



EFFECTIVE: SEPTEMBER 2010
CURRICULUM GUIDELINES

A. Division: **Science & Technology** Effective Date: **September 2010**

B. Department / Program Area: **Sport Science** Revision New Course

If Revision, Section(s) Revised:
Date of Previous Revision:
Date of Current Revision:

C: SPSC 1320 **D: Applied Methods: Curling & Golf** **E: 3**

Subject & Course No.	Descriptive Title	Semester Credits						
<p>F: Calendar Description:</p> <p>Using the sports of curling and golf, the affective, psychomotor, and cognitive elements needed in becoming a competent teacher as well as the technical, tactical, physical, and psychological elements needed in becoming a competent coach for each game will be analyzed and developed. Topics include the study of selected performance components, an examination and application of observation, analysis, and feedback methods and procedures and utilization of different pedagogical strategies in the delivery of selected skills and tactics.</p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture/Practical</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>4</p> <p>Number of Weeks per Semester:</p> <p>15</p>	<p>H: Course Prerequisites:</p> <p style="text-align: center;">None</p>							
	<p>I: Course Corequisites:</p> <p style="text-align: center;">None</p>							
	<p>J: Course for which this Course is a Prerequisite:</p> <p style="text-align: center;">None</p>							
	<p>K: Maximum Class Size:</p> <p style="text-align: center;">30</p>							
<p>L: PLEASE INDICATE:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)</p>			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer:
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M: Course Objectives / Learning Outcomes:

Upon completion of the course the student will:

1. Identify historical factors that have influenced the development of the games of curling and golf.
2. Integrate educational and coaching elements in the overall design of instructional or seasonal units and lesson plans for curling and golf.
3. Demonstrate correct performance in selected skills and tactics involved in the performance of curling and golf.
4. Apply observation, analysis, and feedback methods and procedures to detect and correct errors in selected skills and tactics during game performance.
5. Investigate an instructional model or models and their application to selected skills and tactics for curling and golf, while developing communication, organizational, and administrative abilities and skills needed to present a professional image and portfolio as a teacher or coach.
6. Demonstrate interpretive knowledge of the rules and terminology of curling and golf.

N: Course Content:1. Historical Factors in Curling and Golf

The student will:

- 1.1 Describe the origin and historical development of curling and golf.

2. Fundamental Factors for Effective Performance

The student will:

- 2.1 Describe and apply affective, cognitive, and psychomotor elements in the educational setting.
- 2.2 Describe and apply technical, tactical, physical, and psychomotor elements in the coaching setting.

3. Techniques and Tactics in Curling and Golf

The student will:

- 3.1 Describe and demonstrate technical elements of effective individual performance including, but not limited to the following, for curling:
 - 3.1.1 ready position in the hack
 - 3.1.2 cleaning the rock
 - 3.1.3 backward movement
 - 3.1.4 thrust and lunge from hack (i.e. the slide)
 - 3.1.5 imparting turn on the rock
 - 3.1.6 releasing the rock
 - 3.1.7 weight
 - 3.1.8 hitting the broom
 - 3.1.9 sweeping
- 3.2 Describe and demonstrate technical elements of effective individual performance including, but not limited to the following, for golf:
 - 3.2.1 the grip
 - 3.2.2 the stance (set up)
 - 3.2.3 the full swing
 - 3.2.4 the pitch shot
 - 3.2.5 the chip shot
 - 3.2.6 the sand shot
 - 3.2.7 putting
 - 3.2.8 swing variations
- 3.3 Describe the appropriate sequencing of skill acquisition and progressions.
- 3.4 Describe and demonstrate tactical elements of effective team performance in curling.
- 3.5 Describe and demonstrate course management and strategy in golf.

4. Observation and Analysis Methods and procedures

The student will:

- 4.1 Describe and demonstrate:

- 4.1.1 scope: components of observation and analysis
- 4.1.2 approaches: types and methods of observation and analysis
- 4.1.3 qualitative and quantitative analysis
- 4.1.4 error detection, prioritizing, and correction
- 4.1.5 analyzing individual and team performance

5. Instructional Strategies and Professional Development

The student will:

5.1. Describe and demonstrate

- 5.1.1 alternative teaching and coaching approaches
- 5.1.2 class management strategies
- 5.1.3 developmentally appropriate technical and tactical progressions and drills
- 5.1.4 principles of effective instruction
- 5.1.5 seasonal planning and training principles

6. Rules and Terminology

The student will:

- 6.1. Demonstrate an interpretive knowledge of the rules and terminology of curling and golf.

O: Methods of Instruction:

Lecture
 Discussion groups
 Practical applications and experiences
 Field observation
 Technology assisted learning

P: Textbooks and Materials to be Purchased by Students:

Applied Methods Course Pack & Supplementary materials (i.e., articles and textbooks) when required.
 There is a course fee of \$95.00 associated with this course.

Q: Means of Assessment:

Assessment in this course will be consistent with Douglas College evaluation and assessment policy. The following is a sample assessment format:

Theoretical Knowledge	40%
Teaching Skill	15%
Lesson Planning	10%
Game/Skill Analysis	20%
Practical Skills	<u>15%</u>
TOTAL:	100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Not at this time.

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Acting Registrar