**KINE-3823-001: Principles of Sport Coaching**

**Instructor:** Dr. Gretchen Oliver

**Office:** KINE 105

**Office hours:** By appointment

**E-mail address:** goliver@auburn.edu

# Class meeting days and times: Online

**Required textbook:** Martens, Rainer. 2012. *Successful coaching.* 4th ed. Champaign, IL: Human Kinetics.

# Course Description

This course is a comprehensive introduction to the sport coaching profession. The primary goal of this course is to develop the students’ understanding of coaching concepts and techniques. The course will present sport science theory and research along with practical knowledge and methods in order to enhance the students’ knowledge of the field.

# Learning Outcomes

At the conclusion of this course, students are expected to be able to do the following:

1. Understand the value of and be able to develop a personalized coaching philosophy
2. Understand the three major objectives of coaching and factors that are involved in selecting a coaching style
3. Be familiar with 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. Understand psychological principles and applications for effectively communicating with and listening to athletes, 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 the games approach. Adequately teach technical and tactical skills
6. Be qualified to develop instructional plans for team practices and plans for an entire sport season
7. Be knowledgeable about physiological principles and applications for physical training in sport, including training for energy fitness and training for muscular fitness
8. Understand the principles of good nutrition for health and performance and how to address the problem of drug abuse by athletes
9. Understand the principles and issues related to planning, organizing, staffing, and directing functions that are commonly considered a coach’s responsibilities
10. Have 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

**Course Requirements:** The class will be made up of reading quizzes, assignments, final exam, and comprehensive paper. If a computer problem occurs with the Canvas system you must notify the instructor immediately. Reading quizzes and assignments will cover material that has been presented in the lectures and/or readings. It is the student’s responsibility to stay up to date with assignments and due date. **NOTE; it is vital to keep up with the information throughout the semester**. **There will be no make-ups** without a valid university approved excuse.

All assignments, quizzes, and exams are to be completed ALONE. Students’ are NOT permitted to obtain help from any other person including but not limited to peers, academic advisors, parents, friends, coaches, and other instructors. However, students are permitted to use notes and textbook to complete assignments, quizzes, and exams.

# The due date and time for all quizzes and assignments will be clearly listed on Canvas. It is the students’ responsibility to adhere to these requirements!

**NO MAKE UPS!! NO EXCEPTIONS! GRADING SCALE:**

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = Under 59%

# Graded material:

|  |  |
| --- | --- |
| Introduction | 10% |
| Reading Quizzes | 20% |
| Section Completion Assignments | 30% |
| Comprehensive Paper | 20% |
| Final exam | 20% |
| Total | 100% |

**Extra Credit**

Extra Credit will be available to students through the College of Education SONA website. Students must create an account an participate in research in order to receive extra credit. Scale is listed below:

3 credits = 1% point on final grade 6 credits = 2% on final grade

# Course Schedule

The course will be divided into sections according to the textbook. Every week a new module will open on Canvas with assignments, readings, lectures, videos, etc. Students are responsible for completing the assignments and readings in each module. The dates and times will be listed on each module and assignment every week. The modules will open at 12 AM on Monday and close at 11:59 PM the following Sunday. Again, no late assignments will be accepted. The modules will follow the following schedule:

|  |  |  |
| --- | --- | --- |
|  | **Topic** | **Reading** |
| Introduction | Course Intro | None |
| Section 1 Principles ofCoaching | Developing Your Coaching Philosophy | Chapter 1 |
|  | Determining Your Coaching Objectives | Chapter 2 |
|  | Selecting Your Coaching Style | Chapter 3 |
|  | Coaching Character/ Coaching Diverse Athletes | Chapters 4-5 |
| Section 2 Principles ofBehavior | Communicating with Your Athletes | Chapter 6 |
|  | Motivating Your Athletes | Chapter 7 |
|  | Managing Your Athlete’s Behavior | Chapter 8 |
| Section 3Principles of Teaching | The Games Approach | Chapter 9 |
|  | Teaching the TechnicalSkills/ Teaching the Tactical Skills | Chapters 10-11 |
|  | Planning for Teaching | Chapter 12 |
| Section 4 Principles of Physical Training | Training Basics/Training for Energy Fitness/ Training for MuscularfFtness | Chapters 13-15 |
|  | Fueling YourAthletes/Battling Drugs | Chapters 16-17 |
| Section 5 Principles ofManagement | Managing Your Team/ManagingRelationships | Chapters 18-19 |
|  | Managing Risk/Review | Chapter 20 |
|  | **Comprehensive Paper** |  |
|  | **Final Exam** |  |

# Student Evaluation

Your grade for this course will be determined by your performance in the following:

# Exams

There will be one exam in the course. A cumulative Final exam will be given during exam week at the end of the semester.

# Comprehensive Paper

Students will be asked to write a paper exhibiting their knowledge learned throughout the course. A prompt and rubric will be provided to the student.

# Reading Quizzes

There will be quizzes for each textbook reading assignment. The questions will reflect the content in the respective chapters.

# Section Completion Assignments

After the completion of each section, there will be an assignment designed to test the students’ knowledge of the material in the section. These assignments will be reflective and comprehensive. Each section assignment will be different.

# Late Policy

No late assignments will be accepted without a university-approved excuse as outlined in the Student Policy eHandbook ([www.auburn.edu/studentpolicies).](http://www.auburn.edu/studentpolicies%29)

# Attendance/ Absences

It is **the STUDENT’S** responsibility to listen to and understand each online module. Arrangements to take the make-up exam must be made in advance and the exam taken within 5 days of the missed exam with a v alid a university-approved excuse. Students who miss an exam because of illness should inform the instructor prior to the missed class if possible. A doctor’s statement for verification of sickness is required and should clear the absence with the instructor the day the return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance**.** Please carefully adhere to established assignment deadlines. In such a case the professor will have the discretion of lowering the assignment a percentage of the overall grade for each day that it is late.

# Honesty Code

The University Academic Honesty Code and Regulations pertaining to cheating will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. For detailed information please refer to the University Policies site for Auburn University

# Distance Learning Statement

This course will take place primarily online. The instructor will be available by way of email and appointment for any questions, concerns, explanations, or discussions. All course assignments and expectations are included in the syllabus as well as online. If clarification is needed for any assignment, students can discuss with the instructor by email or appointment.

# Questions/ Help

Students are encouraged to ask questions and seek extra help on a regular basis. Please do not wait until the day before an exam or assignment is due.

# Students Accommodations

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

# Professionalism

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Behave and communicate professionally on-line and in any postings. Unprofessional postings will result in the removal of this privilege and the inability to gain points. Additionally, you may be removed from this course for unprofessional conduct.
* Remember that postings may be misinterpreted, and not to post responses when you are angry. **\*This goes for e-mail correspondence with classmates and the instructor.**
* Remember all of your discussions are public; it’s easy to forget this in chat rooms or on the discussion board.

# If you find a posting that you find offensive or inappropriate please notify the instructor immediately.

* Please include a salutation and sign all e-mails, just as you would a letter.
* Do not use texting abbreviations in postings or e-mails.
* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

# The above content, schedule and procedures in this course are subject to amendments at the discretion of the instructor.