FRESNO PACIFIC
U N I V E R S I T Y

ATH 909 – Speed Training for Sports

Independent Study Online Course Syllabus

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Phone Number: (602) 751-2528	**Target Audience:** 7th - 14th grade teachers
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Course Description

- Many athletes and coaches believe the myth that, "speed is a gift you're either born with or without." They don't realize that there really are effective methods to run faster. This course will present easy-to-learn techniques that coaches can apply to any sport setting. Participants will learn about a number of drills that have been proven to develop speed and the reasons why they are so effective. This course will introduce several components that determine a student athlete's ability to increase speed, agility, and quickness. Participants will learn how to assess their student athlete's techniques in terms of these components of speed. This course will also cover tests that can be used to detect errors in running form and ways of correcting the problems. Finally, participants will learn how to perform specific drills and how to fit speed training into an overall training program.

- Course assignments encourage participants to integrate specific national standards for physical education. Objectives for each lesson are modeled around standards-based learning as identified by SHAPE America. Evidence of learning is tied directly to stated objectives and is assessed via analysis and application papers, training programs, testing programs, reflective evaluations and peer learning. The course is designed for teachers and coaches of 7th through 14th grade students.

- Note: Students are required to purchase the textbook and access to video library separately.

Required Course Materials

- **Textbook:** Brown, L. & Ferrigno, V. (Eds.) (2015). Training for Speed, Agility, and Quickness. (3rd ed.). Champaign, IL: Human Kinetics is the course textbook. Students are expected to thoroughly read this book, watch the online videos, analyze the content, and apply the suggested techniques to a sport and physical education situation.

- **Note:** Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You can order the book directly from the publisher or from one of several discount aggregators (for example): http://books.nettop20.com

- **Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

- **Moodle:** Moodle is a web-based course management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning). www.moodle.org // www.demo.moodle.org // www.docs.moodle.org

Course Dates

- This course is self-paced; students may enroll at any time and take up to one year to complete assignments.

- You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

National Standards Addressed in This Course

"Standards are an enduring commitment, not a passing fancy."
-California State Board of Education

National Board for Professional Teaching Standards (NBPTS) (www.nbpts.org)
NBPTS was created in 1987 after the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession released A Nation Prepared: Teachers for the 21st Century. The five core propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs). Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Teachers are committed to students and their learning
- Teachers know the subject they teach and how to teach those subjects to students
- Teachers are responsible for managing and monitoring student learning
- Teachers think systematically about their practice and learn from experience
- Teachers are members of learning communities

National Physical Education Standards by SHAPE America (www.shapeamerica.org/standards/pe/index.cfm)
The following content standards defined by SHAPE America specify what students should know and be able to do as result of a quality physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula. Participants are asked to apply these standards in their teaching practices and demonstrate them within their coursework.

SHAPE 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
SHAPE 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
SHAPE 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
SHAPE 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.
SHAPE 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Common Core State Standards (www.corestandards.org)
The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

College and Career Readiness Anchor Standards for Reading
The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently.

Continuing Education Program Student Learning Outcomes

CE 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Student Learning Objectives (SLOs)

Student Learning Outcomes in this Course Student will be able to:	SHAPE America National Standards Addressed*	Continuing Education Program Student Learning Outcomes Addressed**
1. Identify and integrate professional coaching and teaching standards into their teaching and coaching as demonstrated through their coursework.	2, 3, 4	1, 2, 3, 4, 5
2. Describe their role in shaping their student athletes to become "physically educated students".	1, 2, 3, 4, 5	1, 2, 5
3. Assess the speed, strength, and flexibility of their student athletes.	1, 2, 3	2, 4, 6
4. Apply the speed, agility, quickness model to improve the playing ability of their student athletes.	1, 2, 3	2, 3, 4, 6
5. Justify the importance of strength, ballistics, plyometrics, and form in improving playing speed.	2, 3, 4, 5	1, 2 , 3, 4, 5
6. Design a personal speed-specific program for their student athletes.	2, 3	1, 2, 4, 6
7. Appreciate the human body and its ability to perform physical activity.	1, 2, 3, 4, 5	2, 3, 4, 5

* Please refer to the section on **National Standards Addressed in This Course**
** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Course Requirements

Students will be expected to:
- Read and apply the text, Training for Speed, Agility, and Quickness to all assignments.
- Watch and apply the online videos, Training for Speed, Agility, and Quickness to all assignments.
- Complete the Analysis and Application Papers based on the Training for Speed, Agility, and Quickness textbook and videos.
- Create a Speed Improvement Training Program for a student athlete based on the information in the Training for Speed, Agility, and Quickness textbook, videos, and course packet.
- Implement the Speed Improvement Training Program designed for at least 4 weeks, and write a brief reflection on the positive and negative aspects of the program.
- Interview an athletic coach about his/her current training program and ways he/she could enhance it with speed improvement principles.

- Create a classroom lesson plan or a workshop outline/script on speed training using the textbook and the references provided within the course packet. This assignment will be appropriate for the coach or teacher interested in presenting speed, agility, and quickness information as part of a unit on physical conditioning to his/her colleagues during an in-service opportunity.
- Complete all assignments within the allocated timeframe – One year from enrollment date.
- Submit all typed coursework in the organized format described within the Schedule of Topics and Assignments section.
- Keep a copy of their coursework in the event something gets lost or destroyed.
- Complete the designated assignments for the B grade / Credit or A grade option.

Schedule of Topics, Assignments, and Activities

This section of the syllabus describes exactly what material the participant must cover and in what sequence. Assignments and activities are integrated with the topics to show the relationship between learning and practice within a standards-based learning environment.

- **Analysis and Application Papers**
  The "Analysis and Application" papers address the steps to improving playing speed presented in the Training for Speed, Agility, and Quickness textbook and online videos. Each paper will be 3 to 4 pages and include two sections: analysis (discussing the major points presented in the chapter) and application (applying the major points to a training program).

  The Analysis and Application papers are the primary mechanism by which you will provide evidence of the following: a) You have read and understood the major points of each specific reading assignment, b) You are able to apply what you have learned in a practical way to implement a Speed Training Program, and c) You are able to integrate the course material with your own personal experiences involving sport training programs.

- **Speed Training Program**
  Based on the information presented in the Training for Speed, Agility, and Quickness textbook and videos, design a personal speed improvement training program for a student athlete. You will need to start with an assessment of your student athlete. Also, consider any unique needs of the student athlete, his/her sport, and his/her athletic team when creating this program.

  The Speed Training Program will serve as a tool for you to put the principles/steps presented in your textbook into practice. This exercise is extremely valuable for any coach who truly desires to improve the speed of his/her athletes. At this stage you know the four main areas for designing an effective speed improvement program: a) You understand the key areas to emphasize for improving speed in your sport, b) You know how important each of these areas is to your specific sport, c) You are aware of your weaknesses based on test results, and d)

you know how to properly utilize each training program to eliminate weaknesses and improve speed through a holistic approach to speed improvement. Now is the time to design and implement that program.

- **Training Program Reflection**
  Implement the training program you designed above for at least 4 weeks. After 4 weeks, write a brief reflection addressing positive and negative aspects of the program.

  This exercise is useful for evaluating your training program and for gathering ideas that will make your future programs successful.   By taking a little time to reflect, you should objectively see principles/steps that worked well and those that need modifications. This process will allow you to develop a greater appreciation for your speed improvement program.

- **Speed Training Lesson Plan**
  Using the textbook, video library, and references, create a classroom lesson plan or a workshop outline/script on Speed Training. This assignment will be appropriate for the coach or teacher interested in presenting speed, agility, and quickness information as part of a unit on physical conditioning to his/her colleagues during an in-service opportunity.

  This assignment will help the participant develop a general teaching strategy for a lesson that can be part of a unit/workshop on speed training. A teaching strategy is a technique used by a teacher or coach to help a student or individual to understand a particular concept, and/or develop and practice a specific life skill. The participant will create a teaching strategy that contains: 1) clever title for the lesson or workshop, 2) grade level or target audience, 3) the desired outcomes of the lesson or workshop, 4) the materials needed for the lesson or workshop, 5) teaching steps or workshop outline, and 6) infusion of national or state education standards. If possible the participant should also include information on multicultural issues. All assignments will have an appendix that contains the teaching aids, overhead masters, handout master, etc. that are necessary for the teaching strategy. This assignment will allow the participant to use the information learned to design a meaningful lesson or workshop on speed training.

- **Coach's Interview**
  Interview an active coach focusing on his/her current training program. You will develop a list of questions that will address his/her current training program and his/her interest in integrating some of the speed improvement principles/steps covered in this course into his/her own training program.

  This assignment will help you gain a deeper understanding of another coach's perspectives on speed improvement programs. Not all coaches believe that speed can be improved. Some (even well educated) coaches believe that athletes are either born with or without speed, quickness, and body control.

Evidence of Learning

Evidence that the student achieved the course objective includes:
- Course instructor observed evidence of understanding of course objectives as demonstrated through student's analysis and reflective writing assignments.
- Course instructor observed evidence of understanding of course objectives as demonstrated through student's presentation of a speed training program.
- Student demonstrated insightful thinking by analyzing the strengths and weaknesses of their sports training program.
- Student demonstrated their understanding of appropriate hands-on methods of teaching through their lesson plan or workshop teaching experience.
- Student included the use of higher level thinking skills to make connections to professional coaching and teaching standards from SHAPE America.
- Student demonstrated how they might use professional coaching and teaching standards from SHAPE America in their future strategies, techniques, and course content.

Grading Policies for Assignments

Course participants have the option of requesting a letter grade (A-grade or B-grade) or a Credit / No Credit when submitting the online grade form. Students will submit their grade request when all coursework has been completed.

The participant's grade will be determined by the quality and number of assignments they choose to complete. Each assignment outlined in the course packet includes a rubric which clearly describes the expectations for the course assignment. The discernment between an A or a B grade is at the discretion of the instructor based on the quality of work submitted. Any assignment falling below the "B-grade" or "Credit-grade" quality (below 80%) threshold will be returned to the participant with further instructions.

Outlined below are the assignment requirements for each type of grade option.
- Four assignments - All coursework must receive "B-grade" or better for participants who are working for the "B letter grade" or "Credit" option.
- Six assignments - All coursework must receive "A-grade" or better for participants who are working for the "A letter grade" option.

B letter grade / Credit - (All coursework must receive B-grade or better for this option)
    __ Complete two (2) Analysis and Application Paper
    __ Complete the Speed Training Program
    __ Complete only one (1) of the following:
        __ Training Program Reflection
        __ Speed Training Lesson Plan
        __ Coach's Interview

A letter grade - (All coursework must receive A-grade or better for this option)
    __ Complete three (3) Analysis and Application Papers
    __ Complete the Speed Training Program
    __ Complete <u>only two (2)</u> of the following:
        __ Training Program Reflection
        __ Speed Training Lesson Plan
        __ Coach's Interview

Grading Rubrics for Assignments

- Assignments will be graded per criteria presented in the course grading rubrics.
- Students must earn a minimum of 80% to received credit for the assignment.
- A = 90-100% and B= 80-89%, (anything below 80% will not receive credit.)
- Grading Policies:
  - The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
  - Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
  - All assignments must be completed to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Writing Requirements
- **Superior:** Writing is clear, succinct, and reflects graduate level expectations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling.
- **Written assignments and papers need to follow APA formatting** (1" margins, Times New Roman font - size 12, double spaced; **c**entered title, student first and last name on paper. Instructors may add additional APA writing requirements as needed.)

Forum Requirements
- **Superior:** Response was at least 1 page (3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, correctly followed APA formatting, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.
- **Standard:** Response was less than 1 page in length (less than 3 fully developed paragraphs). Answered all the questions but did not provide an in-depth analysis, followed some of the assignment directions, minor APA formatting issues, proper grammar and no spelling errors. Language is comprehensible, but there a few passages that are difficult to understand. The organization is generally good.
- **Sub-standard:** Response was only ½ page in length (1-2 paragraphs). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did

not follow many of the assignment directions or submitted response late, many APA formatting errors, many grammatical and spelling errors. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.

Final Grading and Transcripts

- Upon completion of all course assignments and activities, students will need to submit an online request for final course grade by logging into http://ce.fresno.edu/cpd.

- Transcripts may be ordered online after you receive your blue official computer-generated Grade Report. Refer to the current Independent Study Policy Statement provided to you by your instructor, or on the CPD website (http://ce.fresno.edu/cpd) for further information.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to https://www.fresno.edu/students/academic-support/services-students-disabilities.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue - https://www.fresno.edu/students/registrars-office/academic-catalogs

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Moodle:
This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle, go to: (https://docs.moodle.org/30/en/Student_FAQ). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – http://col.fresno.edu/student.

Moodle Site Login and Passwords – (or other online course access information):
Students will need to have internet access to log onto https://ce-connect.fresno.edu. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery, please contact the Center for Professional Development at (800) 372-5505 or (559) 453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm. or email prof.dev@fresno.edu.

Getting Help with Moodle:
If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone or the website. Help by phone (559) 453-3460) is available Mon-Thurs 8:00 am to 8:00 pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a "Request Services" form at http://col.fresno.edu/contact/request-services. Please identify that you are with the "School = Continuing Education".

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make phone or email contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to "Submit Grade Form". Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Independent Studies Policies and Procedures at http://ce.fresno.edu/cpd/policies/

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at http://registrar.fpu.edu/catalog.

Fresno Pacific University Student Learning Outcomes

Student Learning Outcomes Oral Communication: Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.
Written Communication: Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.
Content Knowledge: Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.
Moral Reasoning: Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.
Service: Students will *demonstrate* service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.