability to model appropriate oral communication.
6. **Physical Education Certification Majors** will also be required to observe 30 hours (10 different 3 hour segments) of scholastic sport coaching at predetermined practices or games sites to understand the processes and skills associated with peer coaching and mentoring. Also, students are required to upload the following to their Foliotek:  
**Upload typed portion of Coaching Portfolio to cover the following written standards:**  
 SDE 290-3-3-.03 (3)(c)1.(i) Develop knowledge in standard oral and written communication.  
 SDE 290-3-3-.03 (3)(c)1.(iv) Possess ability to model appropriate oral and written communications.  
**Upload last 3 hour Coaching Observation evaluation sheet to meet the following standard:**  
 SDE 290-3-3-.03 (5)(c)2.(iii) Develop knowledge of the processes and skills associated with peer coaching and mentoring.

### **ASSIGNMENT DESCRIPTIONS:**

1. **Portfolio (All Students)**-the student will develop a professional portfolio pertaining to various coaching-related assignments within the context of this course and **directed to a specific age group scholastic team sport chosen by the student**. All information will be secured in a hard-cover three-ring binder with a **title page, table of contents, and**

**identification tabs for the designated areas/assignments.** The portfolio will be graded on professional appearance, completeness of material, ability to disseminate information into appropriate areas, and student's knowledge standard written communication **290-3-3-.03 (3)(c)1.(i)** and ability to model appropriate written communication **290-3-3-.03 (3)(c)1.(iv)**.

The content of the portfolio **must include** but is not limited to:

- Personal coaching philosophy (personal values that relate to the way you operate your team).
  - Team offense (e.g., fast-break oriented approach for basketball) and defense (e.g., full-court pressure basketball) philosophy.
  - Mission Statement of your athletic organization and individual team.
  - Head coach, assistant coaches, team, and player objectives and goals (yearly, seasonal, monthly).
  - Team policies, rules, regulations and subsequent punishments/rewards for each rule.
  - Job description and specifications for the head coach, assistant coaches, and team managers (write a job announcement for each).
  - A 4-week general master plan listing scheduled events, practice/game dates, meetings, team functions, main practice objectives, administrative deadlines, etc.
  - A 1-day detailed practice plan including time segments, groupings, warm-up, drills, drill objectives, conditioning, announcements etc.
  - Two separate game day schedules (time, location, activity) for both an actual home game agenda and away contest itinerary.
  - Summarization of any classroom guest speakers or videos.
  - Supplemental material.
2. **In Class Coaching Session (Education Certification Majors Only)** - students will select a sports skill area and present to the rest of the class (**5 minutes maximum**) the major areas of emphasis used to perform this activity. This lecture should be similar to a practice segment when a coach informs team players of the integral techniques and form used to master a particular skill and show one's knowledge of standard oral communication **290-3-3-.03 (3)(c)1.(i)** and the ability to model appropriate oral communication **290-3-3-.03 (3)(c)1.(iv)**. Prior to the lecture the sport, targeted age group, and skill must be approved by the class instructor. Individual lecture dates will be assigned throughout the semester. No use of audio/visual aids.
3. **Observation Assignments- (Education Certification Majors Only)**- it is the responsibility of students in this class majoring in the HPELS PE Certification tract to perform 30 observation hours (10 different 3 hour segments) at the scholastic sport level. Prior to observing each PE certification tract, student is to prepare and hand-in to the instructor an observation schedule listing the place, school, sport, and event (practice/game/seminar) for each 3 hour block in which the processes and skills development of peer coaching and mentoring will take place **290-3-3-.03 (5)(c)2.(iii)**. Observation blocks must be approved by the instructor. In addition each student will submit an analysis (time sheet) no later than one week after each 3 hour observation segment detailing the following:
- Place, Sport, School, Event (practice/game/seminar), Date and Time of Observation, Teams, Coaches/Administrators running event, Score if observing game.
  - Explain how each Managerial Function was used to run this session/event.
  - List **one** team goal and two player objectives that were mentioned to players.

- List and explain at least 2 types of micro-power coaches used to influence players (reward, coercive, expert, legitimate, referent).
- Brief explanation of what you would have done differently if you were the coach leading the practice or game, e.g., play calling, substitutions, planning, drills, etc.
- Have one scholastic administrative person associated the school event sign your time sheet, i.e., coach, athletic director, principal.

**PROCEDURE FOR ASSESSING STUDENT PERFORMANCE:**

	<b>Points</b>	
Exams (4 Total)		
Exam 1	100	
Exam 2	100	
Exam 3	100	90%-100%=A
Exam 4	100	80%-89%=B
Portfolio- written communication	100	70%-79%=C
Participation/Attendance	<u>20</u>	60%-69%=D
	520	Below 60%=F

\* **Late assignments will not be accepted**

**ATTENDANCE:**

Your presence is indicative of your professional attitude and is necessary to derive maximal benefit from the class. You are responsible for all material missed on days absent. Active participation in class discussion is expected in order to demonstrate full preparedness for each class and attendance during regularly scheduled class times is essential. The instructor will evaluate your participation and attendance will be recorded to distinguish the participation portion of your grade. Each student is allowed **1 unexcused absence for the semester**. Any amount exceeding 1 unexcused absence will result in the reduction of 1% point for each class missed, which will be equated into the final portion of your grade. If a student is absent due to a death in their immediate family or has been hospitalized because of an illness (excused absences) then it is up to the student to contact the class instructor to arrange the possibility of make-up assignments. If a student is absent from class due to an official University of South Alabama event then written documentation outlining the event, time, and place must be presented to the instructor one week in advance to be considered an excused absence and allow for make-up assignment consideration. All make-up work and interpretations of unexcused absences are at the discretion of the instructor and subject to the proper notification as outlined above. **If a student arrives late to class after attendance has been taken it becomes the student's responsibility to notify the instructor at the end of the class session that they arrived late and were not absent.** Students arriving 10 minutes after class has started or leave before the class is dismissed will not be given credit for attendance on that particular day.

**EXAMINATIONS:**

Scheduled multiple-choice in-class exams pertaining to class material will be given throughout the semester. Each student will individually complete a total of 4 exams and be graded upon his or her own answers to the exam questions. Additional pop-quizzes may be given throughout the semester to test student's comprehension of material assigned for class discussions.

### **MAKE-UP EXAMINATIONS AND QUIZZES:**

Make-up examinations will not be considered unless truly justified. Instructor approval is required **PRIOR** to the regular scheduled exam. Instructor approved make-up exams will be scheduled by appointment and must be completed within one academic week of the student's return to class. All make-up exams will be essay format. Students will not be allowed to make-up in class pop-quizzes.

### **STUDENT ACADEMIC CONDUCT POLICY:**

The University of South Alabama is committed to the fundamental value of academic honesty. The student handbook, *The Lowdown*, defines plagiarism as one form of academic misconduct that is "subject to investigation and disciplinary action through appropriate University procedures". Plagiarism is using somebody else's ideas and/or words in your writing without correctly identifying the sources. As one resource for helping you avoid plagiarism, your written work in this class may be submitted to Turnitin.com or a similar method, for an evaluation of the originality of your ideas and proper use and attribution of sources. Assignments submitted to Turnitin.com will be included as source documents in a restricted access database solely for the purpose of detecting possible plagiarism of such documents. As part of this process, you may be required to submit electronic as well as hard copies of your writing. By taking this course, you agree that all assignments may be subject to some form of originality review.

### **ACADEMIC DISRUPTION POLICY:**

Disruptive academic behavior is defined as individual or group conduct that interrupts or interferes with any educational activity or environment, infringes upon the rights and privileges of others, results in or threatens the destruction of property, and/or is otherwise prejudicial to the maintenance of order in an academic environment. An academic environment is defined as a classroom, laboratory, library, study hall, field trip or similar setting in which formal learning is taking place. Though dependent upon the size and nature of the academic setting, **disruption refers to behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of an activity**. Common examples of disruptive student behavior include:

- Threatening, stalking, intimidating, or harassing of anyone in an academic setting in an attempt to address some grievance.
- The badgering of an instructor with questions with the intent to interrupt lectures and gain attention
- Sleeping in class.
- Routinely entering class late or departing early.
- Personal hygiene problems impacting others.
- Repeatedly talking in class without being recognized, talking while others are talking, or dominating class discussion.
- Loud keyboarding or playing computer games.
- Physical display of anger
- The use of cell phones or pagers.
- Tampering with equipment, altering computer software or hardware, or damaging furnishings in any academic setting.
- Excessive noise in a quiet setting

The University of South Alabama's policy on Academic Disruption is published annually in *The Lowdown*. **Students in this course are expected to be cordial, courteous, and respectful of faculty members, staff, and fellow students.**

### **CHANGES IN COURSE REQUIREMENTS:**

Since all classes do not progress at the same rate, the instructor may wish to modify the above requirements or their timing as circumstances dictate. For example, the instructor may wish to change the number and frequency of exams, or the number and sequence of assignments. However, the students must be given adequate notification. Moreover, there may be non-typical classes for which these requirements are not strictly applicable in each instance and may need modification. If such modification is needed, it must be in writing and conform to the spirit of this policy statement.

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Instructor's Signature

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Date

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Department Chair's Signature

### TENTATIVE COURSE SCHEDULE Summer Semester 2010

Week	Dates	Agenda and Assignments
1	6/2	Introduction, syllabus, and assignments overview (email assn.) Coaching defined, roles PP 1 (pg. 61, 82,122, 200) Functions of a coach-manager, leader, role-model PP 2 (Chap 2) Mission statement, objectives, goals PP 3 (Chap 1, pg. 84)
2	6/9	<b>PE Certification Majors- observation schedules due and start</b> Organizational structure of a team PP 4 (Chap 21, pg. 185) Personnel duties, job specifications, appraisals PP 5 (pg. 117) Communication theory PP 6 (pg. 156)
3	6/16	<b>Exam #1</b> (Power point 1-5) <b>Hand-in: Portfolio-scholastic sport and age group topic</b> Decision-making/conflict resolution PP 7 (Chap 8) Rules and regulations PP 8 (Chap 15, pg. 113, 159) Leadership theory PP 9 (Chap 13, pg.161) Leadership scale for sport, player relationships (pg. 119)
4	6/23	Motivation PP 10 (Chap 4) Individual goal setting, pyramid of success (Chap 12) Discipline/instructional techniques PP 11 (Chap 6, Chap 15)
5	6/30	<b>Exam #2</b> (Power point 6-11) Schedules PP 12 & 13 (Chap 16, pg. 181) Physical training PP 14 Conditioning and nutrition (video)

