

University of Florida
College of Health and Human Performance Syllabus
Course: Coaching Character Literacy in Sports
Course number: SPM 6905 (Section OS26 & Z3PP)
Semester: Spring 2023
Delivery Format: E-Learning (Web Based)

Instructor Name: Pete Paciorek, *Doctoral Candidate in Servant Leadership & Character Education, University of Missouri, St. Louis (May 2023)*
M.S. Sport Management, University of Florida (2017)
M.A. Organizational Communication and Leadership, California State University, Los Angeles (2006)

Room Number: Fully Online Course

Phone Number: 941-779-5978 cell

Email Address: paciorek@ufl.edu

Office Hours: Through Zoom or Email (Zoom sessions live with students interested in mentoring or seeking additional support have been effective)

Preferred Course Communications (e.g. email, cell phone): Email is the best way to reach me.

Course Website: Canvas - <https://elearning.ufl.edu>

Course Communication: *For any general course inquiries, please post your question in the "General Course Questions" discussion link on Canvas. For all other inquiries, please send your questions to paciorek@ufl.edu and include the course prefix and number in the email.*

Required Books: *Paciorek, P.S. (2017). Character Loves Company-Defining the Teachable Moments in Sports: A Guidebook to Character Literacy Development. Bradenton, FL: Character Loves Company. (Immediately purchase the physical book on [Amazon.com](https://www.amazon.com) rather than the Kindle version).*

PURPOSE AND OUTCOME

Course Overview

The purpose of this course is to provide future sport management professionals (SMP's) and coaches with a proven playbook on character literacy development **CLD** in youth and amateur athletics. This course provides one of the most comprehensive and progressive sports-based character curricula in the country.

There are close to 2.5 million volunteer coaches of youth and amateur sports throughout the country, and many more paid coaches through travel ball, club, and AAU programs. The overwhelming majority of these coaches lack a strong acumen for their sports but, more alarmingly, they are not equipped with an understanding and appreciation for their true role as coach/mentor of character.

What is Character Literacy? **CL** is a concept that I coined along with the chair Sport Management Program at the University of Florida, Dr. Michael Sagas. **CL** is demonstrable proof that one has learned the requisite character values in order to understand how to morally and ethically respond to a given situation. More importantly, an advanced-level of **CL** will assure that one's actions are in accordance with these learned character values. Character Literacy Development **CLD** posits a progressively developmental process for youth character enrichment and unfoldment that needs to be *deliberately* and *intentionally* emphasized. The character values of **CLD** need to be formulaically taught as a vital life skills component to developing our youth with an equal emphasis to "reading literacy" and "health literacy." **CLD** is an integral subset and corollary support to the foundation for the Laboratory for Athlete and Athletics Development and Research (LAADR) at the University of Florida.

In addition to CLD, this course will present an overview on two leading theories or frameworks around character development in schools that are currently being applied to the sport landscape by the University of Florida Institute for Coaching Excellence: The PRIMED Framework and the CVIL (Cultivating Virtues in Leaders) model in sport.

Relation to Program Outcomes

Course Objectives and/or Goals

After successfully completing this course, students should be able to:

1. Examine and critique current content related literature in order to formulate informed and scholarly recommendations upon the topic of character development, positive youth development (PYD), and social-emotional learning/well-being (SEL) of youth and amateur sport today.
2. Investigate and analyze current data and/or trends contributing to why participation in youth sport is declining at a rate of close to 6% each year.
3. Synthesize prior knowledge of own amateur athletic experience in order to analyze and draw creative comparisons to youth today.
4. Evaluate and assess both comprehension and retention of the immeasurable value of character literacy development in our youth through course-related measures to: identify, promote, develop and assess current sport programming.
5. Analyze, formulate, express and justify various perspectives that measure real issues in coaching and parenting relative to ethical dilemmas commonly encountered within the competitive youth and amateur sport context.
6. Demonstrate effective written and verbal communication such as critical thinking, deductive reasoning, and decision-making pertaining to the ever-evolving field of athletic coaching and leadership.
7. Evaluate and demonstrate knowledge that not only justifies but validates that character values and virtues learned through sport must be taught and emphasized by parents, coaches, and administrators through a systematic building-block approach that is adapted to the level and age of the student-athletes to promote excellence and social-emotional well-being.
8. Design, construct, and facilitate an impactful character development program with a youth recreation center or school applying course theories in a creative and collaborative way with the center's coaches/mentors.

Instructional Methods

What is expected of you?

Course Format

This course is being taught completely online through the Canvas learning management system. Students are also expected to view all of the course lectures, participate in all assigned discussion boards (especially Yellow Dig), and complete all assignments through the course website. Students should adhere to the university policies regarding academic misconduct (i.e., plagiarism, cheating, or other dishonest representations of academic work). Students in violation of these policies will be subject to the university's academic misconduct procedures.

Your active participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Course Materials and Technology

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2

<https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments/Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Discussion Board Forum (2X)	Refer to Course Schedule	2 X 25 Points = 50 Points Total
Yellow Dig Engage Community Forum	Refer to Course Syllabus & Canvas Overview	150 Points for the Entire Term
Syllabus Quiz		10 Points
2 Character Surveys		2 X 20 Points = 40 Points Total
3 Formal Assessments		3 X 50 Points = 150 Points Total
3 Multiple Choice Quizzes		3 X 50 Points = 150 Points Total
Final Project: Community Service, Community Presentation/Talk, or Facilitation of Chalk Talk Interview on Topic of Character in Sport		200 Points
Total:		750 Points

Final Project: Valued at over 25% of final grade. The students in the course have a choice of three options for the final project:

1. Conduct a 4 or 5-week mini-character literacy development program at a local youth recreation center (i.e. Boys & Girls Club, Special Olympics, YMCA, etc.). Each student will need to pick a minimum of 4 character values that progressively build off of each other as the focal point of emphasis for each week. At the end of week 4, all students will need to have submitted the name of the youth recreation center at which they will be volunteering. At the end of week 7, all students will need to have turned in a 4-week outline detailing what character values they have chosen to focus on, as well as what interactive drills and activities you will be using from the CLC textbook to help drive home the importance of each week's character values. At the culmination of your 4 weeks, a formal letter or email from the director of the center confirming that you spent a total of 6-8 hours on site during the 4 weeks must be submitted. Lastly, each student will need to provide a two-page summary of your experience that is submitted to Canvas as a pdf. (More thorough details are provided in Canvas under Final Assignment).
2. Deliver a recorded 20-30 minute live in-person community presentation on the topic of character in sports at a local youth recreation center (i.e. School, Boys & Girls Club, YMCA, local Rotary Club, etc.). This can be a presentation for parents, officials, coaches, young student-athletes, or all of the above. For this option, the student will need to deliver a 20-30 minute PowerPoint presentation that includes a brief overview of the 5 progressive stages of CLD and the need for coaches nation-wide to be more deliberate and intentional about emphasizing and modeling character development with their teams. At the end of week 4, all students will need to have submitted the name of the youth recreation center at which they will be presenting and an acknowledgement from the director of the recreation center via email. At the end of week 7, all students will need to submit a fleshed out outline for their talk. Your talk must be recorded (video & audio) and turned in upon culmination of your presentation, along with a two-page summary submitted as a pdf of your experience presenting at the center or school. A formal letter or email from the director of the center confirming that you organized, prepared, and delivered an effective community presentation. (More thorough details are provided in Canvas under Final Assignment).
3. Facilitate: Prepare and conduct your own Zoom Character Chalk Talk with a qualified and credible individual of character in the sport world. Throughout the course, the class will be assigned to view some of the Character Loves Company recorded Chalk Talks. There is a great deal of preparation that goes into these character talks. For this 3rd option, students are expected to do ample research on the character and credibility of the individual who they choose to interview, set up a pre-interview meeting to agree upon the character value topic(s), gain permission to record the interview to share with the class, submit a script template (multiple drafts), and facilitate a 20-30-minute interview relevant to the course content. (More thorough details are provided in Canvas under Final Assignment).

Yellow Dig Engage: Valued at 20% of your total grade: 150 points

Yellow Dig Engage is a community forum that will begin the first week of class and continue until the end of the semester. I want this class to be a course where we are all learning from each other in an organic way. When the course readings, videos, and other content connect to something you have seen or heard in the media or in your daily life and it sparks your interest, share it in Yellow Dig Engage. You can post videos, quotes, links, etc. This is a big part of this course, so make it a priority. The "Do's & Do Not's" for Yellow Dig Engage are spelled out further in the assignment on Canvas. Keep in mind that your posts should be contributing to a healthy learning community for everyone. While Yellow Dig Engage is primarily to connect the dots of the content of class to relevance in society today, it could be a place to gain clarity on a certain assignment from either the instructor or your fellow classmates. From a point value standpoint, each week you are engaging with the class community and working upward to 100% contribution for that week. There is specific time allotted on certain weeks during the term for Yellow Dig Engage. However, this is a forum that students should engage in on a regular basis to learn from each other.

See the assignment on Canvas for more specific details.

Point system used (i.e., how course points translate into letter grades).

Points earned	694+	693-671	670-656	655-619	618-596	595-581	580-544	543-521	520-506	505-469	468-446	445-
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Health Science Program does not use C-grades.

You must include the letter grade to grade point conversion table below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

[Exam Policy--Policy Related to Make up Exams or Other Work](#)

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

[Policy Related to Required Class Attendance](#)

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Communication Guidelines

[Academic Integrity](#)

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>.

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.” If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Module	Week	Assignment	Due Date	Points
Module 1 What Does the Research say? In this module, students will take a deep look at the research in youth and amateur sport pertaining to participation, coaching dynamics and character development. The focus of this module will be to further examine what we see reflected in today’s society: the effect that pressure and excessive training at too young of an age is having on our youth and the communities in which they belong. *Yellow Dig has a cumulative running total to 150 points throughout the term. Each week, you should seek to earn the max total of 10 points for that week through your posts and responses.	1	Syllabus/Intro Quiz	1/11	10
		Yellow Dig Engage: Prompt on What Interests You About Course	try to post early each week to spark topics	*150 total throughout term
	2	Qualtrics UF – IRB Survey #1	1/19	20
		Bill Shumard -Formal Assessment Assignment #1	1/22	50
Module	Week	Assignment	Due Date	Points

Module 2 In this module, students will be introduced to the various levels of Character Literacy Development: Foundational, Post-Foundational, Mid-level, Advancing as well as Advanced Mastery levels of CLD. Students will examine and study key values. Furthermore, students will learn more in-depth about characteristics that graduate from the most basic such as: humility, timeliness, discipline, leadership and having work ethic translates into more advancing values or virtues such as how to handle adversity, acceptance of honest evaluation and winning the right way.	3	Yellow Dig Engage: Watch at least one CLC Chalk Talk and provide brief video recording of what you found insightful	cumulative	*
	4	Quiz 1	2/3	50
		Email (Confirmation) of Program by Facility Director/Interviewee -Choice of Character Value Project Option & Facility/Interviewee confirming email	2/5	10/200
	5	Yellow Dig Engage Community Forum (stay engaged every week)	cumulative	*
	6	Nothing due except Yellow Dig (quite a bit next week)	cumulative	*
	7	Discussion Board Forum #1 Sport Management Professional Interview Analysis	2/23 & 2/26	25
		Mini Development Program/Presentation/Chalk Talk Tentative Outline	2/26	25/200
Quiz 2		2/26	50	
Module	Week	Assignment	Due Date	Points
Module 3 In this module, students will apply their knowledge of CLD by further analyzing various topics such as: how to unify parents and coaches, what coaching the next generation should consist of and how to clean up the “locker-room talk.” Furthermore, students will evaluate the course interviews most connected with to compare and contrast with personal or witnessed experience to justify and substantiate what they have learned throughout the course. Students will also be introduced to the PRIMED framework for character development and analyze how it relates to coaching for CLD.	8	Yellow Dig Engage Community Forum (stay on it)	cumulative	*
		Qualtrics UF- IRB Survey #2	3/5	20
	9	Yellow Dig Engage Community Forum	cumulative	*
		Sports Psychologist Juxtaposition Interview Formal Assessment Assignment #2	3/12	50
	10	Spring Break (Rest & Relax) I will open next module for overachievers who want to get ahead *YD extra week if needed to catch up	3/13-3/17	
	11	Draft #1 of Application of CLD Assignment Upload & YD*	3/26	20/200
12	Yellow Dig Engage Community Forum	cumulative	*	

	12	Draft #2 of Local Application of CLD Assignment Upload	4/2	20/200
	13	Draft #3 of Local Application of CLD Assignment Upload + YD*	4/9	20/200

			4/13 & 4/16	25	
	14	Discussion Board Forum #2 Takeaways from Application in field			
		Submit Final Confirmation from Director/Interviewee thank you that project was completed to specifications (upload email)	4/16	10/200	
		Draft #4 of Local Application of CLD Assignment Uploaded + YD*	4/16	20/200	
Module	Week	Assignment	Due	Points	
Module 4 Through this module, an appreciation for the importance of Character Literacy in Sports will crystalize, if it had not coming in. Students will rely on their own field work at a local recreation center (mini-CLD program or community presentation), or through facilitating a Character Chalk Talk to articulate a comprehensive understanding of how the character values learned through sport can be taught and emphasized by parents, coaches, and administrators through the systematic building block approach of CLD. The CViL for sport model (cultivating virtues in leaders) is provided for reflection.	15	Quiz #3	4/21	50	
		2 Options: CViL in Sport Cross Analysis to CLD, or Domestic Violence Case Scenario (Director of Athletics Perspective from 3 Levels) for Formal Assessment Assignment #3 + YD*	4/23	50	
	16/17				
		Final Project Submission	5/2	75/200	
		TOTAL COURSE POINTS		750	