SEMESTER, YEAR: Fall 2017
COLLEGE, SCHOOL, OR CENTER: 
DEPARTMENT: Kinesiology
FACULTY: Joshua Cloud, MS, RCEP, CCRP  
jcloud@umobile.edu

COURSE NUMBER AND TITLE: KIN 409 SPORTS SKILLS INSTRUCTION & TRAINING for PERFORMANCE
CREDIT: 3 SEMESTER HOURS
DEFINITION OF CREDIT HOUR: One credit hour is equivalent to fifteen hours of faculty instruction and a minimum of thirty hours of student reading and work on other assignments in addition to class time. Online classes involve equivalent amounts of time for instruction and coursework or otherwise demonstrate student mastery of concepts through assessments which are appropriately mapped to course learning outcomes.

PREREQUISITE: NONE

COURSE DESCRIPTION: This course will help the student identify the skills needed to be taught for the acquiring of sports skills and the teaching of those skills effectively in order to enhance sports performance. The course will help the student to understand the assessment, analysis, and instructing of sports skills; along with the sport specific training methods for enhancing sports performance. Credit three hours (3)

OBJECTIVES: After taking this course, the student will be expected to demonstrate knowledge of:

2. Biomechanical principles of physical activity for analyzing human movement, motor behavior, and learning.
3. The assessment, analysis, and instruction of sports skills to enhance sports performance.
4. Sport specific training principles to increase sports skills acquisition and enhancing sports performance.
5. Biomechanical principles of physical activity for analyzing human movement and physical activity.
6. Physiological and biomechanical principles of training athletes for sport specific programs; considering sports performance enhancement.
7. Applied specific and functional sports training principles to address the performance specifics needed for various sports.
8. Explain and identify the mechanical aspects of movement as they pertain to sport skills and technique.
9. Identify the major muscles, their action at the joints both from the anatomical and non-anatomical positions as they relate to the acquiring of sports skills and human performance. (2)(a)1.(viii)
10. Discuss the relationship of muscles, ligaments, tendons and the nervous system to human movement. Analyze the technique of a sports or movement patterns in terms of joint actions, and anatomical and muscular aspects to better understand the foundation of sports performance.
11. Demonstrate an understanding of the types of muscle contraction (i.e., concentric, eccentric, isometric) and the muscles responsible for certain exercises and sports skills.
12. Identify the sport specific movement patterns and the energy states needed to develop sport specific strength and conditioning programs.
13. Discuss the basic structures (e.g., motor unit, muscle spindle and proprioceptors) of the neuromuscular learning patterns important to sports skills training and conditioning.

14. Explain and identify the various components of sports performance – as they are applied to the science and art of instructing sports skills and training athletes to enhance sports performance.

**TEXTBOOK(S) AND OTHER MATERIALS:** *Athletic Movement Skills: Training for Sports Performance* by Clive Brewer  
**ISBN-13:** 9781450424127

1. **REQUIRED ACTIVITIES:** Each student will demonstrate a working knowledge of the assessment, analysis, and instruction of sports skills to enhance sports performance. Each student will demonstrate a working knowledge of sport specific training principles to increase sports skills acquisition and enhancing sports performance.

2. Participating in class will contribute to your grade.

3. Two Exams.

4. Final Project will consist Two Parts:
   a. Written Coaching Sports Skill Session with lesson plan and oral presentation
   b. Written Coaching Practice Session

**FINAL SKILLS & PRACTICE SESSION PROJECT:** A sports skill lesson plan to teach a sports skill technique and the sport specific practice session to enhance sports skills performance.

**Sport Skill Session:**
1. Name & Description of the specific sports skill
2. Primary purpose of the skill
3. Sports skill technique instruction lesson plan

**Practice Session:** (Hand Out)

1. Knowledge
2. Level of Athlete
3. Environment

Enhancement of sports performance will be stressed. The first thing to determine is which sports skill the student would like to study. For future therapists, it might be running or walking gait. For the future baseball coach, it might be pitching, or batting. For the athletic trainer, it might be a skill which has a relatively high incidence of injuries. For the track coach, there is a myriad of skills from the high jump, long jump, discus throw, to the pole vault, triple jump, etc.

**EVALUATION:**

<table>
<thead>
<tr>
<th>Type of Evaluation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1</td>
<td>100</td>
</tr>
<tr>
<td>Exam #2</td>
<td>100</td>
</tr>
<tr>
<td>Final Project</td>
<td>200</td>
</tr>
<tr>
<td>Labs</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>
ATTENDANCE POLICY:
Attendance is required to participate in class discussions and skill sessions as well as hear professional speakers and will be part of your grade.

DROP DATE: Last day to drop class without receiving F for the course is November 7, 2017. (Records’ office closes at 4:30)

ADA STATEMENT:
It is the policy of the University of Mobile to provide reasonable accommodations for persons with disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Eligibility for services requires prior documentation of the disability. The Academic Advisor and the Disability Services Coordinator, Mrs. Julia Lucy, coordinate support services for students with disabilities and are accommodation resources for faculty and administration.

COURSE WEBSITE: (Include first sentence in each syllabus. Second sentence must be included if you accept any student work through an online source.)
A webpage for this course can be found by logging into https://umportal.umobile.edu/ics and selecting MY COURSES under QUICK LINKS. In order to comply with the Higher Education Act which requires verification of student identity in online work, all online coursework submitted to the faculty member must be completed by secure login and passcode or sent from the student’s official University E-MAIL ACCOUNT. (Faculty may want to add more information here to explain what is available on the particular course website.)

Tutoring and Writing Assistance:
Tutoring in a variety of areas and writing assistance are available free of charge to UM students through both UM’s Learning Center (on-campus peer tutoring service) and Tutor.com (online tutoring service). Students may schedule Learning Center appointments at http://umobile.edu/learningcenter/ or by contacting the Learning Center located on the 2nd floor of the Bedsole Library (251.442.2377), and may access Tutor.com through the MyUM course website.

Week 1 (8/21, 8/23) Intro and Ch.1
Week 2 (8/28, 8/30) Chapter 2
Week 3 (9/4, 9/6) Chapter 3
Week 4 (9/11, 9/13) Chapter 4
Week 5 (9/18, 9/20) Chapter 5
Week 6 (9/25, 9/27) Chapter 6
Week 7 (10/2, Fall Break) Exam # 1
Week 8 (10/9, 10/11) Chapter 7
Week 9 (10/16, 10/18) Chapter 8
Week 10 (10/23, 10/25) Chapter 9
Week 11 (10/30, 11/1) Chapter 10
Week 12 (11/6, 11/8) Chapter 11
Week 13 (11/13, 11/15) Exam # 2
Week 14 (Turkey Break) No Chapters
Week 15 (11/27, 11/29) Projects
Week 16 (12/4, 12/6) Projects and Review
Week 17 EXAMS! TBD
FINAL EXAM SCHEDULING: Students are expected to take the final exam on the scheduled exam date. Students enrolled in face-to-face classes need to make all travel arrangements to accommodate the date of the final exam. The final exam should not be given early.

OTHER: “Students will be required to adhere to the academic integrity policy and the dress code, which can be found in the Student Handbook. Please practice common courtesy by silencing and storing away cell phones during class periods.”