Course Title: Topics in Motor Performance (Theory of Coaching)
Course Number: PYED 4356-001
Credits: 3 Hours
Prerequisites: None
Days/Hours of Class: TUTH 11:00—12:20 P.M.
Room: HPC 02255

INSTRUCTOR INFORMATION
Name and Title: Njororai W. W. Simiyu, Ph.D., Associate Professor
Office Location & Phone Number: HPC 2200A
(903) 565 5530
Email Address: wnjororai@uttyler.edu
Emergency Number (Office): (903) 566-7031 (Sarah Cowan)
Office Hours: 10 AM to 1 PM, Monday, Tuesday & Thursday

TEXT

Course Description:
A study of coaching philosophy, leadership approaches, organization and practice techniques, utilized in coaching sports. Additional consideration is given to challenges and expectations of the coach in the community as well as conditioning for injury prevention. Observation of a team required.

DEPARTMENTAL AND PROGRAM LEARNING OUTCOMES

By the end of your Bachelor of Science in Kinesiology Program, you are expected to accomplish the following learning outcomes at above average levels including:

- Mastery of Kinesiology and/or Health Related Content
- Application of Critical Thinking Skills
- Demonstration of Communication Skills
- Demonstration of Leadership Skills
- Exhibit Integrity/Ethical behavior in different settings.
- Demonstrate use of Technology

Learning Objectives/Outcomes:
The student should be able to:

1. Explain the value of a coaching philosophy.
2. Appreciate the importance of knowing who you are and what kind of coach you want to be.
3. Identify and explain the three major objectives of coaching in sports.
4. Formulate a personal coaching philosophy and objectives.
5. Explain the different coaching styles.
6. Appreciate the code of ethics that guides coaches in the profession.
7. Justify the importance of character development through sports.
8. Demonstrate an understanding of the communication process involving the coach and players.
9. Plan a program involving team sports.
10. Discuss the importance of discipline in sports coaching.
11. Demonstrate an understanding of technical and tactical skills in team sports.
12. Explain the nature of physical fitness.
13. Discuss the cultural aspects of sports including leisure purpose of recreation, classification of recreation, sports and education, co-recreation, sports and discrimination, and sportsmanship.
14. Discuss the physiological, psychological and sociological values of sports participation.

Course Procedures:

1) Attend class, participate and complete all reading assignments and learning related tasks.
2) Complete all assignments/reports—due at class time the Tuesday following the task assignment unless specified.
3) Barring an act of God (the University being officially closed), assignments/exams will be given at the time and date indicated in the syllabus. Only for extremely extenuating circumstances and even then only with the prior approval of the instructor will a student be allowed to make up an examination that is missed.
4) Volunteer to serve in two motor skills related instructional, coaching and organizational activity for a minimum of 6 hours and submit a two page report accompanied by evidence e.g. photographs and letter from supervisor. The report should detail the place, what they normally do, what you did/roles, how you benefited and your reflection on the experience.
5) Cell Phone Policy: If you are expecting an important call, please let me know before class and take the call outside of class. Furthermore if you really feel the need to text message or check your face book, etc. then just don’t come to class that day. This rule is intended to keep me from having to stop class and ask students to stop texting, etc. which is disruptive to the rest of the students.
6) Laptop Policy: If you really feel the need to email or check your face book, etc. then just don’t come to class that day.

Grading

1. 2 exams which will be administered at mid-semester and end of semester 40% (20% for each exam), Volunteer activity and two page report (10%), Chapter quizzes and project reports, group tasks, and presentations (50%).
2. Grading
   A= 90-100%
   B=80-89
   C=70-79
   D=60-69
   F=59 and below
NOTE SEMESTER KEY DATES:

1. Martin Luther King, Jr. Holiday, 1.19.2015
2. Census Date on January 26 2015
3. Registration for Short Summer, Long Summer, Summer I, and Summer II 2015 begins on 2.2.2015
4. 20th Class Day – February 4th 2015
5. March 9-14 Spring break for faculty and students
6. March 16 - Priority Filing Date for summer 2015 graduation and Final Filing Deadline for Spring 2015 graduation
7. March 23rd Last day to withdraw from one or more courses.
9. Spring Commencement, End of Semester – May 1 and 2nd 2015.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>LESSON TOPIC</th>
<th>REFERENCE/RESOURCES/Task</th>
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<tbody>
<tr>
<td>1</td>
<td>January 13th and 15th</td>
<td>A. Introduction, syllabus review and classroom policies and expectations</td>
<td>Course Syllabus</td>
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<tr>
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<td>B. Why a coaching philosophy</td>
<td>Chapter 1 and 2; Quiz 1 and 2 online</td>
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<td>C. Coaching objectives</td>
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<td>2</td>
<td>January 20 and 22nd</td>
<td>Coaching styles</td>
<td>Chapter 3 and quiz 3 online</td>
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<td>3</td>
<td>January 27 and 29</td>
<td>A. Coaching for character</td>
<td>Chapter 4 and 5 and respective online quizzes.</td>
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<td>B. Coaching diverse Athletes</td>
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<td>4</td>
<td>February 3 and 5</td>
<td>Principles of behavior and coaching</td>
<td>Chapter 6 and 7 and respective quizzes online</td>
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<tr>
<td></td>
<td></td>
<td>A. Communicating with Athletes</td>
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<td>B. Motivating Athletes</td>
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<tr>
<td>5</td>
<td>February 10 and 12</td>
<td>Principles of behavior and coaching:</td>
<td>Chapter 8 and 9 Quizzes 8 and 9 online</td>
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<td>A. Managing Athletes’ behavior</td>
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<td>Principles of Teaching</td>
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<td>B. Coaching the games approach way</td>
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<td>6</td>
<td>February 17 and 19</td>
<td>Review of concepts</td>
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<td>7</td>
<td>February 24 and 26</td>
<td>Principles of Teaching</td>
<td>Chapters 10 and 11; Quizzes 10 and 11 online</td>
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<td>A. Teaching technical skills</td>
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<td>B. Teaching tactical skills e.g. Soccer, Basketball, baseball</td>
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<td>8</td>
<td>March 3 and 5</td>
<td>Review and Mid Term Examination on March 5 and 6th online</td>
<td>Revise all quizzes and feedback given</td>
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<tr>
<td>9</td>
<td>March 10 and 12</td>
<td>SPRING BREAK</td>
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10 March 17 and 19  | A. Planning for teaching  
| | B. Training basics  
| | Chapter 12 and 13; Quizzes 12 and 13 online

11 March 24 and 26  | Review of prior content

12 March 31 and April 2  | A. Training for energy fitness  
| | B. Training for muscular fitness  
| | Chapter 14 and 15 Quizzes 14 and 15 online

13 April 7 and 9  | Principles of Physical Training  
| | A. Fueling athletes  
| | B. Drugs in sports  
| | Chapter 16 and 17; Quizzes 16 and 17 online; Group Reports

14 April 14 and 16  | Principles of Management  
| | A. Managing your team  
| | B. Managing relationships  
| | Chapter 18 and 19 and quizzes 18 and 19 online

15 April 21 and 23  | C. Managing risks  
| | Chapter 20 and quiz 20

16 April 28 and 29  | FINAL EXAMINATION ONLINE  
| | Summative Evaluation

UNIVERSITY POLICIES (Refer to  
http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf)

Handbook of Operating Procedures -- The University of Texas at Tyler

ACADEMIC DISHONESTY POLICY
At The University of Texas at Tyler students and faculty are responsible for maintaining an environment that encourages academic integrity. Students and faculty members are required to report an observed or a suspected case of academic dishonesty immediately to the faculty member in charge of an examination, classroom or laboratory research project, or other academic exercise.

Since the value of an academic degree depends on the absolute integrity of the work done by the student for the degree, it is imperative that a student maintain a high standard of individual honor in scholastic work. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion:

"Cheating" includes:
1. Copying from the paper of another student, engaging in written, oral or any other means of communication with another student, or giving aid to or seeking aid from another student when not permitted by the instructor;
2. Using material during an examination or when completing an assignment that is not authorized by the person giving the examination or making the work assignment;
3. Taking or attempting to take an examination for another student, or allowing another student to take an examination for oneself;
4. Using, obtaining, or attempting to obtain by any means, the whole or any part of an examination or work assignment that has not yet been administered.

"Plagiarism" includes the unacknowledged incorporation of the work of another person in work that a student offers for credit. “Collusion” includes the unauthorized collaboration with another person in preparing written work that a student offers for credit.
GRADE APPEAL PROCEDURE
A student who wishes to contest a grade given by an instructor must initiate the procedure by contacting the instructor who assigned the grade. The instructor and the student should informally review the criteria for assignment of grades and the student's performance. The instructor may affirm the grade or revise the grade.

If the student is not satisfied after the informal discussion with the instructor, then the student may initiate a formal grade appeal by completing a Grade Appeal Form that may be obtained from the Office of Student Records. Normal grade appeals should be filed at the earliest date possible, but no later than six months from the final date of assignment. The instructor and the student should complete the appropriate parts of the form clearly indicating the instructor's rationale for the grade given and the student's basis for the grade appeal.

At each administrative level of the appeal process, an attempt will be made to resolve the issue. If the instructor holds one of the administrative positions used in the appeal process, then that level is omitted. If no resolution is reached at a particular level, then the appeal is forwarded with the recommendation of the administrator at that level with all documentation. If the appeal is to be considered by the vice president for academic affairs, then a copy of the Grade Appeal Form shall be forwarded by the academic dean of the student. The Office of the President is the final step in the appeal process at The University of Texas at Tyler.

FOOD AND DRINK IN CLASSROOMS
Consumption of food and drink in university classrooms is prohibited.

INDOOR SMOKE-FREE CAMPUS
The University of Texas at Tyler is an indoor tobacco-free campus. No smoking will be permitted in any building, office, hallway, classroom, laboratory, restroom, lounge, or any other indoor location.

CLASS ATTENDANCE
Responsibility for class attendance rests with the student. When a student has a legitimate reason for being absent, the instructor has the option of permitting make-up work. The university reserves the right to consider individual cases of nonattendance. In general, students are graded on the basis of intellectual effort and performance. In many cases, class participation is a significant measure of performance, and nonattendance can adversely affect a student's grade. When, in the judgment of the instructor, a student has been absent to such a degree as to jeopardize success in the course, the instructor informs the Office of Student Records that the student is to be dropped from the course.

APPROVED STUDENT ABSENCES
On those occasions when it may be necessary for students to miss a regularly scheduled class in order to participate in an official university event or activity, faculty sponsors and program directors are requested to observe the following procedures:

1. Faculty sponsors or program directors should draft a memorandum to the vice president for academic affairs. This memorandum should include information concerning the nature of the event, the date(s) on which students would be absent from class, and the names of the students involved.
2. Copies of the memorandum addressed to the vice president should be given to each of the students listed on the memorandum.
3. Students should be directed to communicate with their instructor(s) prior to the date of the planned absence.
It is expected that students will not abuse the privilege of being absent from class for authorized university activities, and that make-up assignments will be made at the discretion and convenience of the instructor.

**GRADE REPLACEMENT**
If you are repeating this course for a grade replacement, you must file intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler (2006-2008 Catalog, P. 35).

**DISABILITY STATEMENT**
If you have a disability, including a learning disability, for which you request disability support services/accommodations(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodations(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. Visit University Center, Room 282 or call 903-566-7079 for more information.

**Generally Observed Student Characteristics** (John H. Williams, *The Teaching Professor*, 7,7, pgs. 1-2, 1993)

**The "A" Student:**

- **Attendance** - "A" students have nearly perfect attendance.
- **Preparation** - "A" students are prepared for class. They always read the material prior to class and their attention to detail is superb.
- **Curiosity** - "A" students show a high level of interest in the subject matter. They look up or search out answers to topics that they don't understand. They often ask interesting questions or make insightful comments.
- **Retention** - "A" students are able to retain new material and connect past learning to the present.
- **Attitude** - "A" students have an attitude that displays both the determination and self-discipline required for success. They also show initiative and do things without being told.
- **Talent** - "A" students possess a special talent. It may be exceptional intelligence and insight or it may be unusual creativity, organizational skills, commitment and perseverance - or a combination thereof. These gifts are evident to the professor and usually to the other students as well.
- **Results** - "A" students make the highest grades on tests and their work is generally a pleasure to grade.

**The "C" Student:**

- **Attendance** - "C" students miss class frequently and they put other priorities ahead of academic work.
- **Preparation** - "C" students prepare their assignments consistently, but in a perfunctory manner. Their work may be sloppy or careless and at times incomplete or late.
- **Attitude** - "C" students are not visibly committed to the class. They participate, if at all, without enthusiasm and their body language often expresses boredom.
- **Talent** - "C" students vary enormously in talent. Some have exceptional ability, but show undeniable signs of poor self-management or bad attitude. Others are committed and diligent, but are simply average in academic ability.
- **Results** - "C" students obtain mediocre or inconsistent results on tests. They have some concept of the material, but clearly do not show mastery of the subject matter.
Remember to Reflect on the following:

1. You were born to be a player. You were meant to be here. This moment is yours… Herb Brooks (U.S.A. men’s ice hockey, 1980. Coached the team to a gold medal over the Soviet Union, who had won nearly every world championship and Olympic tournament since 1954, which made headlines as a “miracle on ice.”)

2. The quote: “The key is not the will to win. Everybody has that. It is the will to prepare to win that is important.” By Bobby Knight (U.S.A. men’s basketball, 1984 gold medal; a pre-NBA Michael Jordan was a key player on the team. Knight was also coach of the Indiana Hoosiers from 1971 to 2000).

3. People can succeed at almost anything for which they have enthusiasm (Charles Schwab).

   What is your level of enthusiasm for learning?............................................

4. Nothing great was ever achieved without enthusiasm (Ralph Waldo Emerson)

   What is the level of passion for your field of academic pursuit?............................................

5. Discipline is doing what you really don’t want to do so that you can do what you really want to do (John Maxwell).

   What is your goal in life?.................................................................