CENTRAL TEXAS
SYLLABUS FOR KINE 1321
COACHING/SPORTS/ATHLETICS I

Semester Hours Credit: 3

INSTRUCTOR: (__________________)
OFFICE HOURS: (__________________)

I. INTRODUCTION:

A. Study of the history, theories, philosophies, rules, and terminology of competitive sports, including coaching techniques. Also, the purpose of this course is to study information that prospective coaches and practitioners in the field want and need to know so that they may render the greatest service to their consumers and athletes.

B. This course meets curriculum requirements for the Central Texas College programs for an Associate Degree and the transferability of courses to other institutions.

II. LEARNING OUTCOMES:

Upon successful completion of this course, Coaching/Sports/Athletics I, the student will:

A. Discuss the nature and scope of coaching various sports.

B. Identify the meaning and philosophies involved in coaching.

C. Explain the need for equipment, organization, and administration of a coaching program.

D. Discuss knowledge of professional literature and organizations.

III. INSTRUCTIONAL MATERIALS:

The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS:

A. Attendance: (Refer to CTC Catalog, Page 44 for detailed policy). You are expected to attend each class period, be on time and stay the full class period or be counted absent. You are responsible for all course material missed due to absence.

March 2016
B. **Reading Assignments**: Read text assignments prior to class and be prepared to discuss the text material, answering instructor questions orally with well-organized thoughts and ideas. (FA1 & 5, CA1, CC2, CC3)

C. Be on time to class.

D. Be an active and respectful participant in class discussions and activities.

E. Pass written exams.

V. **EXAMINATIONS**:

A. Exams: There will be two exams in the course each worth 100 points.

B. Quizzes: The instructor may administer quizzes throughout the course of the semester.

VI. **SEMESTER GRADE COMPUTATIONS**

It is the student’s responsibility to complete the course requirements as defined within the syllabus. Each requirement should contain the methodology for evaluating and grading student accomplishment of the requirement.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching Philosophy</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Observation/Interview</td>
<td>150 pts.</td>
</tr>
<tr>
<td>Budget Project</td>
<td>150 pts.</td>
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<tr>
<td>Coach a Skill</td>
<td>100 pts.</td>
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<tr>
<td>Class Work and Discussions</td>
<td>100 pts.</td>
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<tr>
<td>Quizzes (8 @ 25 pts.)</td>
<td>200 pts.</td>
</tr>
<tr>
<td>Exams (2 @ 100 pts.)</td>
<td>200 pts.</td>
</tr>
<tr>
<td><strong>Total Points Available</strong></td>
<td><strong>1000 pts.</strong></td>
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</tbody>
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VII. **ABSENCES AND TARDIES**

It is the student’s responsibility to sign the attendance sheet before the beginning of class. Students arriving 5 minutes after class has started will be counted tardy. Students arriving 15 minutes after class has started, even if they have signed in on time, but are not in class ready to participate, will be counted absent. Students who leave class early without consulting the instructor will be counted absent and may be dropped from the class. Students who sign in and leave without attending class will be penalized and subject to administrative withdrawal. Absences begin with the first day of class.

Students may be administratively withdrawn from class when their absences exceed a total of four class meetings for a 16-week course.

Students who have DOCUMENTED EXCUSES for absences can turn in make-up work upon instructor’s approval. It is the responsibility of the student to contact the instructor about make-up work within one week of missed class. The student will be required to provide a documented excuse when he/she misses written exams. It will be his/her
responsibility to arrange a time to make up this exam with the instructor.

**Tardies**

1st and 2nd tardy = no penalty
3 or more tardies = 2 points from final grade for each tardy after the initial two

**NO CELL PHONES ALLOWED IN CLASS!!**

VIII. **NOTES AND ADDITIONAL INSTRUCTIONS FROM INSTRUCTOR:**

A. **Course Withdrawal:** It is the student's responsibility to officially withdraw from a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday, the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

- 10-week session: Friday of the 8th week
- 8-week session: Friday of the 6th week
- 5-week session: Friday of the 4th week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of "W", provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

•A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

B. **Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

C. **Incomplete Grade:** The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course..." Prior approval from the instructor is required before the grade of "I" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.
D. **Cellular Phones and Portable Devices:** Cellular phones and portable devices will be turned off while the student is in the classroom or laboratory.

E. **Americans with Disabilities Act (ADA):** Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. **Instructor Discretion:** The instructor reserves the right of final decision in course requirements.

G. **Civility:** (FC3) Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

IX. **COURSE OUTLINE:**

A. **Unit One: Principles of Coaching**
   1. **Unit Objectives:** Upon successful completion of this unit the student will be able to:
      a. Explain why coaches need to understand the value of a coaching philosophy.
      b. Describe why coaches must know who they are and what kind of coach they want to be.
      c. List three major objectives which are associated with sport (to win, to have fun, and to facilitate athlete development).
      d. Identify why coaches need to keep the role of winning in perspective.
      e. Recognize that coaches should also consider their personal objectives.
      f. Identify which one of the three most common coaching styles (command style, submissive style, and cooperative style) coaches use, and how these styles have various effects on athletes.
      g. Describe the differences between leadership and management in relation to coaching.
      h. Identify certain leadership qualities which are associated with successful coaching.
   2. **Learning Activities:**
      a. Classroom lecture/discussion
      b. Reading assignments: handouts
      c. Student homework study
      d. Observations
   3. **Unit Outline:**
      a. Follow the sequence of unit learning outcomes.
B. Unit Two: Principles of Coaching

1. Unit Objectives: Upon successful completion of this unit the student will be able to:
   a. Identify what good character consists of: knowing what’s right, desiring to do what’s right, and doing what’s right.
   b. Explain how sportsmanship is simply good character when participating in sport.
   c. Describe the essential elements of character building in sports can be summed up in the core principles of respect, responsibility, caring, honesty, fairness, and good citizenship.
   d. Recognize why coaches have a duty to promote sportsmanship and foster good character by teaching, enforcing, advocating, and modeling the core principles.
   e. Describe how coaches can help develop good character by creating a moral team environment, setting rules for good behavior, and modeling moral behavior and ethical decision making.
   f. Explain how coaches need to have zero tolerance for bullying and hazing.
   g. Discuss why coaching teens and adolescents requires an understanding of developmental characteristics during the three stages of adolescence (early adolescence, middle adolescence, and late adolescence).
   h. Explain that maturational differences are greater between the ages of 10 and 16 than at any other time in the human life span; therefore, coaches must be sure to take maturational differences into consideration.
   i. Describe why coaches must recognize the importance of cultural heritage by learning about the differences in the cultural heritage of their athletes and by coaching in light of these differences.
   j. Explain that gender differences remain relatively stable over the years, and gender inequality is the main issue regarding opportunities for girls and women to participate in sport.
   k. Recognize that coaches must be aware of the numerous sexual issues (homosexuality and sexual orientation, sexual harassment, sexual relationships, and sexual abuse) that exist in society and therefore appear in sport.
   l. Discuss how coaches have a legal responsibility to make reasonable accommodations to help athletes with physical and intellectual differences.

2. Learning Activities:
   a. Classroom lecture/discussion
   b. Reading assignments: current literature
   c. Student homework study
   d. Observations

3. Unit Outline:
   a. Follow the sequence of unit learning outcomes.
C. Unit Three: Principles of Behavior

1. Unit Objectives: Upon successful completion of this unit the student will be able to:
   a. Explain the way a coach communicates with athletes directly affects how the athletes perceive the coach and how they feel about themselves.
   b. Discuss a cooperative style of communication shows respect for athletes and others by being straightforward, positive, and confident—and it encourages others to do the same.
   c. Identify the eight major communication problems which are common to the coaching profession.
   d. Describe how over 70 percent of all communication is nonverbal; gestures, body positions, facial expressions, and actions are more important than what is said.
   e. Discuss how using social media effectively is an important aspect of coaching today.
   f. Explain how coaches can continually improve their communication skills.
   g. Discuss how coaches should help athletes meet the two most important needs of athletes—to have fun and to feel worthy.
   h. Summarize why coaches should help athletes feel worthy by making them feel competent and successful.
   i. Explain how coaches can help reduce an athlete’s fear of failure.
   j. Recognize how athlete motivation can be enhanced through goal setting, which helps the athletes focus on achieving their own personal goals rather than on winning.
   k. Describe how athlete motivation can be enhanced by reducing anxiety and stress.
   l. Explain how positive discipline allows coaches to instruct, train, and correct athletes so that athletes develop self-control.
   m. Summarize why coaches need to determine which athlete behaviors to recognize and whether to reward the behavior with tangible, people-related, or activity-related rewards.
   n. Discuss how rewards should match the magnitude of the behavior exhibited (small rewards for less significant behaviors and larger rewards for more significant behaviors).
   o. Describe how catching and rewarding athletes doing good (rather than disciplining misbehavior) places more of an emphasis on appropriate behavior and develops a positive rapport between athletes and coaches.

2. Learning Activities:
   a. Classroom lecture/discussion
   b. Reading assignments: current literature
   c. Student homework study
   d. Observations

3. Unit Outline:
   a. Follow the sequence of unit learning outcomes.
D. Unit Four: Principles of Teaching
1. Unit Objectives: Upon successful completion of this unit the student will be able to:
   a. Explain what techniques, or technical skills, are the specific procedures used to move one’s body to perform the task that needs to be accomplished.
   b. Describe what tactics, or tactical skills, are the decisions and actions of the players to gain an advantage over the opposing team or opponents.
   c. Discuss how the traditional approach to coaching emphasizes playing the game only after practicing the basic technical and tactical skills.
   d. Describe why the games approach to coaching emphasizes learning the game through gamelike practice activities that create realistic and enjoyable learning situations.
   e. Summarize how learners pass through a continuum of three stages as they learn technical skills.
   f. Identify how each stage requires different instructional strategies on the part of the coach.
   g. Explain that during the mental stage, a coach needs to be sure not to over-teach because it is easy to overload the athlete with feedback.
   h. Describe that during the practice stage, a coach can provide more feedback and should offer positive reinforcement when the learner performs correctly.
   i. Discuss that during the automatic stage, a coach can shift to strategic and tactical feedback because the learner can perform the skill.
   j. Identify what the four basic steps of teaching technical skills are as follows: introduce the technical skill, demonstrate and explain the technical skill, have the athletes practice the technical skill, and correct errors.
2. Learning Activities:
   a. Classroom lecture/discussion
   b. Reading assignments: current literature
   c. Student homework study
   d. Observations
3. Unit Outline:
   a. Follow the sequence of unit learning outcomes.
E. Unit Five: Principles of Teaching
1. Unit Objectives: Upon successful completion of this unit the student will be able to:
   a. Explain how to improve tactical skills, athletes need to have the ability to read the situation, the knowledge to make good tactical decisions, and an understanding of the factors that influence tactical decision making.
   b. Discuss how good coaching focuses on helping athletes improve in all three tactical areas.
   c. Explain that athletes can improve their ability to read the situation by improving their attention and concentration.
   d. Describe how athletes can learn to make better tactical decisions when they understand specific knowledge about the game.
   e. Explain why athletes can learn to make better tactical decisions when they
understand the factors that influence tactical decision making.

f. Recognize what the most effective way to help athletes learn to make good tactical decisions is to have them play practice games designed for this purpose (the games approach).
g. Identify that having an instructional plan benefits coaches and athletes alike.
h. Summarize how the development of an instructional plan should involve input from the athletes.
i. Discuss why appropriate skill progressions are important for both learning and safety.
j. Describe how to help athletes optimize skill acquisition, coaches need to properly pace the athletes’ learning of new technical and tactical skills.
k. Explain why coaches need to properly pace athlete training and conditioning so that the athletes can physically adapt to workloads placed on them.
l. Recognize why coaches must learn to make the most of available time, space, and equipment in order to maximize the athletes’ experience.
m. Explain how through appropriate planning, the coach can keep the athletes busy working, which leaves little time for disciplinary problems.

2. Learning Activities:
   a. Classroom lecture/discussion
   b. Reading assignments: current literature
   c. Student homework study
   d. Observations

3. Unit Outline:
   a. Follow the sequence of unit learning outcomes.

F. Unit Six: Principles of Physical Training
1. Unit Objectives: Upon successful completion of this unit the student will be able to:
   a. Discuss how training leads to significant benefits, including better performance, less fatigue, quicker recovery, and less susceptibility to injury.
   b. Describe how performance in all sports—including golf, archery, and shooting sports—is improved with physical training.
   c. Explain that physical fitness is not a permanent condition, so athletes must continue to train in order to condition their body to improve performance.
   d. Recognize that physical fitness consists of both energy fitness and muscular fitness.
   e. Define energy fitness: refers to the ability of the body to supply the energy needed to meet the demands of the sport.
   f. Explain that energy is supplied by the aerobic and anaerobic systems.
   g. Define muscular fitness: refers to the ability of muscles to meet the demands of the sport with optimal strength, endurance, power, speed, and flexibility.
   h. Explain that coaches must ensure that athletes complete physical fitness training so they are prepared to meet the physical demands of the sport.
   i. Describe energy fitness is the ability of the anaerobic and aerobic energy systems to use the energy that the body has stored.
   j. Discuss as energy fitness improves, the body is better able to convert stored
carbohydrates and fat in order to generate energy more efficiently.

k. Explain how the ATP-PCr system works anaerobically (without oxygen) to provide immediate energy from ATP stored in the muscle cells.
l. Describe how the anaerobic glycolysis system also works anaerobically to provide energy (for one to three minutes) from carbohydrates stored as glycogen in the muscles and from blood glucose that is converted to ATP.
m. Discuss how the aerobic energy system uses carbohydrates and fat, combined with oxygen, to provide more long-lasting fuel for the body.
n. Explain how slow-twitch muscle fibers are used for endurance work, and they obtain their energy from the aerobic energy system.
o. Discuss the fast-twitch muscle fibers are used for power and speed work, and they obtain their energy from the anaerobic energy systems.
p. Discuss analyzing the energy demands of each position within a sport allows the coach to design more specific training programs to improve each athlete’s performance.
q. Explain that muscles contract, thereby moving the bone connected to the muscle.
r. Identify that muscles produce concentric, eccentric, and isometric actions.
s. Describe how flexibility training increases range of motion, improves performance, and reduces the chance of injury.
t. Summarize how resistance training can be used to increase muscular strength, muscular endurance, muscular power, and speed.
u. Discuss how the muscular demands of the sport helps a coach design a muscular training program for athletes.

2. Learning Activities:
a. Classroom lecture/discussion
b. Reading assignments: current literature
c. Student homework study
d. Observations

3. Unit Outline:
a. Follow the sequence of unit learning outcomes.

G. Unit Seven: Principles of Physical Training

1. Unit Objectives: Upon successful completion of this unit the student will be able to:
a. Describe how nutritional fuel for performance comes from foods that contain carbohydrate, protein, and fat.
b. Discuss how vitamins and minerals are not direct sources of energy but are needed to derive energy from carbohydrate, protein, and fat.
c. Explain diets high in protein usually mean the body is low in carbohydrate and fat, which are necessary for producing energy. To compensate, the body burns off crucial tissue-building protein.
d. Explain water is an important nutrient used in muscle development and temperature control; athletes should aim to maintain consistent hydration levels while they are exercising.
e. Discuss how nutritional supplements can have beneficial effects but also have risks (creatine). Other than sport drinks, coaches should not provide nutritional
supplements to athletes.

g. Describe with regard to nutrition, the role of a coach is to educate the athletes about healthy eating and to model healthy eating habits.
h. Summarize how coaches must take an antidrug stance and must establish and enforce an antidrug policy with their team.
i. Explain why coaches should be positive role models against drug use and should provide athletes with information about performance-enhancing and illicit drugs.
j. Discuss that coaches need to know as much as they can about both performance-enhancing and illicit drugs in order to provide preventive education about all substance abuse.
k. Explain how coaches need to know the warning signs of drug abuse.
l. Describe how coaches must know their role when they suspect drug use and must realize their limitations in counseling athletes.

2. Learning Activities:
   a. Classroom lecture/discussion
   b. Reading assignments: current literature
   c. Student homework study
   d. Observations

3. Unit Outline:
   a. Follow the sequence of unit learning outcomes.

H. Unit Eight: Principles of Management
1. Unit Objectives: Upon successful completion of this unit the student will be able to:
   a. Describe how coaches need to understand the numerous management responsibilities they must undertake when coaching an athletic team.
   b. Discuss that coaches must handle management responsibilities in these seven categories: policy management, information management, personnel management, instructional management, event and contest management, logistics management, and financial management.
   c. Explain management tasks must be performed in the preseason, in-season, and postseason.
   d. Summarize that coaches must also be able to manage their time effectively.
2. Learning Activities:
   a. Classroom lecture/discussion
   b. Reading assignments: current literature
   c. Student homework study
   d. Observations
3. Unit Outline:
   a. Follow the sequence of unit learning outcomes.