

## Course Information

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Number:	SM229
Name:	Coaching
Description:	This course helps provide the student with a broad foundation of sport science and management, and the techniques and tactics involved in coaching. Students develop a coaching philosophy, gain knowledge of motor development, and study sport psychology, sport pedagogy, and sport physiology.
Credit(s):	3
Offered (DAY schedule):	Every spring semester
Instructor Permission Required:	N
Pre-Requisite(s):	<a href="#">SM125</a> or permission of instructor

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## Course Objectives

At the conclusion of this course, students will be able to:

- Develop a personal coaching philosophy
- Interpret the major objectives of coaching and factors that are involved in selecting a coaching style
- 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
- Apply psychological principles for effectively communicating with and listening to athletes, for optimally motivating athletes, and for managing behavior problems in a positive and effective manner
- Recognize and apply information and methods in using the games approach for teaching technical and tactical skills
- Develop instructional plans for team practices and plans for an entire sport season
- Plan, organize, staff, and direct functions that are commonly considered a coach's responsibility
- Apply methods for effective team management, for managing interpersonal relationships in coaching, and for protecting athletes from risk and coaches from liability problems

**SM 229 Coaching  
Fall 2018**

**Instructor:** Dr. Gregory King

**Office:** AD-208B

**Office Hours:** M-W-F 1:00-3:00 and T-TH 2:15-3:00

**Phone:** 859-1208

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**SM 229 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.

**Required Text:**

Gilbert, G. (2017). *Coaching better every season*. Champaign, IL. Human Kinetics.

**Course Objectives:**

**Objectives:** 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 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 using the games approach for teaching technical and tactical skills
6. Be qualified to develop instructional plans for team practices and plans for an entire sport season
7. Understand the principles and issues related to planning, organizing, staffing, and directing functions that are commonly considered a coach's responsibilities
8. 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

## **Grading:**

4 Exams	15% each *	60%
	Exam 1 = Chapters 1-4	
	Exam 2 = Chapters 5-9	
	Exam 3 = Chapters 10-11	
	Exam 4 = Chapters 12-14	
Topics and Activities*		30%
Class Participation		10%

\*The student will be responsible for all material regardless of whether it was covered in class or not.

**Core Competencies:** A majority of the assignments for this class will require you to exhibit proficiency in the four Thomas College Core Competencies of Communication, Leadership and Service, Analytical Reasoning and Community & Interpersonal Relations.

**Academic Honesty:** The College policy on academic honesty/plagiarism will be strictly enforced. Cheating will not be tolerated and will result in a failing grade for the class. TURNITIN will be used for all written materials. Over the past few years, there has been an increase of plagiarism. Students have either submitted work of other students or “Googled” the assignment. Although I encourage you to collaborate with your classmates and conduct research to help you with your assignments, it is expected that the work you submit is work you create and not the works of others.

## **Requirements:**

- For the class to be successful, everyone involved must contribute. This includes preparing for class by completing assignments on time, attending class, coming to class on time, participating in class discussions, and not walking out of class at your leisure. Participation is important enough to the class that it counts as part of your final grade. Each student will be assigned a point total representing his or her contribution to class as assessed by the criteria just specified. It is important for you to recognize that this participation grade will not be a token assessment. Those who contribute will be rewarded; those who do not will earn little, if any, credit in this category.
- Complete assignments on time. Work not submitted will receive a grade of zero. Although late assignments are not permitted, extenuating circumstances will be considered. Arrangement must be made prior to the due dates.
- All assignments will be typed in a Word document or converted to Word format. There are no exceptions!
- All of the assigned work referred to in the grading section of this syllabus is your responsibility. All projects and Moodle assignments will be posted to Moodle. It is your responsibility to complete these assignments. All assignments will come with a set of instructions and are self-explanatory. If you have questions, it is your responsibility to seek out the answer.

**Attendance:** Attendance is mandatory. There are no "excused" or "unexcused" absences. After the third absence, for every class missed thereafter, one point will be subtracted from your final grade. Six absences will result in dismissal from the course. It is your responsibility to keep track of your own absences. You may do this by recording the information yourself or consult with your professor.

**Cell Phone Policy:** During class time, your cell phone, or equivalent, is to be turned off and out of sight. Any use of a cell phone during class will result in confiscation of the phone until that day's class has ended or your removal from the class for that day. If you attempt to use your cell phone or leave it on during an exam, you will be considered to have finished your test, and I will collect your exam at that time. Exceptions may be made only if you discuss your situation with me prior to the start of that day's class, in this case, your cell phone must be set to vibrate/silence.

**Laptop Policy:** The use of a laptop or other electronic devices will be prohibited from this class unless authorized by the professor.

**This is the TENTATIVE class discussions schedule.**

**Week 1: August 27-31**

**Reading:** Chapter 1

Define Purpose and Core Values

**Week 2: September 3-7—No class September 3<sup>rd</sup>—Labor Day**

**Reading:** Chapter 2

Connect Values to a Philosophy

**Week 3: September 10-14**

**Reading:** Chapter 3

Set Target Outcomes

**Week 4: September 17-21**

**Reading:** Chapter 4

Build Trust and Cohesion

**Week 5: September 24-28**

**Reading:** Chapter 5

Develop Athletic Talent and Skill

**Week 6: October 1-5**

**Reading:** Chapter 6

Optimize Athletes' Learning

**Week 7: October 8-11—No class October 8<sup>th</sup> and 9<sup>th</sup>—Columbus Day**

**Reading:** Chapter 7

Design Quality Practices

**Week 8: October 15-19**

**Reading:** Chapter 8

Ensure Precompetition Readiness

**Week 9: October 22-26**

**Reading:** Chapter 9

Coach Effectively on Game Day

**Week 10: October 29-November 2**

**Readings:** Chapter 10

Design and Implement a Program Evaluation System

**Week 11: November 5-9**

**Readings:** Chapter 11

Recognize and Build on Strengths

**Week 12: November 12-16 —No Class November 12<sup>th</sup>—Veteran's Day**

**Reading:** Chapter 12

Close Performance Gaps

**Week 13: November 19-23—No Class November 21-23—Thanksgiving Break**

**Reading:** Chapter 13

Collaborate and Learn

**Week 14: November 26-30**

**Reading:** Chapter 14

Recharge and Ignite

**Week 15: December 3-7—December 7<sup>th</sup>—Last Day of Class**

**Catch Up Week**

**Week 16: December 10-14 Finals Week**