

## **PHED 1321**

### **Coaching Sports/Athletics I**

Mark James

Clarendon College

Fall Mini - 2024

#### **Instructor Information**

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#### **General Course Information:**

PHED 1321

Coaching Sports/Athletics I

3 Credit Hour

#### **I. Course Description:**

This course is the study of coaching sports and athletics. The skills and techniques of coaching sports and athletics are presented. Included are the history, theories, philosophies, rules, terminology, and finer points of the sports. Emphasis is on developing coaching techniques. A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession.

This course will further develop the following basic intellectual competencies:

#### **READING:**

Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

#### **WRITING:**

Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar

with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

**SPEAKING:**

Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

**LISTENING:**

Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

**CRITICAL THINKING:**

Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

**COMPUTER LITERACY:**

Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

**II. Online Course website**

This online course uses Moodle as its online course management program. All instructions, tutorials, exams, and assignments are provided at the course website. All assignments will be submitted there. Due dates for all assignments are listed in the "Course Schedule" at the course website. Most communication between you and your instructor and fellow classmates will be handled in Moodle through the "Messages" feature and discussion forums. You will be able to log into the course website once you have officially registered for the course and once you have been added to the course website. The course website will become available to you by the first day of the semester. If you register late, you will generally have access to the course within 24 hours after you register. In order to be successful in completing this 3-credit hour course, you should plan to spend between 6-9 hours per week on the course.

The information explaining how to log into your course website can be obtained by going to Clarendon College's home page, and clicking on the Online Classes button. If you have any difficulty logging in, email our help desk at: [administration@clarendoncollege.edu](mailto:administration@clarendoncollege.edu)

**III. Required Enrollment Verification Activity** Students who fail to complete the Syllabus Agreement EVA activity by the official census date cannot continue in the course and will receive a W (Withdrawn) at the end of the term. Students may also not be eligible for a refund. (The census date for this term can be found on the Academic Calendar located at the **Inside CC** link on Clarendon College's home page.)

**IV. Online Attendance Policy** Weekly attendance is mandatory in all online courses. To be counted as “present”, students must log in to the course and complete the weekly attendance and progress reports. Failure to post a progress report by the deadline each week will result in an “absence” for that week. Students can be placed on academic probation or lose financial aid for chronic non-attendance or failure to progress through the course assignments.

**V. Academic Integrity:**

Clarendon College is committed to a philosophy of honesty and academic integrity. It is the responsibility of all members of the Clarendon College community to maintain academic integrity at Clarendon College by refusing to participate in or tolerate academic dishonesty. Any act of academic dishonesty will be regarded by the faculty and administration as a serious offense.

Academic dishonesty violations include, but are not limited to: (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion; (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given; (3) observing the work of another during an examination or providing answers to another during the course of an examination; (4) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment ; (5) entering an office, classroom, laboratory, or building to obtain unfair advantage; (6) taking an examination for another person; (7) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (8) altering grade records; (9) using any unauthorized form of an electronic communication device during an examination, classroom activity, or laboratory exercise; and/or, (10) plagiarism. (Plagiarism is defined as the using, stating, offering, or reporting as one’s own, an idea, expression, or production of another person’s work without proper credit. This includes, but is not limited to, turning in a paper purchased or acquired from any source, written by someone other than the student claiming credit, or stolen from another student.)

Students are responsible for reporting known acts of academic dishonesty to a faculty member, the program coordinator, the associate dean, and/or dean. Any student with knowledge of a violation who fails to report it shall him/herself be in violation and shall be considered to have committed an act of academic dishonesty. Additionally, any student who reports him/herself in violation of this code before it is likely that another might consider this possibility will be understood as repentant and acting in good faith. Though the confession will not excuse the student for the violation, the confession will be considered and the violation should not result in suspension from school except in the most extreme cases.

While academic integrity and honesty are the responsibility of the individual student, each individual faculty member, teaching assistant, and/or laboratory instructor is responsible for classroom management and for maintaining ethical behavior within the classroom and/or laboratory. Faculty who discover or suspect a violation should discuss the matter with the suspected violator(s) and attempt to resolve the case at that point. In cases of convincing evidence, the faculty member should take appropriate action. The faculty member and student should complete a Counseling Sheet regarding the violation. (The Counseling Sheet should contain at a minimum the date and time of the violation, the course, the instructor’s name, the student’s name,

an explanation of the infraction or facts of the case, and the resolution to the incident.) This form should be signed by the student, faculty member, program coordinator, and the Dean of Students. The Dean of Students will maintain a file on all violations. If a faculty member prefers to report the case directly to the Dean of Students, it remains his/her prerogative to do so. Additionally, if the faculty member and the accused student cannot reach a resolution or if the faculty member believes that suspension from school is the only fair sanction, the case should immediately be reported by the faculty member, in writing, to the Dean of Students. If the Dean of Students observes any trends in student behavior which involve more than one violation or act of academic dishonesty, the Dean is responsible for notifying all faculty members involved, for contacting the student(s) involved, and after consultation with the faculty member(s) involved for taking the appropriate action. The Dean of Students is responsible for the timely notification (normally within two weeks) to all parties of an action taken.

Students wishing to appeal a disciplinary decision involving academic integrity or acts of academic dishonesty may do so through the Student Appeals and Grievance Procedure.

#### **VI. Withdrawing from (Dropping) the Course:**

If you decide that you are unable to complete this course or that it will be impossible to complete the course with a passing grade, you may drop the course and receive a "W" on your transcript instead. (The last day to drop a course is available on the Academic Calendar, located at the Student link on the Clarendon College website.) Withdrawal from a course is a formal procedure that you must initiate. If you do not go through the formal withdrawal procedure, you will receive whatever grade you have earned.

Whether to drop a class or not requires a lot of thought. According to Texas state law a student is only allowed to drop the same class twice before he/she will be charged triple the tuition amount for taking the class a third time or more. Furthermore, beginning with the Fall 2007 semester, students in Texas may only drop a total of 6 courses throughout their entire undergraduate career. After the 6th dropped class, he/she will no longer be able to withdraw from any classes.

#### **VII. Accommodations Statement:**

Clarendon College provides reasonable accommodations for persons with temporary or permanent disabilities. Should you require special accommodations, notify the Dean of Student Services. We will work with you to make whatever accommodations we need to make.

#### **XIII. Learning Outcomes and Objectives:**

All Clarendon College courses work together to meet the following objectives:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;

7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, this course will meet the specific learning outcomes that follow:

- A. Gain a basic knowledge of computer resources relating to class assignments and use for professional improvements, while developing a coaching philosophy.
- B. Explain the basic responsibilities of a coach in developing a schedule and practice plan.
- C. Explain the basic responsibilities of a coach in developing a program budget.
- D. Explain the basic responsibilities of a coach in developing scouting reports.
- E. Develop a basic knowledge of what it takes to develop a culture within your program.
- F. Identify the role and characteristics of coaches within athletics.

**XI. Textbook and Other Required Materials:**

There is no official textbook required for this course. The instructor will disseminate materials and information in the forms internet videos, hyperlinks and quizzes. Students will be responsible for obtaining all sources of information for this class.

**X. Classroom Policy and Instructor Expectations:**

This course requires a strong effort by the student and must complete all work by the final date/time. You may expect a response time from me of a day (24hrs) for messages or email, and perhaps two to three days for Forum grades. Etiquette expectations (netiquette) for all types of communication: You are expected to take responsibility in helping to maintain a classroom environment that is conducive to learning. Please be polite and maintain a professional tone in your writing. NO abusive language will be tolerated in this course.

**XI. Computer/Technology Requirement:** This course uses a variety of web resources that require a good internet connection and an up-to-date browser. You should use the latest version of Mozilla Firefox, Google Chrome, or Internet Explorer. Additional information is provided in the Class Orientation section.

**XII. Clarendon College COVID-19 Updates:** Please click the following link to become informed about our campus responses to COVID-19: <https://www.clarendoncollege.edu/CoronavirusUpdate>

**XIII. Methods of Evaluation:**

The following is a breakdown of how your final grade will be determined:

70%-DISCUSSION FORUMS, 20%-WRITTEN ASSIGNMENTS, AND 10%-EXAM/Quizzes

**XIV. Grievance Policy:** If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Clarendon College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience

**XV. Scans/Or Core Competencies:** That Will Be Addressed in the Class Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Interpersonal:

Negotiates to Arrive at a Decision

Works with Cultural Diversity

Systems:

Understands Systems

Monitors & Corrects Performance

Improves & Designs Systems

Technology:

Selects Technology

Applies Technology

Basic Skills:

Reading

Writing

Arithmetic

Mathematics

Listening

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Seeing Things in the Mind's Eye

Knowing How to Learn

Reasoning

Personal Qualities:

Responsibility

Self-Esteem

Sociability

Self-Management

Integrity/Honesty

**XVI. Correlation to Stated Mission Goals of Clarendon College:**

A. Provide general college academic course for students who plan to enter senior colleges and universities with sophomore or junior standing.

B. Provide, assist, and promote the use of learning resources in the classroom.

C. Participate in and contribute to the democratic society in which we live.

D. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

## **XVII. Course Schedule**

**All units are due by 9:00am cst on January 15, 2025.**

### **Class Orientation**

Activity: Introductions

Discussion: You Tube Video

### **Unit 1**

Discussion: Why do you want to become a coach?

Activity: Websites

Activity: What sport do I want to coach?

Discussion: Google Coaching

Discussion: How is this course going?

### **Unit 2**

Activity: What makes a successful Coach?

Activity: Practice

Activity: Coaching Responsibilities

Activity: Test Your Coaching Skills

Discussion: Who is the most influential coach?

### **Unit 3**

Activity: Motivation

Activity: Athletic Skills

Activity: Offensive and defensive strategies

Activity: Using your strengths, covering your weaknesses

Discussion: Being a winner

Discussion: Safety in your sport

### **Unit 4**

Activity: Team policies

Activity: Discipline

Activity: Interaction with Players, fans, parents, and media

Discussion: Discussion on coaching

Discussion: Coaching conflicts discussion

### **Unit 5**

Activity: Characteristics of a Great Coach

Activity: Coaching Philosophy

Activity: Personal Coaching Philosophy

Activity: Evaluation

Activity: Press Conference

Discussion: What is a coach?

### **Unit 6**

Final Exam Project

Final Exam