

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of KINESIOLOGY
COURSE SYLLABUS**

Course Prefix & Number: PE 1191

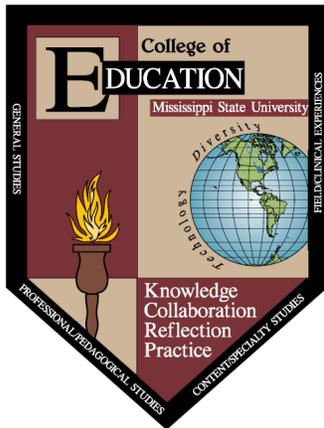
Course Title: First Year Seminar

Credit Hours: One (1) semester hour

Course Type: Lecture

Catalog Description: First-year seminars explore a diverse array of topics that provide students with an opportunity to learn about a specific discipline from skilled faculty members.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

- A. Students will be able to identify the various characteristics of expert coaches; InTASC 4, CFPO 1, 3, 10
- B. Students will be able to understand and address characteristics of expert athletes to practical situations; InTASC 4, CFPO 3,4,10
- C. Understand the principles behind the acquisition of team sport expertise; InTASC 4, CFPO 1,6,8,9
- D. Implement appropriate communication strategies that will be sensitive to the needs of all athletes and that will be effective with parents and the community; InTASC 5, CFPO 1, 6
- E. Develop an understanding for the importance of continued professional growth and development through participation in professional organizations and collegial activities; InTASC 9, CFPO 1,8

Topics Covered in Course:

- A. What does it mean to be an expert (2 Hours)
- B. Characteristics of expert coaches (2 Hours)
- C. Characteristics of expert athletes (1 Hour)
- D. Expert sport performance-Perspectives and Issues (1 Hour)
- E. Acquisition of team sport expertise (1 Hour)
- F. Memory retention in expertise (2 Hours)
- G. Modes of learning throughout coaching development (1 Hour)
- H. Interactions with peers throughout coaching development (1 Hour)
- I. Coaches perceptions of self-development (2 Hours)
- J. Identity formation of coaches throughout development (1 Hour)
- K. Coaching Expertise overview (1 Hour)

Methods of Instruction:

- A. Lecture
- B. Class Discussion
- C. Course Related Assignments

Required Texts: None

Suggested Student Activities:

(Page, 12 Point Font, Double Spaced, 1 Inch Margins, APA Format for Citations)
The purpose of these learning experiences is to provide students with practical understanding of the main development of expertise in coaching.
Assignment 1: Role and Philosophy of Sport & Exercise: Compose a 1-page minimum paper describing your thoughts toward the role sport has played in your life. Include personal experiences and explanations that will help justify your

thoughts. Also include how a coach has affected you (positive and/or negative) during your time as an athlete. Obj E

Assignment 2: Development of Expertise: Utilizing class discussions, course articles, and power points; write a 2-page paper describing your perceptions of the processes involved in gaining expertise as a coach. Obj A-D

MSU Honor Code:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

The Mississippi State Honor Code can be found at <http://www.honorcode.msstate.edu/>.

Technology:

- A. Students will submit assignments via MyCourses
- B. Students will take tests via Respondus on the Calendar link in MyCourses

Diversity:

Diversity will be addressed in Chapter 1

Disability:

Students with disabilities will be accommodated in every possible way via Student Support Services (325-3335).

Field Component: None

Evaluation of Student Progress:

- A. 2 Exams — 40% each = 80%
- B. 2 Assignments — 10% each = 20%

A = 100 - 90%, B = 89% - 80%, C = 79% - 70%, D = 69% - 60%, F < 60%

Expectations of Students:

- A. Come to class prepared to discuss the reading assignment.
- B. Students are expected to be alert and participate in class discussions.
- C. Turn in all assignments on time (late assignments will only receive 1/2 credit).

Bibliography:

Istvan B. I., Way, R., & Higgs, C. (2013). *Long-term athlete development*. Champagne, IL: Human Kinetics.

Bell, M. (1997). *The development of expertise*. *JOPERD*, 68 (2), 34-38.

Martens, R. (2012). *Successful coaching*. Champagne, IL: Human Kinetics.

Vickers, B., (2010). Peer interactions throughout coach development. *Sport Science Review*, 19 (1-2), 31-46.

Vickers, B., & Hale, B. (2010). Perceptions of self-development throughout the spectrum of coaching expertise. *Journal of Coaching Education*, 3(3), 117-141.

Vickers, B. & Schoenstedt, L (2010). Identity formation through varying levels of coaching expertise. *Sport Science Review*, 19 (5-6), 209-230.