ANGELO STATE UNIVERSITY

KINESIOLOGY

KIN 3321
ESSENTIALS of COACHING
Summer 2018
Dr. Jordan Daniel
COURSE: KIN 3321  **Essentials of Coaching** MTWTF 12-1:45 CHP 203
INSTRUCTOR: Dr. Jordan Daniel
OFFICE: CHP 110
EMAIL: jordan.daniel@angelo.edu
PHONE: 325.942-2173 ext. 5465
Office Hours:
by appointment

**Recommended Textbook and Supplies:** Martens, Rainer. 2012. Successful coaching. 4th ed. Champaign, IL: Human Kinetics.  *(Package which includes Certification Test materials required)*
ISBN 9781450430746 Coaching Principles Classroom
ISBN 9781450433051 Coaching Principles Classroom w/ebook
These must be purchased **NEW** to avoid key-code and access conflicts.

**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. Develop a coaching philosophy
2. Identify the three major objectives of coaching and describe the factors involved in selecting a coaching style.
3. Examine 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. Clarify how effectively communicating with and listening to athletes, allows 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. Develop instructional plans for team practices and plans for a sport season.
7. Analyze physiological principles and applications for physical training in sport, including training for energy fitness and training for muscular fitness, and develop physical training programs for athletes.
8. Explain the principles of good nutrition for health and performance and how to address the problem of drug abuse by athletes.
9. Describe the principles and issues related to planning, organizing, staffing, and directing functions that are commonly considered a coach’s responsibilities

10. Demonstrate 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
Student Evaluation
Your grade for this course will be determined by your performance in the following:

Exams
Four exams, 150 points each, **600 total points**.

These exams will include true-false, multiple choice, fill-in-the blank, and short answer and essay questions. Brief reviews for each exam will be conducted during the class period immediately before the exam session.

Paper
**200 points.** This paper will be exactly 500 words. This paper should reflect the answer to the following question, “What is your coaching philosophy?”

Participation & Discussion
**200 points.** Actively engage in discussions and class to earn these points. Just showing up does not count.

Tests 600 points
+ Paper 200 points
+ Participation & Discussion 200 points
= 1000 points

Grading Scale
There are 1000 total points for the course.

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
<td>80-89.99%</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
<td>70-79.99%</td>
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<tr>
<td>D</td>
<td>600-699</td>
<td>60-69.99%</td>
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<tr>
<td>F</td>
<td>&lt;600</td>
<td>&lt;60%</td>
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</tbody>
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ATTENDANCE

You are expected to attend each class and to be on time for the beginning of class.

Students are responsible for anything that happens in class during their absence. Notify the instructor at least one week in advance if you have a scheduling conflict that will cause you to miss class. You are responsible for asking the instructor about your attendance record so that you do not go over the allowed 2 absences and tardies. (2 tardies = 1 absence).

3 absences = minus a letter grade.
4 absences = minus another letter grade.
5 absences = minus another letter grade.
6 absences will result in failing the course.

☑ Officially sanctioned college activities (athletics and competing academic duties) may be considered permissible absences if the student shows official documentation to the instructor a class period in advance of the absence.
☑ Observance of a religious holy day may be considered permissible absences pending verification.
Students with Disabilities:
Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Students with disabilities who request reasonable accommodations must meet with the Course Coordinator within the first week of classes. Reasonable accommodations will be provided as authorized by the Office of Disability Services as long as course requirements are not compromised. Faculty will provide no accommodations without authorization from the Office of Student Life. It is the student’s responsibility to be a self-advocate when requesting accommodations.

The Angelo State University Honor Code:
Our students believe that ASU students should maintain complete honesty and integrity in their academic pursuits.

The Honor Code at ASU is located at: www.angelo.edu/forms/pdf/honorcode5.pdf and describes expected academic behavior of both faculty and students, and it consists of an agreement between the student and the academic community to foster academic integrity, to value student educational goals, and to maintain the positive academic reputation of ASU. Angelo State University expects all students and faculty to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom.

ASU students and faculty will not participate or condone
· Plagiarism
· Cheating
· Fabrication of data
· Misrepresentation of information
· Misuse of library materials
· Misuse of technology
· Conspiring with others to commit these acts

ASU students are responsible for understanding the student handbook as well as the individual academic requirements and stipulations for each course. This includes carefully reading the Angelo State University Student Handbook and reading the syllabus of each course. Students should ask for clarification of any ambiguous aspect of the syllabus.

To facilitate this code of ethical conduct, ASU has an Academic Integrity Committee, a committee composed of both students and faculty, which has the responsibility of reviewing cases of suspected academic dishonesty which may be brought to it. The committee’s membership of students and faculty reinforces ASU’s commitment to academic integrity in and out of the classroom.
Schedule

Week 1
Day 1  Introductions & Schedule Build
Day 2  Coaching Philosophy


Day 3  Coaching Styles / Teaching Life Lessons through Sport


Day 4  Motivating Players/ Rules?/ Review


Day 5  Test 1

  Scaffolding/Team Building: How to


Week 2
Day 6  Planning a Practice/Season/Year
Day 7  Managing a Team


Day 8  Connect to Players
Day 9  Creating a Team Culture/ Review


Do Coaching Styles work in Every Sport?

Week 3
Day 11 Coaching Philosophy
Day 12 Parents/ Group vs. Individual Punishment


Day 13 Anger Management
Day 14 I choose business ethics?


Review
Day 15 Test 3

Little League Dads/Moms

Week 4
Day 16 You break it, you buy it: How not to break your players


Day 17 S&C
Day 18 S&C
Day 19 Girls vs. Guys
Day 20 Paper Prep

Week 5
Day 21 Coaching Different Ages/Ethics


Day 22 Rules vs. Guidelines

No class on 4th of July
Day 23 Library Day/ paper prep
Day 24 Coaching Philosophy Due