

COURSE OUTLINE

Theory of Track and Field

Course Description

PE 270. Theory of Track and Field. 2 hours credit. This course will enable the student to develop an understanding of coaching track and field including the basic theories of proper technique and physical conditioning. The student will be able to apply the underlying concepts of developing training programs for sprinting, distance running, jumping and throwing events.

Course Relevance

The concepts learned in this course will allow the student to utilize and understand the principles of skillful leadership and apply knowledge of the dynamics of teamwork and group interaction.

Required Materials

None.

Learning Outcomes

The intention is for the student to be able to:

1. Apply the fundamentals of coaching track and field.
2. Apply the dynamics of coaching a group of individuals in the context of a team.

Learning PACT Skills that will be developed and documented in this course

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

Personal Development Skills

1. Interpersonal interaction
 - Through an oral presentation, the student will demonstrate an awareness of skills and behaviors associated with satisfactory interactions within the dynamics of coaching a group of individuals in the context of a team environment.

Analytical Thinking Skills

1. Critical thinking
 - Through the completion of a training program, the student will design workouts for a specific event in track and field including off-season, pre-season, and competition phases.

Communication Skills

1. Reception and interpretation of messages
 - Through an oral presentation, the student will simulate a coach's presentation to explain to a group of athletes a drill and technique activity for a specific event in track and field.

Major Summative Assessment Task(s)

These learning outcome(s) and the Learning PACT skill(s) will be demonstrated by:

1. Completing a full periodization training program, the student will select and design a workout program for a specific event in track and field including off-season, pre-season, and competition phases (A outcome).
2. Delivering an oral presentation of simulating a coach's presentation, the student will demonstrate the dynamics of coaching a group of individuals in the context of a team environment (P outcome) while explaining to a group of athletes a drill and technique activity for a specific event in track and field (C outcome).

Course Content

- I. Skills or Competencies – Actions that are essential to achieve the course outcomes:
 - A. Assessment of talent
 - B. Communication
 - C. Organizing practices and team play in game situations

Learning Units

- I. Coaching philosophy
 - A. Coaching styles
 - B. Coaching philosophy
 - C. Responsibilities of a coach
 - D. Motivational methods
 - E. Dynamics of teamwork
- II. Terminology and theory of training
 - A. Science of training
 - B. Anaerobic and aerobic training
 - C. Principles of periodization
 - D. Training preparation
 - E. Components of training
- III. Track events
 - A. Technique for sprinting, hurdling, and starting
 - B. Techniques for baton exchanges
 - C. Training programs for sprinting, hurdling, and distance running
 - D. Proper warm-up, weight training, plyometrics, drills, and circuit training
 - E. Specific training principles
- IV. Field events
 - A. Technique for the high jump, pole vault, triple jump, and long jump
 - B. Technique for the shot put, discus, hammer, and javelin
 - C. Training programs
 - D. Throwing safety guidelines

Learning Activities

Learning activities will be assigned to assist the student to achieve the intended learning outcomes through lecture, instructor-led discussion, audio-visual aids, guest speakers, group activities, on-field demonstrations, internet activities, and other activities at the discretion of the instructor.

Grade Determination

The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: daily activity class participation; homework assignments, quizzes, examinations, practice and drill book projects, oral presentations, and other methods of evaluation employed at the discretion of the instructor.