

**George Mason University**  
**College of Education and Human Development**  
Physical Activity for Lifetime Wellness

RECR 143 001 Soccer: Introduction  
1 Credit, Fall 2022  
MW 10:30-11:45 am/RAC Field –Fairfax Campus  
8/22-10/09

**Faculty**

Name: Craig Scott  
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Office location: RAC Field  
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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Introduces the basic elements of soccer including dribbling, kicking, passing, trapping, tactics, and strategy.

**Class Information**

Students with injuries or pre-existing conditions that may affect performance must inform the instructor.

**Course Overview**

Students will describe and show successful use of the various techniques of passing, trapping, dribbling, and kicking, as well as strategy and techniques for different positions on the field. Each student will rotate through all the positions including goal play.

An initial motor skill evaluation of dribbling and trapping will be given the first day to determine the skill level of all students. Those students who are already skilled at these tasks will be used for demonstration and will be separated appropriately during small-sided and full field games.

Participation is extremely important to the completion of in-class activity. All students will be expected to attend all class sessions, actively participate on the field and in class discussions and complete any written assignments. Any assignments given must be turned in at the

beginning of class on the specified date due or no credit will be given.

### **Course Delivery Method**

This course is an activity-based course.

### **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Dribble the soccer ball with the inside and outside without losing control.
2. Pass a soccer ball at least ten yards to a partner with each foot.
3. Trap the ball with each foot after receiving a pass from a partner.
4. Trap the ball with the chest so the ball drops to the ground no farther than three yards from the feet.
5. Kick a ball with the instep for a distance of fifteen yards in the air with each foot.
6. State the basic function of the following positions: forwards, midfielders, and defenders.
7. Describe at least one offensive and one defensive tactic.

### **Professional Standards**

NA

### **Required Texts**

No text. Handouts will be given as needed

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy).

#### **• Assignments and Examinations**

- Skill Assessment (15%)– This will be done while students play on the field.
- Project (5%)– Each student is going to be given a topic to prepare and run a session or exercise for the entire class.
- Written Final (10%)– Multiple choice & true/false questions on topics covered in class such as rules, strategies, player positions, and techniques.

#### **• Other Requirements**

Attendance -10 points will be given each day with a deduction of 1 point for each five-minutes that a student is late. Students must attend the entire class period and participate in the daily activities to receive full credit for the class. The first day of class will not count in the evaluation. The total possible points can be 140 to 150. Your attendance / participation score

will be the number of points you gained each day divided by total points possible and then multiplied by 70%. If you attend, are on time each day, and participate as scheduled, you'll receive the full 10 points for that day.

Unexcused absences and late arrivals could significantly affect the grade. Absences are only excused with a doctor's note. Phone calls, texts, and emails do not excuse an absence. Doctor's notes must be presented immediately upon returning to class or scanned and emailed to the instructor.

Class will not be moved inside due to weather so plan accordingly.

All students are required to maintain their social distance as per CDC and University guidelines.

Masks are required when students and instructor are on close proximity (6 ft). Please bring a mask to class.

- **Course Performance Evaluation Weighting**

Attendance/Participation – 70%

Skill Assessment – 15%

Project – 5%

Written Final – 10%

- **Grading Policies**

A	= 94– 100	B+	= 88– 89	C+	= 78– 79	D	= 60– 69
A-	= 90– 93	B	= 84– 87	C	= 74– 77	F	= 0– 59
		B-	= 80– 83	C-	= 70– 73		

### Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

### Class Schedule

DAY		TOPIC
1		Introduction, syllabus, and skills evaluation.
2		Dribbling and Ball Steering: <u>basic foot skills</u> (touching distance, foundations, toe-taps, juggling, rollovers).

3		Review dribbling/basic foot skills. <u>Changes of direction</u> : inside hook, outside hook, pull back, and Cryff. <u>Passing</u> : Different types of passing
4		Review dribbling and changes of direction. <u>Passing and receiving</u> : different types of passing and how to receive the ball effectively. <u>Shooting techniques</u> and field play; small sided game
5		<u>Passing and Receiving II</u> : “wall pass”, receiving the ball with different parts of the body.
6		Review basic skills, changes of direction, and passing. <u>Introduction of small sided games and “diamond shape”</u>
7		<u>Principals of defending</u> : Contain and Anticipation
8		Review of principals of defending. <u>Defensive Shape</u> (Pressure, Cover, Balance) and 4V4 Tournament.
9		Review basic skills, passing, defensive shape. <u>Introduction to field positioning</u> .
10		Review field positioning. <u>Full field game</u> . Designate assignments/presentations. (each student is going to be given a topic to prepare and run a session or exercise for the entire class)
11		Students presentations
12		Students presentations
13		Written Final Exam
14		Course Review

Note: This is a tentative schedule and may be adjusted as necessary.

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### **GMU Policies and Resources for Students**

## *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

## *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**