



Contra Costa College Course Outline

Department & Number	Kinesiology 225	Number of Weeks per term	18
Course Title	FUNDAMENTALS OF COACHING	Lecture Hours per term	54
Prerequisite	_____	Lab Hours per term	_____
Co-requisite	_____	*HBA per term	_____
Prerequisite or concurrently	_____	Activity Hours per term	_____
Challenge Policy	_____	Units	3
Advisory	_____		

***HOURS BY ARRANGEMENT:** Hours per term.

ACTIVITIES: (Please provide a list of the activities students will perform in order to satisfy the HBA requirement):

COURSE DESCRIPTION

This course is a comprehensive introduction to the practical, vocational and scientific principles that are essential to coaching sports. It provides students with the skills, knowledge and scientific background necessary to become successful coaches. Successful completion of the class will provide students with a valid high school coaching certificate for the state of California and units toward the completion of a Certificate of Achievement in Coaching and or an AA in Physical Education from Contra Costa College.

COURSE OBJECTIVES

At the completion of the course the student will be able to:

- | |
|--|
| Develop a personal philosophy, team and individual objectives and a style of coaching. |
| Learn to communicate, motivate and manage individuals and the team effectively. |
| Learn to teach both technical and tactical skills effectively. |
| Understand and apply the principles of energy and muscular fitness. |
| Develop and use effective principles of management |

COURSE CONTENT: (In detail; attach additional information as needed and include percentage breakdown)

20	%	Coaching philosophies, objectives and styles
20	%	Communication, motivational and management skills
20	%	Technical and tactical skills
20	%	Principles of energy and muscular fitness
20	%	Principles of management

METHODS OF INSTRUCTION

Lecture and discussion
Video and multi media presentations
Individual projects
Group Assignments

INSTRUCTIONAL MATERIALS

Textbook Title:	Successful Coaching
Author:	Rainer Martins
Publisher:	Human Kinetics
Edition/Date:	3 rd Edition, 2004

NOTE: To be UC transferable, the text must be dated within the last 5 years OR a statement of justification for a text beyond the last 5 years must be included.

COURSE EXPECTATIONS (Use applicable expectations)

Outside of Class Weekly Assignments	Hours per week
Weekly Reading Assignments	3
Weekly Writing Assignments	3
Weekly Math Problems	
Lab or Software Application Assignments	
Other Performance Assignments	

STUDENT EVALUATION: (Show percentage breakdown for evaluation instruments)

20	%	CIF Final Exam
30	%	Coaching Principles Final Exam
20	%	Essay Assignments
10	%	Philosophy of coaching statement
10	%	Coach interview and observation
10	%	Group Assignments

GRADING POLICY (Choose LG, CR/NC, or SC)

Letter Grade
 90% - 100% = A
 80% - 89% = B
 70% - 79% = C
 60% - 69% = D
 Below 60% = F

Pass / No Pass
 70% and above = Pass
 Below 70% = No Pass

Student Choice
 90% - 100% = A
 80% - 89% = B
 70% - 79% = C
 60% - 69% = D
 Below 60% = F
or
 70% and above = Pass
 Below 70% = No Pass

Prepared by:
Date:

SYLLABUS
Kinesiology 225 FUNDAMENTALS OF COACHING
Fall 2011

Instructor: Rudy Zeller

Office Location: GA13

Office Hours: TBA

Email: rzeller@contracosta.edu

Phone: 235-7800 x 4405

Course Description:

This course is a comprehensive introduction to the practical, vocational and scientific principles that are essential to coaching sports. It provides students with the skills, knowledge and scientific background necessary to become successful coaches. Successful completion of the class will provide students with a valid high school coaching certificate for the state of California and units toward the completion of a Certificate of Achievement in Coaching and or an AA in Physical Education from Contra Costa College.

Course Level SLO:

1. Students will demonstrate knowledge of the principles of communication.
2. Students will demonstrate knowledge of the principles of motivation.
3. Students will demonstrate knowledge of the principles of managing individuals.

Course Objectives:

1. Develop a personal philosophy, team and individual objectives and a style of coaching.
2. Learn to communicate, motivate and manage individuals and the team effectively.
3. Learn to teach both technical and tactical skills effectively.
4. Understand and apply the principles of energy and muscular fitness.
5. Develop and use effective principles of management

Units: Three

Method of Instruction:

1. Lecture and discussion
2. Video and multi media presentations
3. Individual projects
4. Group Assignments

Required Text:

Successful Coaching

By Rainer Martins

Human Kinetics

3rd Edition, 2004

Course Evaluation:

CIF/ASEP requirements:

1. CIF exam: Final exam is worth a possible 200 points (20% of grade).
2. Coaching Principles Final Exam: Final Exam is worth a possible 300 points (30% of grade).

CCC requirements:

3. Essay Assignments: Five homework assignments each as a 500 word essay worth 40 points each for a possible 200 points (20% of grade).
4. Philosophy of coaching statement: Two page double spaced essay worth a possible 100points (10% of grade).
5. Coach interview and observation: Two page double spaced essay worth a possible 100 points (10% of grade).
6. Group Assignments: These assignments are worth a possible100 points (10% of grade).

Grading Policy:

Letter Grade

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

Below 60% = F

Pass/No Pass

Pass= 70% and above

No Pass = below 70%

"The Rehabilitation Act of 1973, Section 504, requires Contra Costa College to make all programs accessible to qualified individuals with learning, physical, or psychological disabilities. Students who would like to receive accommodations for their learning, physical, or psychological disabilities should contact the Disabled Students Programs & Services (DSPS) office (SSC-109) and schedule an appointment. (510) 235-7800 ext. 7220."

Tentative Schedule:

- Weeks 1-4 Introduction to Principles of Coaching will include developing a coaching philosophy, determining coaching objectives, selecting a coaching style, coaching for character, and coaching diverse athletes. ASEP chapter assignments (either as a quiz, a self- assessment or other task) will follow each of the above 5 chapters. In addition, a 500 word double spaced essay assignment will be turned in week 5 as a response to the reading list provided, and one group assignment will be completed for each of the five principles.
- Weeks 5-7 Introduction to the Principles of Behavior will include learning the art of communicating, motivating, and managing athlete's behaviors. ASEP chapter assignments (either as a quiz, a self- assessment or other task) will follow each of the above 3 chapters. In addition, a 500 word double spaced essay assignment will be turned in week 8 as a response to the reading list provided, and one group assignment will be completed for each of the five principles.
- Weeks 8-11 Introduction to Principles of Teaching will include coaching the games approach way, teaching technical skills, teaching tactical skills, and planning for teaching. ASEP chapter assignments (either as a quiz, a self- assessment or other task) will follow each of the above 4 chapters. In addition, a 500 word double spaced essay assignment will be turned in week 12 as a response to the reading list provided, and one group assignment will be completed for each of the five principles.
- Weeks 12 14 Introduction to Principles of Physical Training will include understanding training basics, training energy and muscular fitness, fueling athletes, and battling drugs. ASEP chapter assignments (either as a quiz, a self- assessment or other task) will follow each of the above 5 chapters. In addition, a 500 word double spaced essay assignment will be turned in week 15 as a response to the reading list provided, and one group assignment will be completed for each of the five principles.

- Weeks 15 -16 Introduction to the Principles of Management will include managing a team, managing relationships, and managing risk. ASEP chapter assignments (either as a quiz, a self- assessment or other task) will follow each of the above 5 chapters. In addition, a 500 word double spaced essay assignment will be turned in week 17 as a response to the reading list provided and one group assignment will be completed for each of the five principles.
- Week 17 Review and completion of Philosophy of Coaching Statement.
- Week 18 Final exam and completion of paper on coach interview and observation.

Kinesiology 225 FUNDAMENTALS OF COACHING

Quiz on Training for Muscular Fitness

Complete the following quiz by filling the blanks, provide a short answer, or circle all answers that apply.

1. The maximum amount of force that a muscle can generate in a single effort is called _____.
2. The ability of a muscle to contract repeatedly or sustain a continuous contraction involving less than maximum force is called _____.
3. Having enough strength, endurance, speed, power, and flexibility to meet the demands of a given sport is called _____.
4. During the upward movement of a biceps curl, which action does the biceps require?
 - a. Concentric action
 - b. Eccentric action
 - c. Isometric action
5. For endurance sports, strength should be at least _____ times the resistance encountered.
 - a. 2
 - b. 2.5
 - c. 5
 - d. 5.5
6. For power sports, strength should be at least _____ times the force required to perform the action.
 - a. 2
 - b. 2.5
 - c. 5
 - d. 5.5
7. Lactic acid causes muscle soreness.
 - a. True
 - b. False
8. Two methods for measuring muscle endurance include push-ups and the curl-up test.
 - a. True
 - b. False
9. How often should a beginning athlete train per week?
 - a. Two to three times
 - b. Three to four times
 - c. Four to six times
 - d. Seven times
10. What is not the way to improve an athlete's speed?

- a. Shorten the reaction time to the stimulus.
- b. Increase the acceleration time to reach full speed faster.
- c. Improve the ability to maintain speed for the required distance.
- d. Decrease the length of stride while maintaining the pace of the stride.

11. What are the three major benefits of flexibility training?

12. What are the four major benefits of resistance training?

13. Discuss the differences between concentric, eccentric and isometric action?

Kinesiology 225 FUNDAMENTALS OF COACHING

Assignment

Technical Skill Planning Sheet

1. Identify and describe a technical skill from your preferred sport.
2. Describe how you would teach that skill as a whole component.
3. Describe how you would teach that skill in parts.
4. Determine the teaching tips you would use during the mental stage of learning this skill.
5. Identify the errors you expect to see in the mental stage, and explain the feedback you will use to help correct those errors.
6. Determine the teaching tips you would use during the practice stage of learning this skill.
7. Identify the errors you expect to see in the practice stage, and explain the feedback you will use to help correct those errors.
8. Determine the overall approach you will use to teach the skill. Will you use the traditional approach, the games approach, or both? In either case, describe what those approaches would look like with regard to drills and games you might use.
9. Discuss the benefits and drawbacks of these two approaches

CONTRA COSTA COLLEGE

Course-Level

Student Learning Outcomes with Assessment Methods and Criteria

Department/Course Number:

Date:

Course Title:

Is this course required for completion of a degree, major(s), or certificate program(s)? Yes No

If yes, which degree/major(s)/certificate program(s)?

Degree: AA AS

Major(s):

PHYSICAL EDUCATION

Certificate of Achievement? Yes No

Certificate of Achievement? Yes No

Certificate of Achievement? Yes No

Certificate(s) of Accomplishment:

Does this course satisfy a GE requirement(s)? Yes No

If yes, which requirement(s)?

- | | | |
|--|---|---|
| <input type="checkbox"/> A. Language & Rationality | <input type="checkbox"/> English Composition | <input type="checkbox"/> Oral Communication & Critical Thinking |
| <input type="checkbox"/> B. Natural Science w/ Lab | <input type="checkbox"/> H. Physical Education Activity | |
| <input checked="" type="checkbox"/> C. Arts and Humanities | <input type="checkbox"/> I. Mathematics Proficiency | |
| <input type="checkbox"/> D. Social Sciences | <input type="checkbox"/> J. Computer Literacy | |
| <input type="checkbox"/> F. American Institutions | <input type="checkbox"/> K. Cultural Pluralism | |
| <input type="checkbox"/> G. Health Education | <input type="checkbox"/> L. Information Competency | |

	Intended Outcome	Assessment Method	Assessment Criteria
1.	Students will demonstrate knowledge of the principles of communication.	Pre and Post written assignment.	At least 70% of students will demonstrate an improvement of at least one step from pre to post written assignment.
2.	Students will demonstrate knowledge of the principles of motivation	Pre and Post written assignment.	At least 70% of students will demonstrate an improvement of at least one step from pre to post written assignment.
3.	Students will demonstrate knowledge of the principles of managing individuals	Pre and Post written assignment.	At least 70% of students will demonstrate an improvement of at least one step from pre to post written assignment.
4.			
5.			

You may have more (or fewer) than five outcomes. Attach separate pages as needed.

Rubric:

- 5 Demonstration exhibits great skill/mastery with regard to the principles of communication, motivation and managing individuals.
- 4 Demonstration exhibits proficiency with regard to the principles of communication, , motivation and managing individuals.
- 3 Demonstration exhibits some degree of skill with regard to the principles of communication, motivation and managing individuals.
- 2 Demonstration exhibits less than average ability with regard to the principles of communication, motivation and managing individuals.
- 1 Demonstration exhibits little or no apparent skill with regard to the principles of communication, motivation and managing individuals.

10/09 revised

Kinesiology 225 FUNDAMENTALS OF COACHING

STATEMENT OF JUSTIFICATION FOR TEXTBOOK

TEXTBOOK: Martens, R. (2004), *Successful Coaching*, 3rd ed. from Human Kinetics.

Rainer Martens received his PHD in Physical Education from University of Illinois Urbana-Champaign in 1968 and was a member of its faculty for sixteen years. He is a past president of the American Academy of Kinesiology and Physical Education. He is also the founder and President of Human Kinetics.

This textbook is being used for the course offered by the PE Department titled Fundamentals of Coaching. Although the book was published in 2004 it being used today at dozens of universities around the country .The following universities and colleges are only a sampling of higher education institutions using the text in California: UC Irvine, UC Davis, Humbolt State University, Cal State Fresno, Cal State San Bernadino, Cal State Fullerton, Sonoma State University, Chabot College, and Sacramento City College.

Lisa Testori, a Human Kinetics representative, has assured me that a 4th edition of the book will be made available by January of 2012.

Kinesiology 225 FUNDAMENTALS OF COACHING

JUSTIFICATION FOR CLASS

This class is part of our Coaching Certificate of Achievement. It is one of the core course requirements in the certificate and can also be used as a class to satisfy the requirements necessary to attain the Associate Degree in Physical Education.

DEPARTMENT JUSTIFICATION

The course is deemed to be an important component of our Physical Education, Health and Athletic Department. This course serves our department goal of offering a variety of physical education courses to serve our student population.

CULTURAL PLURALISM STATEMENT

All courses in the Department of Health, Physical Education and Athletics present a multi-cultural perspective that creates lifestyle, movement, and concepts of long term well-being. While studying or participating in health, physical education, and sports activities, students acquire knowledge of other cultures.