

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

Department of Sports and Health Sciences
SPHE352
COACHING FOOTBALL: TECHNICAL AND TACTICAL SKILLS
3 Credit Hours
8 weeks
Prerequisite(s): None

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Instructor Information

(Biography)

Instructor:

Email:

Phone:

Office Hours:

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Course Description (Catalog)

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SPHE352 Coaching Football Technical and Tactical Skills (3 hours)

Students in this course will explore the techniques and tactical skills within the sport of American Football. Basic offensive, defensive, and special team skills are taught while exploring various teaching strategies for effective implementation. Football is a game that goes well beyond the obvious physical struggle on the field of play. Below the surface is a complex game which calls for strategic learning and specific methods of movement in accordance to the basic laws of physics. Coaching football calls for an understanding of these concepts in addition to strong organizational and instructional abilities. This course is designed for coaches at all levels. For coaches just beginning in the profession or looking to begin in the future, this course will discuss a number of basic areas that are essential to being successful such as coaching philosophy, practice planning, and game preparation. For those individuals that have been coaching for some time, this course will give you a chance to re-evaluate your philosophy, technique, style, and communication ability. In summary, the approach is toward teaching the student the theory, principles, concepts, and practices that can be applied in the dynamic, ever changing, challenging, and rewarding field of coaching football.

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Course Scope

This course is designed for coaches at all levels. For coaches just beginning in the profession or looking to begin in the future, this course will discuss a number of basic areas that are essential to being successful such as coaching philosophy, sport physiology, planning, and sport first aid. For those individuals that have been in coaching for some time, this course will give you a chance to re-evaluate your philosophy, technique, style, and communication ability. In summary, the approach in this course is toward teaching the student the theory, principles, concepts, and practices that can be applied in the dynamic, ever changing, challenging, and rewarding field of coaching.

The Course is part of the Bronze Level Certification program through American Sport Education Program (ASEP). Students will be taking the ASEP Coaching Football Technical and Tactical Skills course online in conjunction with fulfilling APUS classroom requirements. All of this will take place through the use of SPHE352 Coaching Football Technical and Tactical Skills. Students who successfully complete the course and score an 80% or above on the final exam are eligible for the ASEP Bronze Level Certification.

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Course Objectives

At the completion of this course, the student will have satisfied the following learning objectives:

1. Demonstrate knowledge of various motivational / evaluation tools involved in coaching football.
2. Demonstrate comprehension of the “traditional” and “games” approaches to football practice.
3. Evaluate technical and tactical football skills in players and make use of your evaluation results.

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4. Understand the basic information processing model within the game of football.
5. Explain the most important aspects of leadership within a football team.
6. Understand the role Special Teams plays within the game of football.
7. Explain prevention strategies for minimizing the risk of serious head injuries.
8. Prepare effective season plans and individual practice plans.
9. Demonstrate the importance of being a role model within the coaching position.
10. Apply action steps toward the lifelong learning process within the game of football

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Course Delivery Method

This [SPHE352 Coaching Football: Technical and Tactical Skills](#) course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. **Online assignments are due by Sunday evening** of the week as noted and include Discussion Board questions (accomplished in groups through a threaded discussion board), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

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Course Materials

This text is delivered shrink-wrapped with CD Rom and registration information about the ASEP Coaching Principles online course.

Required Course Textbook:

Book Number	Authors	Book Title	Publication Info	ISBN
SPHE352-0	Ash, R. (2006)	<i>Coaching Football Technical and Tactical Skills</i>	Champaign, IL: Human Kinetics	9780736072021

Textbook in APA format:

Ash, R. (2006). *Coaching Football Technical and Tactical Skills*. Champaign, IL: Human Kinetics.

Required Readings:

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See Course Outline

Additional Resources:

In the Course Materials folder there are additional course articles, and up to date APA handouts.

Websites

In addition to the required course texts the following public domain Websites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Website URL/Address
The OWL at Purdue	http://owl.english.purdue.edu/
APA Style Homepage	http://www.apastyle.org/index.aspx
North American Society of Sports Management	http://www.nassm.org/

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Evaluation Procedures	
Graded Assignment	Percent of Final Grade
Week 1 - Forum Board (DB): Evaluation tools of motivation	4.38
- Assignment 1: Coaching Evaluation / Practice Philosophy	9
Week 2 – FB: How important is player leadership?	4.38
- Assignment: Teaching Offensive Technical Skills	9
Week 3 – FB: Special Teams Philosophy	4.38
- Assignment: Teaching Defensive Technical Skills	9
Week 4 – FB: The Problem with Football	4.38
Week 5 – FB: Coaching Leadership	4.38
- Assignment: Season Planning	9
Week 6 – FB: Internet Coaching Resources	4.38
-- Assignment: Practice Planning	9
Week 7 – FB: Football: Effects and Challenges	4.38
- Final Project—Group Project	20
Week 8 – FB: Participation in Lifelong Learning	4.38
- ASEP CERTIFICATION EXAM	ASEP Certification
Total	100

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8 – Week Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1	Teaching and Evaluating	<u>1, 2, 3,</u>	Chapter 1, Ash Chapter 2, Ash Weekly Lesson Packet: WEEK 1	1) Introduction Forum 2) Units 1-2, ASEP online classroom 3) Assignment 1: Coaching Evaluation 4) Forum: Introduction to coaching football
2	Teaching Technical Skills on Offense	<u>3,4,5</u>	Chapter 3, Ash Lesson Packet: Week 2	1) Assignment: Offensive Technical Skills/Information Processing 2) Forum: Player Leadership
3	Teaching Technical Skills on Defense	<u>3,4,6</u>	Chapter 4, Ash Chapter 5, Ash Lesson Packet: Week 3	1) Assignment: Defensive Tactical Skills/Learning Application 2) Forum: Special Teams Philosophy
4	Teaching and Evaluating Tactical and Technical Skills	<u>7</u>	Chapter 6, Ash Chapter 7, Ash Chapter 8, Ash Lesson Packet: Week 4	1) Forum: The Problem with Football

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5	Instructional Planning	<u>8, 9</u>	Chapter 9, Ash Lesson Packet: Week 5	1) Unit 3-5 ASEP Classroom 2) Forum: Coaching Leadership 3) Assignment: Season Planning
6	Practice Planning	<u>8,10</u>	Chapter 10, Ash Lesson Packet: Week 6	1) Forum: Internet Coaching Resources 2) Assignment: Practice Plan
7	Philosophy of Coaching	<u>1,2,3,8,</u>	Chapter 11, Ash Chapter 12, Ash Lesson Packet: Week 7	1) Forum: Challenges and Effects 2) Final Project: Group Project
8	Lifelong Learning	<u>3,10</u>	FootballCoach360 Lesson Packet: Week 8	1) Forum: Enhancing other's coaching advice 2) ASEP Exam

Please see the [Student Handbook](#) to reference the University's grading scale

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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.

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- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation made for special situations and online submission variances.

CITATION AND REFERENCE STYLE

Attention Please: Students will follow the APA Style Manual, 6th Edition as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation used in the APA Style Manual, 6th Edition.

LATE ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.

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Academic Services

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

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- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Turnitin.com:** [Turnitin.com](http://turnitin.com) is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.
- **Tutor.com:** *Students have access to 10 free hours of tutoring service per year. Tutor.com is an award-winning online homework help and learning service that connects students to a certified tutor for one-on-one help Get help with homework, studying, projects, essay writing, and test prep in every subject, including algebra, statistics, chemistry, physics, social studies, and English. There are thousands of academic and career services resources—worksheets, practice problems, videos in every subject, as well as financial literacy tips. They are available 24/7 so you can access them whenever you need extra help. Tutor.com can be accessed through the Online Library Tutorial Center link.*

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Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: librarian@apus.edu