

Fall 2022 SYLLABUS



Midwestern State University
Gordon T. & Ellen West College of Education

Officiating KNES 3353

Course Instructor

Cody Ford
Bridwell Hall 109
Office 940-397-4786
E-mail: cody.ford@msutexas.edu

Office Hours

Monday 1:00 p.m. – 3:00 p.m.
Wednesday 1:00 p.m. – 3:00 p.m.
Thursday 2:00 p.m. – 4:00 p.m.
Office located in MSU Wellness Center

Class Meeting Places & Times

Mon/Wed 5:30PM – 7:00PM
Bridwell Hall 109
Zoom classes may be used if needed

Required Text

NASO. (2011). Successful Sports Officiating. Champaign. IL: Human Kinetics

On-line Resources

UIL Texas. NIRSA. NFHS.

Course/Catalog Description

This course is designed to provide the student with an overview of the techniques required for successfully officiating various types of sporting events. The official's role will be presented and opportunities will be provided for practical officiating experience through the Department of Recreational Sports. This will be followed by a comprehensive analysis of officiating style, and etiquette.

Conceptual Framework Overview

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learning Environment – Graduates of West College of Education (GWCOE) create challenging, supportive, and learner-centered environments in diverse settings**
- **Individual Development - GWCOE demonstrate knowledge of individual differences in growth and development**
- **Diverse Learners - GWCOE recognize the value and challenges of individual differences:**
- **Reflection - GWCOE engage in individual and group reflection to improve practice.**

- **Collaboration, Ethics, Relationships - GWCOE develop positive relationships, use collaborative processes, and behave ethically.**
- **Communication - GWCOE communicate effectively both verbally and nonverbally through listening, speaking, reading, and writing.**
- **Professional Development - GWCOE actively engage in continuous learning and professional development.**
- **Strategies and Methods - GWCOE use a variety of instructional strategies aligned with content to actively engage diverse learners.**
- **Content Knowledge - GWCOE demonstrate mastery of the content area(s) and remain current in their teaching fields.**
- **Planning Process - GWCOE demonstrate effective planning as part of the instructional cycle.**
- **Assessment - GWCOE demonstrate formative and summative techniques to plan, modify, and evaluate instruction.**

Objectives

Students will:

1. Determine your individual officiating philosophy and style.
2. Set and achieve professional goals.
3. Communicate effectively with other officials, coaches, and athletes.
4. Develop decision making skills
5. Manage conflict effectively.
6. Understand the principles of personal fitness and create a personal fitness plan
7. Understand individual legal responsibilities, legal rights, and business responsibilities.
8. Manage your time wisely
9. Work effectively with local and regional associations.

Dispositions

1. Student will be professional in dress, language, behavior in class and when officiating recreational sports.
2. Student will demonstrate appropriate knowledge and skills as an official in selected sports.
3. Student will develop basic skills as an official in various sports.
4. Student will demonstrate the skills necessary to officiate multiple sports acceptable to UIL Texas standards for select junior high school sports.

Assessment

Description of Evaluation	Possible Points	Total Points	% Of Final Grade
1. Class Engagement/Disposition (5 pts/class) (-3pts/class for inappropriate attire)	5.00/week	75.00	15.00%
2. Observations (2)	25.00	50.00	10.00%
3. Quiz (5)	10.00	50.00	10.00%
4. Discussion Boards (5)	10.00	50.00	10.00%
5. Rec Sport Officiating (30 events)	5.00	150.00	30.00%
6. Bonus Officiating (5 events)	5.00	25.00	5.00%
5. Final Exam	100.00	100.00	20.00%
Total		500.00	100%

Calendar

Week #1 (8/22 & 8/24)

Introduction, course/syllabus and class expectations, D2L; Introductions; Goals, philosophy & style of officiating. Join class GroupMe.

Flag Football Lecture

Quiz #1 over Syllabus & Flag Football

Week #2 (8/29 & 8/31)

Chapter 1 – Officiating Past & Present

Rec Sports begin Sept. 6

NFHS Officiating Course

Week #3 (9/7)

Labor Day Break – No Class 9/5

Class Resumes 9/8.

Chapter 3 – Officiating Style

Officiate Rec Sports Games

Discussion Board #1

Week #4 (9/12)

Chapter 5 - Communications with athletes, coaches & other officials.

Flag Football Update

Officiate Rec Sports Games

Discussion Board #2

Week #5 (9/19)

Chapter 6 & 7 - Decision-making skills & Mental Training Strategies

Chapter 8 - Conflict Management
Officiate Rec Sports Games
[Discussion Board #3](#)

Week #6 (9/26)

Ultimate Frisbee & Volleyball officiating lecture & training
Officiate Rec Sports Games
[Quiz #2 over Chapters 3, 5, & 6](#)

Week #7 (10/3)

Chapter 9 & 10 – Fitness for Officials / Personal Fitness
Officiate Rec Sports Games
[Quiz #3 over Chapters 7-10](#)

Week #8 (10/10 & 10/12)

Volleyball Officiating Workshop (Wellness Center)
Officiate Rec Sports Games

Week #9 (10/17)

Chapter 9 & 10 – Fitness for Officials / Personal Fitness
Officiate Rec Sports Games
[Discussion Board #4](#)
[Observation #1 Due](#)

Week #10 (10/24)

Chapter 11 - Legal responsibilities, rights & business responsibilities
Officiate Rec Sports Games
[Quiz #4 over Chapters 9 & 10](#)

Week #11 (10/31)

Chapter 13 – Time Management
Officiate Rec Sports Games
[Discussion Board #5](#)

Week #12 (11/7)

Volleyball Update
Officiate Rec Sports Games
[Personal Fitness Plan Due](#)

Week #13 (11/14)

[No Class](#)
Officiate Rec Sports Games
[Observation #2 Due](#)

Week #14 (11/21)

Thanksgiving Break – Class Proceeds online for Finals (No Rec Sports)

Week #15 (11/28)

Online Only – Finals Prep

Week #16 (12/5)

Final Exam Week
Final Exam on D2L; Time Limit – 2hr

Assignments

SPORT OBSERVATIONS (2 @ 25 PTS EACH)

For their **first observation** each student is to observe a junior high or high school volleyball game from warm-ups to the completion of the game/match. During the observation the student will concentrate on the officials on the field and how they work together to call rule infractions; cover the field for different situations, and manage play and sportsmanship. Upon completion of each observation students are to write a 2-page paper (APA 6th) sharing what they observed inclusive of what the dynamics are present, how the officials work together and their style of how they officiate. The typed report due date is posted on the weekly calendar above.

For the students **second observation** they will attend and observe a high school or junior high school football game. During the observation the student will concentrate on the officials on the field and how they work together to call rule infractions; cover the field for different situations, and manage play and sportsmanship. Upon completion of each observation students are to write a 2-page paper (APA 6th) sharing what they observed, including the dynamics present, how the officials work together, and their style of officiating. The typed report due date is posted in the weekly calendar above.

SPORT OFFICIATING (100 PTS, 150W/ BONUS)

INTRAMURAL SPORTS

Working with Rec Sports, each student must officiate 20 recreational sport events. Initial sign-ups will be done the first week of class. All students will report to and sign in with Michael each time they officiate. If you have been assigned a day/time to officiate or you selected it and do not show up that will be represented in your engagement/disposition point total. You must wear the appropriate attire to officiate, be on time and follow the instructions of the recreation supervisor in charge.

ONLINE DISCUSSIONS (50 PTS)

Each week students will participate in a discussion posted on the class portal (D2L). It is expected that students will be active in their participation and review the grading rubric prior to posting their comments/questions in an effort to receive full credit. Students should fully review the discussion board grading rubric for more information.

QUIZZES (50 PTS)

Throughout the semester there will be both in class and on-line quizzes based on readings, experiences and discussions.

Grading Procedures

All in class submitted assignments will be due at the beginning of class on the day that they are due. Discussion paper, must be written using APA formatting (6th Edition). Discussion board assignments should be submitted using correct grammar, spelling, and punctuation. Any D2L assignments must be turned in by the time designated on the day they are due unless otherwise stated. **NO LATE WORK WILL BE ACCEPTED UNLESS PREVIOUSLY APPROVED BY INSTRUCTOR.**

Grading Scale

A = 90.0%	576+ pts
B = 80.0%	500- 575 pts
C = 70.0%	440 - 499 pts
D = 60.0%	375 - 440 pts
F	0- 374 pts

Attendance Policy

All students are expected to attend all classes. Participation points will be deducted for anyone coming in more than 10 minutes after class begins. Any course material or assignments are the responsibility of the student to get and turn in on time if they are absent. If a student is physically unable to participate due to illness or injury, an alternative activity option will be given by the instructor.

Class Engagement & Disposition Policy

As this course combines an experiential and theoretical learning format it is important that students attend to gain both experience, and knowledge for each area. Coming to class with a positive attitude toward learning new skills and activities is desired, as this will have an effect on others in the class as well. Cell phones should not be out/used during class unless there is a extenuating circumstance that the professor is aware of prior to class. If the professor requests that students utilize their devices during class then to have them out during the class time is acceptable.

Additionally, as a professional preparation course in officiating sports and activities students are expected to come prepared to fully participate by dressing for activity and or teaching. Appropriate attire is identified as modest active wear clothing for both men and women that allows them move freely without risk articles falling down or causing the student the potential of slipping or falling. Acceptable attire is either shorts, leggings, warm-ups that are not so tight that movement is restricted along with a top that is not a spaghetti strap, tank top or low V-neck in style without alcohol, drug or other inappropriate slogans that would not be acceptable in a public school setting. Shoes should be athletic and appropriate for the activities that will be presented. Students with long hair must have it pulled back so as to not interfere with vision during participation. Jewelry should be kept to a minimum and sunglasses are only allowed to be worn when the activity is out of doors.

Other Class Policies

During this course you will be expected to deal with your subject area, your instructors, your peers and your colleagues as a professional. This includes dressing appropriately will be expected that includes no derogatory logos/wording on shirts, pants or shorts, no hats or sunglasses in class. Tennis shoes must be worn when class is held in the gymnasium or when working with individual students. Clothing should be clean, neat and appropriate for the setting, including footwear. When presenting in front of the class and/or on video, appropriate attire includes warm-ups with a collared shirt, dress slacks and a collared shirt. No t-shirts when teaching will be appropriate. No cell phones, iPods or other technology that distracts from full class participation.

Plagiarism Statement

“By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes.” from Student Handbook

Additional Readings

- Horvart, M., Kalakian, L., Croce, R., & Dahlstrom, V. (2011). *Developmental/adapted physical education; Making ability count* (5th Ed.). San Francisco, CA: Pearson.
- Rouse, P. (2004). *Adapted games & activities; From tag to team building*. Chicago, IL; Human Kinetics

