

Course Title: Coaching Individual and dual sports

Course Prefix: HUPF

Course No.: 2043

Section No.: P01

Department of Health and Human
Performance

College of Education

Instructor Name: [Lana Williams](#)
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Office Hours: 9-11:30am MW and TR 9:30-12pm and Fridays by appointment only

Virtual Office Hours: N/A

Course Location: [William J. Billy Nicks Rm. B123](#)

Class Meeting Days & Times: T/Th 8-9:20

Catalog Description: Designed for majors with intermediate and advanced skills; deals with strategy, rules, athletes, with special emphasis on fundamentals and materials for individual and dual sports.

Prerequisites: None

Co-requisites:

Text N/A

Recommended Text/Readings: [Guide to effective coaching principles and practices 3rd ed., Jones, B., Wells, J., Peters, R., Johnson, D.](#)

Access to Learning Resources: PVAMU Library:
phone: (936) 261-1500;
web: <http://www.tamu.edu/pvamu/library/>
University Bookstore:
phone: (936) 261-1990;
web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

Course Goals or Overview:

The roles of the coach as a person as well as a professional and the sound theory about performance, management, and relationships.

Course Outcomes/Objectives

At the end of this course, the teacher educator candidate will

- 1 Be able to develop a coaching philosophy.
- 2 Be able to understand and cope with the problems and concerns of athletes.
- 3 Demonstrate a well-organized, logical, and rational approach to coaching.
- 4 Define and identify the rules, and regulations of dual and individual sports.
- 5 Be able to communicate with team, parents, teachers, administrators, and the public.
- 6 Understand qualities of a good coach.

NASPE Standards

Standard 5 Demonstrate responsible personal and social behavior in physical activity settings.

Standard 6 Demonstrates understanding and respect for differences among people in physical activity settings.

Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams – written tests designed to measure knowledge of presented course material

Exercises – written assignments designed to supplement and reinforce course material

Projects – web development assignments designed to measure ability to apply presented course material

Class Participation – daily attendance and participation in class discussions

IREAD- “Peaks and Valleys” author Spencer Johnson, M.D. ISBN: 13:978-1-4391-0325-8

Extra Credit- with Service Learning

Grading Matrix *(points will vary according to instructor's grading system)*

Instrument	Value (points or percentages)	Total
I Read Reflection essay		25
Project –Enhancement activity		100
Exam I		100
Mid Term Exam		100
Journal Article Critiques (3) 25 points each		75
Final Exam		100
Total:	500	

Grade Determination:

A = 500 – 450pts;

B = 449 – 400pts;

C = 399 – 350pts;

D = 349 – 300pts;

F = 299pts or below

Course Procedures

Submission of Assignments:

It is the policy of the instructor that each teacher educator candidate deserves the opportunity to learn in a way that encourages responsibility for the development of competence in professional education. Teacher educator candidates are expected to attend each class, be attentive to the lesson, and contribute to class activities and discussion. Teacher educator candidates should complete all assignments on or before the due date. No late work will be accepted! Original work, suitable for the college level, should be submitted.

Teacher educator candidates are encouraged to ask appropriate questions and seek help from the instructor when needed. Teacher educator candidates are responsible for all material covered in the text. Teacher educator candidates will be asked to leave if behavior is deemed unacceptable and may be withdrawn from the course entirely. All classroom behavior must be reflective of PVAMU's Student Handbook

Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

16 week calendar

Week 1- Introduction to effective coaching principles and practices

Week 2- The Coach

Week 3 – The Coach as a Person

Week 4- Professional Preparation

Week 5- Should You Coach?

Week 6- Biological Considerations

Week 7- Meeting the Athlete/Selecting the Athlete

Week 8- Teaching the Athlete/Motivating the Athlete

Week 9- Developing Appropriate Behavior/Life Management Concerns

Week 10- Fiscal Management/Purchasing Criteria and Purchasing Procedures

Week 11- Purchasing Procedures/Equipment Management

Week 12-Schedule Planning/Contest Management

Week 13- Legal Aspects

Week 14- Planning with and for the Staff/Support Groups

Week 15- Media

Week 16- The Inner Nature of Coaching (Why Coach?)

Final projects will be due: Athletic Program Packet

Extra Credit opportunities with Service Learning

By reading this document and enrolling in the course, each teacher educator candidate agrees to comply with course format, outline, and policies.

What is Service-Learning?

Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities. As higher education today is challenged to assume leadership in addressing society's increasing problems and in meeting growing human needs, service-learning has become a tool to facilitate those outcomes. Because service-learning is described as enhancing students' concepts of citizenship and civic and social responsibility, it can be credited with leading to civic engagement. More than producing productive students, PVAMU aims to produce students who are committed to improving the world in which they will work and live. For PVAMU, service-learning is a form of experiential education where students engage in activities with community partners that address human and community needs through structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service-learning.

Course Objective

Link classroom concepts to community service by participating in an extra credit service-learning project.

University Rules and Procedures

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate

arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
 - Sending and receiving email
 - A working knowledge of the Internet
 - Proficiency in Microsoft Word
 - Proficiency in the Acrobat PDF Reader
 - Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:

All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following ***my receipt*** of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:

Assignments, Papers, Exercises, and Projects will distributed and submitted in class. In the event some academic work must be submitted through e-courses, directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning. Teacher educator candidates are responsible for their id# and password working properly on e-course learning website.

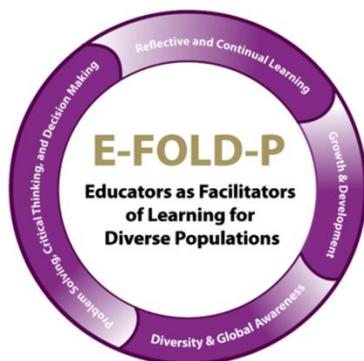
Discussion Requirement:

Because this is not an online course, there will be required face to face meetings on campus. Teacher educator candidates will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by teacher educator candidate discussing material covered in the text and information presented in class.

Students are required to log-on to the course website often to participate in any assignments they may be posted for resource day course work. It is strongly advised that you check the website area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

Conceptual Framework



The conceptual framework for both the basic and advanced programs at Prairie View A&M University has evolved over the last fourteen years to view educators as facilitators of learning for diverse populations. The conceptual framework was developed by the Unit faculty after extensive review of the literature in education and guidelines of learned societies. The conceptual framework is based upon current issues such as changes in demographics, global perspectives, importance of problem solving, critical thinking and decision-making skills, technological demands, and the need for life-long learning. This new visual depiction of the conceptual framework with no changes in the wording was adopted by the Teacher Education faculty in February 2008. The framework consists of four major goals anchored by technology.

Prairie View A&M University
Department of Health and Human Performance

Please be advised that cheating and plagiarism will not be tolerated in the Department of Health and Human Performance. Please read, sign and date this form. Thank you, in advance, for your cooperation.

The Definition of Cheating

Cheating is defined as using, or supplying information that is not authorized by the instructor in taking an examination or completing assignments assigned by the instructor. Cheating is also turning in someone else's work as that of your own.

The Definition of Plagiarism

Plagiarism is a unique form of cheating where a person turns in someone else's work and represents it as being their own. This would include: 1. purchasing term papers and turning them in as if they were original work. 2. Using a paper that had previously been turned in. 3. Copying passages verbatim from books, articles, etc. 4. Submitting material for grades in which the student has not done the work required.

Consequences of these actions are severe, ranging from failure of the assignment to failure of the course. Repeated offenses could even result in expulsion.

I have read and understand the above policy.

I have received a copy of the syllabus for this course.

Please print your name legibly.

Signature

New University Policies and Regulations

*Effective fall 2011

New Policy: Withdrawal from the University (Undergraduates Only):

When an Undergraduate student withdraws from all classes...

- A registration hold will be placed on the student's record.
- Consultation with the respective department for advisement is REQUIRED to have hold lifted to allow future registration at the University.

New Policy: +/-Transfer Grades Regulation (Undergraduate and Graduate):

- The + and/or – **WILL NOT** be considered in the evaluation. *The grade transferred will report as grade earned, for example C- will transfer as a C.*
- This regulation **IS NOT** retroactive.
- This regulation applies only to courses that are being reviewed for transfer credit effective fall 2011.

Grade Replacement Regulation (Undergraduate Students Only):

- Students will have the option to replace up to 12 semester credit hours of courses where a C, D or F is earned in a course, effective with courses taken fall 2011.
- Students would have to request to replace the course by the Census Date (12th class date) of the following semester.
- Grades repeated but not replaced will be averaged in the cumulative grade point average.

Administrative Drop (All Students):

- Students who do not attend “at least one day” of class by **February 14, 2012**, will be administratively dropped from that course. **PLEASE NOTE THIS MAY AFFECT THE FINANCIAL AID AWARD.**
- If a student is subsequently dropped from **ALL** of their courses; they will automatically be **WITHDRAWN** from the university.
- Students will be notified of their Administrative Drop via email.
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QUESTIONS OR CONCERNS, PLEASE CONTACT THE OFFICE FOR ACADEMIC AFFAIRS AT (936) 261-2175 OR THE REGISTRAR'S OFFICE AT (936) 261-1049.

Academic Calendar – Fall 2012 -REVISED 08/07/12

August 19, Sunday

Check-In University College (Housing)

August 20-23, Monday-Thursday

Panther Camp

August 20, Monday

Check-In University Village-New Transfer Students

Check –In University Village-Returning Students

Meal Plans **Begin**

August 24-27, Friday - Monday

Regular Registration for ALL Students

August 25, Saturday

Regular Registration for Graduate Students (**UG students if advised and issued alternate pin**)

August 27, Monday

LAST DAY of Regular Registration for ALL Students

Instruction **Begins**

August 28, Tuesday

Late Registration and Drop/Add for ALL Students **Begins**

August 31, Friday

Late Registration, Add Courses, Change Major/Certification or any Matriculation Change **Ends** for Undergraduate Students – **Student Web Access Closes**

September 1, Saturday

Late Registration, Add Courses, Change Major/Certification or any Matriculation Change **Ends** for Graduate Students – **Student Web Access Closes**

September 5, Wednesday

General Student Assembly **All Students to Attend**

September 11, Tuesday

Census Date (12th Class Day)

LAST DAY to Drop Course(s) without Academic Record

Late Deadline to apply for Fall 2012 graduation

September 14, Wednesday

Withdrawal from courses with academic record ("W") **Begins**

September 21, Friday

20th Class Day

October 18 - 20, Thursday-Saturday
Mid-Semester Examination Period

October 23, Tuesday
Mid-Semester Grades Due

_____ **The Academic Calendar for Prairie View A&M University is subject to change. 08/07/12**

Academic Calendar – Fall 2012 continued

November 5, Monday

Withdrawal from Course(s) with Academic record (“W”) **Ends**

November 13, Tuesday

Priority Registration **Begins** for Spring 2013 Semester

November 16, Friday

Deadline to Apply for Spring 2013 Graduation

November 22-24, Thursday-Saturday

Thanksgiving Holiday (**University Closed**)

November 26, Monday

Instruction Resumes

December 3 - 4, Monday - Tuesday

Course Review Day [Classes **must** convene and instructors will prepare students for Final Exams]

December 4, Tuesday

Last Class Day for Fall 2012 Semester

Last Day to Withdraw from the University (From All Courses) for the Fall 2012 Semester

December 5 - 11, Wednesday - Tuesday

Final Examination Period

December 11, Tuesday

Final Grades Due for Graduation Candidates

December 15, Saturday

Commencement

December 18, Tuesday

Final Grades Due for All Other Students