

**KSPE 8700  
COMMUNICATION SKILLS FOR COACHING  
3 SEMESTER HOURS  
SUMMER 2012**

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**Dewar College of Education  
Valdosta State University  
Department of Kinesiology & Physical Education  
Conceptual Framework: Guiding Principles  
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher  
Framework)**

Dispositions Principle: Productive dispositions positively affect student learners, professional growth, and the learning environment.

Equity Principle: All students deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning and athletics requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

*It is the responsibility of each student to read this syllabus in its entirety. The syllabus is the contractual agreement between the instructor and the student; failure to read and understand this document is no excuse for failure to meet and/or complete the course requirements contained within. If you have any questions or if you do not understand any part of this document, contact the instructor for clarification.*

**Required Resources**

*LiveText.* This computer program must be purchased at the VSU bookstore or online.

*National Standards for Sport Coaches, 2nd Edition*

*Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition.*

**Additional Textbooks or Readings** Various articles and texts will be used as reference material during the course, including:

NASPE Journal of Coaching Education

***"Positively Impacting Learning Through Evidence-Based Practices"***

## **Course Description**

Principles and techniques of effective communication skills and methodologies as well as a study of the characteristics of effective communicators. The structure of this course is to develop effective verbal, non-verbal, formal, and informal communications between the coach and various individuals and groups associated with athletics and sport in order to create an effective line of communication for all involved.

## **College of Education Standards addressed in this Course:**

- I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) that are appropriate for their certification levels.
- II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.
- III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

## **National Association of Sport and Physical Education (NASPE) National Standards (Domains) for Sport Coaches (2006) addressed in this course:**

### **Standard 1:**

Develop and Implement an athlete-centered coaching philosophy.

### **Standard 2:**

Identify, model, and teach positive values learned through sports participation.

### **Standard 35:**

Manage all information, documents, and records for the program.

### **Standard 40:**

Utilize an objective and effective process for evaluation of self and staff.

## **Course Objectives (CO)**

The student will:

CO 1. Examine coaching styles and philosophies. *COE Standards (III, V) NASPE Standards (1)*

***"Positively Impacting Learning Through Evidence-Based Practices"***

CO 2. Compare and contrast various coaching philosophies. *COE Standards (I, II, III, IV, V VI) NASPE Standards (2)*

CO 3. Interpret the legal framework that affects coaching. *COE Standards (II, III, VI) NASPE Standards (35)*

CO 4. Identify risk management issues related to program liability. *COE Standards (III, VI) NASPE Standards (1, 35)*

CO 5. Analyze evidence-based coaching practices based on current research. *COE Standards (II, III, V, VI) NASPE Standards (1, 2).*

### **Course Activities/Assignments/Requirements**

During the first class meeting each student and the instructor(s) will introduce themselves to the group and give a brief autobiographical view and discuss what semester they are for this EDs. Other course activities, assignments, and requirements are listed below.

1. Develop a comprehensive working philosophy of coaching COE Standards (III, V) NASPE standard (1).
2. Register Livetext, HPE Portfolio, and submit resume COE Standards (III, V) NASPE standard (1).
3. Critically reflect on current coaching mission and goals within the workplace COE Standards (II, III, VI) NASPE Standards (35).
4. Examine the pedagogy for coaching including learning styles, coaching styles, and methods for advanced performers COE Standards (II, III, V, VI) NASPE Standards (1, 2).
5. Examine diversity, equity, and character traits found in coaching COE Standards (II, III, V, and VI) NASPE Standards (1, 2).
6. Study the issues of bullying and hazing in sport and establish proactive methods of removing negative influences COE Standards (III, VI) NASPE Standards (1, 35).
7. Examine procedures to reduce the potential for, and react appropriately, to sexual harassment and athlete/child abuse COE Standards (III, VI) NASPE Standards (1, 35).
8. Review legal, moral, and ethical responsibilities of coaches COE Standards (III, VI) NASPE Standards (1, 35).
9. Identify contemporary issues and problems in coaching COE Standards (I, II, III, IV, V, VI) NASPE standard (2).
10. Analyze the organization and management of games, practices, fund raising opportunities, and similarly related topics COE Standards (I, II, III, IV, V VI) NASPE standard (2) .

11. Develop a sense of foreseeability of inherent risks and recognition of unsafe equipment, facilities, and conditions during risk activities COE Standards (III, VI) NASPE Standards (1, 35).

### **ATTENDANCE POLICY**

Any scheduled voice to voice interaction is expected to be attended by all members of the class. Students, who do not log into the class within the first two days, will be withdrawn from the course.

### **PROFESSIONALISM**

When communicating (email, discussion boards, etc.) with anyone in the class, an appropriate professional manner should be used.

### **Assignments**

### **Points**

Initial introduction of self	10
Reading the syllabus	10
Register Livetext, HPE Portfolio, and submit resume	0
Professional Philosophy (Final)	20
Discussion Board Posts (18)	90
Case Study's (4)	80
Reading Assignments (5)	100
Development of a Coaching Guide	100
Development of a Coaching Guide ppt presentation	<u>100</u>
<b><u>TOTAL</u></b>	<b><u>510</u></b>

### **Course Evaluation and Grading Scale**

100 – 90	A
89 – 80	B
79 –70	C
69-60	D

### **Drop Policy**

Any student has the right to an evaluation of his/her grade in a course prior to the end of the drop period. This policy does not require an examination to be given in order to evaluate the student's standing. Evaluations can take into account attendance, participation, preparation, and performance to date, and the like. As stated in the VSU Bulletin, "*Students officially withdrawing from a course prior to midterm will receive a "W" for the course. After midterm ... it is the instructor who determines whether the grade awarded is "W" (withdrew passing) or "WF" (withdrew failing). The grade of "WF" is equivalent to an "F" and is calculated in the grade point average.*" The professor may at his discretion withdraw a student who is not academically performing to the point of being successful.

## **ACADEMIC INTEGRITY**

These are professional expectations for all students in the Department of Kinesiology and Physical Education.

### **Writing/Grammar Competencies**

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Demonstrated mastery of formal Standard English and APA format is required in all aspects of the course. Assignments will be revised until these standards have been met. If you need assistance with your writing skills, help is available from the Writing Center on campus. Continuous reviewing is important and much of it will be done electronically. Mastery in electronic communication, including review/edit features and how to attach files to emails, is expected. You must monitor email regularly and inform the instructor of any email problems or changes.

### **Course Requirements and Assignments**

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using **APA style**. Proofread and correct papers before they are submitted. Those individuals whose communication skills indicate a need for assistance will be referred to the appropriate services on campus.

### **Diversity**

A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for the abilities and beliefs of all learners are the benchmarks of effective professionals.

### **Technology**

As part of our conceptual framework, the College of Education is committed to preparing professional teachers who are technology competent. As a result, technology has been infused into our education courses as directly related to effective teaching and student learning. You will be submitting assignments electronically.

· Backup your work on more than one disk.

\*\*\*\*Please note that the terms of this syllabus (specifically the course schedule) may be changed as circumstances require. Students will be informed of such changes as quickly as possible to minimize any inconvenience.

### **Attendance and Participation**

Students missing more than 20% of the sessions will receive a failing grade for the course unless a documented written excuse is provided for absences. Excused absences could be illness, university-sponsored activities, and family or personal emergencies. Students are responsible for obtaining any class notes and/or assignments given during the absence.

## **Dewar College of Education Policy Statement on Plagiarism**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

*Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.*

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

### **FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

### **SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

## **Special Needs Statement**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, handicap, veteran status, or sexual orientation of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title IX and Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the quarter. Students not registered with the Special Services Program should contact the Special Services office in Nevins Hall, Room 1115. The phone number is 245-2498.

**SafeAssign:**

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see SafeAssign for Students (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

**STATEMENT OF ORIGINALITY**

All written assignments that are sent to me need to have this affix:

**STATEMENT OF ORIGINALITY**

By affixing my signature hereto, I promise that this assignment represents original work by me, that it is submitted as an original copy, and that it neither has been used by me in another course nor written by anyone but me.

Valdosta\_\_\_\_\_/\_20\_\_;

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(Electronic Signature) - In Microsoft Word go to -Insert- then click on -Picture- then click on -WordArt- then choose the font and size you like, type in your name and save it for future use. Be sure that the signature you use is always the same.

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