

GENEL TANIM / GENERAL DESCRIPTION

Ders Adı / Course Name	LECTURE ON SPECIALIZED FIELD III (TRACK AND FIELD) / LECTURE ON SPECIALIZED FIELD III (TRACK AND FIELD)	
Ders Kodu / Course Code	ATL403	
Ders Türü / Course Type		
Ders Seviyesi / Course Level	First Cycle / First Cycle	
Ders Akts Kredi / ECTS	5.00	
Haftalık Ders Saati (Kuramsal) / Course Hours For Week (Theoretical)	2.00	
Haftalık Uygulama Saati / Course Hours For Week (Objected)	1.00	
Haftalık Laboratuar Saati / Course Hours For Week (Laboratory)	0.00	
Dersin Verildiği Yıl / Year	4	
Öğretim Sistemi / Teaching System	Face to Face / Face to Face	
Eğitim Dili / Education Language	Turkish / Turkish	
Ön Koşulu Olan Ders(ler) / Precondition Courses	Yok	None
Amacı / Purpose	Atletizmin sprint, sprint engel, atma ve atlama disiplinleri için uzun süreli (9-12 yıl) çift quadrenyal (8 yıllık-çift olimpik döngü), quadrenyal (4 yıllık-tek olimpik döngü) ve yıllık antrenman planlarının oluşturulmasında kullanılacak bilgi ve becerileri öğrenciye kazandırmak.	To gain vocational experience, skill and knowledge in preparing long term (9-12 years), double quadrennal (8 years), quadrennal (Olympic cycle) and annual training plans for sprint, sprint hurdle, jumping and throwing events of track and field .

İçeriği / Content	<p>1) Uzun süreli Planlama'nın Genel Görünümünün İncelenmesi;</p> <p>a- Eğlenceli Sportif Katılım Fazı (Erkekler 6-9 yaş; Kızlar 6-8 yaş)</p> <p>b- Antrenmanı Öğrenme Fazı (Erkekler 9-12 yaş; Kızlar 8-11 yaş)</p> <p>c- Antrenman için Antrenman Fazı (Erkekler 12-16 yaş; Kızlar 11-15 yaş)</p> <p>d- Müsabaka için Antrenman Fazı (Erkekler 16-18 yaş; Kızlar 15-17 yaş)</p> <p>e- Kazanmak için Antrenman Fazı (18+ yaş)</p> <p>f- Performans Sporculuğunu Kademeli Olarak Bırakma (detraining dönemi)</p> <p>2) Bu sürecin içinde çocukluk ve ergenlik dönemlerine denk gelen ait kritik evrelerin özelliklerine göre antrenman planlarının oluşturulması, tekli, çiftli ve çoklu yıllık periyotlamaların uzun süreli planda yıllara göre dağılımı, çocukluktan itibaren fiziksel egzersizlerin antrenmanın nitelik (egzersiz şiddeti vb, hangi özelliklerin vurgulanacağı, oyun şeklinde mi yoksa formal mi olacağı, müsabakaya katılım) ve nicelik (yılıda kaç hafta, haftada kaç seans, seans süresi vb) olarak görünümü.</p> <p>3) Sprint ve sprint engeller, atmalar ve atlamalar için yıllık antrenman planlaması;</p> <p>a- Periyotlamaların etkileri ve periyotlanmamış antrenmanla kıyaslamalar.</p> <p>b- Lineer, non-lineer ve blok periyotlama modellerinin avantaj ve dezavantajlarının sprint, sprint engel, atma ve atlama disiplinleri açısından incelenmesi.</p> <p>c-Periyotlama modellerinin sprint, sprint engel, atma ve atlama disiplinleri yıllık planlarına uygulanması.</p>	<p>1) Investigation of long-term training planning</p> <p>2) Prepare annual training plan for sprint, hurdles, throw and jump disciplines</p>
Önerilen Diğer Hususlar / Recommended Other Considerations	Yok	None
Staj Durumu / Internship Status	Yok	None

<p>Kitabı / Malzemesi / Önerilen Kaynaklar / Books / Materials / Recommended Reading</p>	<p>Kitaplar: Training dintance runners (Yazarlar: David E Martin, Peter N Coe) Block Periodization (Yazar:Vladimir Issurin) Principles and Basic of Advanced Athletic Training (Yazar: Vladimir Issurin) Adolescent Growth and Motor Performance (Yazarlar: Beunen GP, Malina RM, Van Hof MA, Simons J, Ostyn M, Renson R, Van Gergen D) Growth, Maturation and Physical Activity (Yazarlar: Malina RM, Bouchard C). Better Training for Dintance Runners (Yazarlar: David E Martin, Peter N Coe) High-Performance training for Track and Field (Yazarlar: William J Bowerman, William H Freeman.) High Performance Sprinting (Yazar: Mike Smith) High Performance (Yazar: David Sunderland) 2007 NTCA Throws Handbook (Editörler: James Peters ve Rob Lasorsa) Science of Hurdling and Speed (Yazar: The Science of Hurdling & Speed) Periodization: Theory and Methodoloji of Training (Yazar: Tudor Bompaa)</p> <p>Makaleler: NSCA Rountable (Charniga A, Gambetta V, Kraemer W, Newton H, O'Bryant HS, Palmieri G, Pedemonte J, Pfaff D, Stone MH: Periodization Part 1. NSCA Journal, 8(5): 12-22, 1986. Balyi I, Hamilton A. The concept of Long-term Athlete Development. Strength and Conditioning Coach, The Official Magazine of the Australian Strength and Conditioning Association, 3(2): 5-6, 1995. Balyi I, Hamilton A. Long-Term Athlete Development: Trainability in Childhood and Adolescence: Window of Opportunity, Optimal trainability. Victoria: National Coaching Institute British Columbia & Advanced Training and Performance Ltd., Canada, 2004. Balyi I. Quadrennial and Double Quadrennial Planning of Athletic Training. Victoria BC: Canadian Coaches Association, 1990. Balyi I. Sport System Building and Long-term Athlete Development in British Columbia. Canada: Sports Med BC. www.sportdevelopment.org.uk/balyibc2001.pdf Banister EW, Calvert TW. Planning for future performance: implications for long term training. Can J Appl Sports Sci, 5(3): 170-6, 1980.</p>	<p>Books: •Training dintance runners (Yazarlar: David E Martin, Peter N Coe) •Block Periodization (Yazar:Vladimir Issurin) •Principles and Basic of Advanced Athletic Training (Yazar: Vladimir Issurin) •Adolescent Growth and Motor Performance (Yazarlar: Beunen GP, Malina RM, Van Hof MA, Simons J, Ostyn M, Renson R, Van Gergen D) •Growth, Maturation and Physical Activity (Yazarlar: Malina RM, Bouchard C). •Better Training for Dintance Runners (Yazarlar: David E Martin, Peter N Coe) •High-Performance training for Track and Field (Yazarlar: William J Bowerman, William H Freeman.) •High Performance Sprinting (Yazar: Mike Smith) •High Performance (Yazar: David Sunderland) •2007 NTCA Throws Handbook (Editörler: James Peters ve Rob Lasorsa) •Science of Hurdling and Speed (Yazar: The Science of Hurdling & Speed) •Periodization: Theory and Methodoloji of Training (Yazar: Tudor Bompaa)</p> <p>Articles: •NSCA Rountable (Charniga A, Gambetta V, Kraemer W, Newton H, O'Bryant HS, Palmieri G, Pedemonte J, Pfaff D, Stone MH: Periodization Part 1. NSCA Journal, 8 (5): 12-22, 1986. •Balyi I, Hamilton A. The concept of Long-term Athlete Development. Strength and Conditioning Coach, The Official Magazine of the Australian Strength and Conditioning Association, 3(2): 5-6, 1995. •Balyi I, Hamilton A. Long-Term Athlete Development: Trainability in Childhood and Adolescence: Window of Opportunity, Optimal trainability. Victoria: National Coaching Institute British Columbia & Advanced Training and Performance Ltd., Canada, 2004. •Balyi I. Quadrennial and Double Quadrennial Planning of Athletic Training. Victoria BC: Canadian Coaches Association, 1990. •Balyi I. Sport System Building and Long-term Athlete Development in British Columbia. Canada: Sports Med BC. www.sportdevelopment.org.uk/balyibc2001.pdf •Banister EW, Calvert TW. Planning for future performance: implications for long term training. Can J Appl Sports Sci, 5(3): 170-6, 1980.</p>
<p>Öğretim Üyesi (Üyeleri) / Faculty Member (Members)</p>	<p>Muzaffer Colakoglu, PhD</p>	

ÖĞRENME ÇIKTILARI / LEARNING OUTCOMES

1	Atletizme özgül uzun süreli (8-16 yıl) antrenman planları gerçekleştirir.	Gains track and field specific long term planning ability
2	Daha kısa süreli (4-8 yıl) antrenman planlarını detaylandırır.	Develops skills, experience and knowledge for implementing quadrennial and double quadrennial training plans for sprinters, sprint hurdlers, jumpers and throwers
3	Atletizmin sprint, sprint engel, atma ve atlama branşlarına özgül yıllık antrenman programlarını uygun periyotlama tarzları kullanarak düzenler.	Has for making accurate decisions on periodization type preferences according to age, discipline, athletic status and targets of athletes while preparing annual training plans

HAFTALIK DERS İÇERİĞİ / DETAILED COURSE OUTLINE

Hafta / Week					
	Teorik Dersler / Theoretical	Uygulama	Lab	Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques	Ön Hazırlık / Preliminary
1	Reviewing general aspects of long term planning in track and fields. a-Fundamental Stage b-Learning to Train c-Training to Train d-Training to Compete e-Training to Win f- Retirement/Retainment (De-training Stage)				
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2	Teorik Dersler / Theoretical	Uygulama	Lab	Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques	Ön Hazırlık / Preliminary
	a-How training ingredients could be in that quantity and quality of training in each phase of long term planning. b-How single-, double- and multi-periodized annual plans should be placed to a double quadrennial plan as from as from adolescence? a-How training ingredients could be in that quantity and quality of training in each phase of long term planning. b-How single-, double- and multi-periodized annual plans should be placed to a double quadrennial plan as from as from adolescence?	Discussions on course topics of week.			
	a-How training ingredients could be in that quantity and quality of training in each phase of long term planning. b-How single-, double- and multi-periodized annual plans should be placed to a double quadrennial plan as from as from adolescence?	Discussions on course topics of week.			
3	Teorik Dersler / Theoretical	Uygulama	Lab	Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques	Ön Hazırlık / Preliminary
	a-Which athletic abilities should be focused on during critical developmental periods. b-How we may plan training programs during that periods. c-Which training approaches should be used to train children in critical periods.	Multi-year planning trials to properly train children sustaining critical periods.			
	a-Which athletic abilities should be focused on during critical developmental periods. b-How we may plan training programs during that periods. c-Which training approaches should be used to train children in critical periods.	Multi-year planning trials to properly train children sustaining critical periods.			
4	Teorik Dersler / Theoretical	Uygulama	Lab	Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques	Ön Hazırlık / Preliminary
	a-What are the aims of following an annual plan in track and fields? b-What problems can be seen if an annual plan does not applied in track and fields? c-What are the aims and types of periodization appropriate for track and fields?	Discussions on course topics of week.			
	a-What are the aims of following an annual plan in track and fields? b-What problems can be seen if an annual plan does not applied in track and fields? c-What are the aims and types of periodization appropriate for track and fields?	Discussions on course topics of week.			

	Teorik Dersler / Theoretical	Uygulama	Lab	Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques	Ön Hazırlık / Preliminary
5	a-What differences may be seen in achieving target performances between periodized and unperiodized annual plans for sprinters, sprint hurdlers, jumpers and throwers? b-Essentials of preparing an sprinters, sprint hurdlers, jumpers and throwers?	Discussions on course topics of week.			
	a-What differences may be seen in achieving target performances between periodized and unperiodized annual plans for sprinters, sprint hurdlers, jumpers and throwers? b-Essentials of preparing an sprinters, sprint hurdlers, jumpers and throwers?	Discussions on course topics of week.			
6	a-How linear periodization can be applied to sprinting, hurdling, jumping and throwing events of track and field events? b-Pros and cons of linear periodization for that events.	Annual planning attempts for sprinters, hurdlers, jumpers and throwers by using linear periodization.			
	a-How linear periodization can be applied to sprinting, hurdling, jumping and throwing events of track and field events? b-Pros and cons of linear periodization for that events.	Annual planning attempts for sprinters, hurdlers, jumpers and throwers by using linear periodization.			
7	a-How non-linear periodization can be applied to sprinting, hurdling, jumping and throwing events of track and field events? b-Pros and cons of non-linear periodization for that events.	Annual planning attempts for sprinters, hurdlers, jumpers and throwers by using non-linear periodization.			
	a-How non-linear periodization can be applied to sprinting, hurdling, jumping and throwing events of track and field events? b-Pros and cons of non-linear periodization for that events.	Annual planning attempts for sprinters, hurdlers, jumpers and throwers by using non-linear periodization.			
8	Teorik Dersler / Theoretical	Uygulama	Lab	Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques	Ön Hazırlık / Preliminary
	Mid-term exam				
	Mid-term exam				
9	Teorik Dersler / Theoretical	Uygulama	Lab	Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques	Ön Hazırlık / Preliminary
	a-How block periodization can be applied to sprinting, hurdling, jumping and throwing events of track and field events? b-Pros and cons of block periodization for that events.	Annual planning attempts for sprinters, hurdlers, jumpers and throwers by using block periodization.			
	a-How block periodization can be applied to sprinting, hurdling, jumping and throwing events of track and field events? b-Pros and cons of block periodization for that events.	Annual planning attempts for sprinters, hurdlers, jumpers and throwers by using block periodization.			

	Teorik Dersler / Theoretical	Uygulama	Lab	Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques	Ön Hazırlık / Preliminary
10	a-How to determine most suitable periodization type for sprinters, hurdlers, jumpers and throwers in Training to Compete phase. b-Project-1 Determine most suitable periodization type and prepare an annual plan for sprinters, hurdlers, jumpers and throwers in Training to Compete phase.	Discussions on course topics of week. Project preparation.			
	a-How to determine most suitable periodization type for sprinters, hurdlers, jumpers and throwers in Training to Compete phase. b-Project-1 Determine most suitable periodization type and prepare an annual plan for sprinters, hurdlers, jumpers and throwers in Training to Compete phase.	Discussions on course topics of week. Project preparation.			
	Teorik Dersler / Theoretical	Uygulama	Lab	Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques	Ön Hazırlık / Preliminary
11	Discussions on Project-1 processes.	Discussions.			
	Discussions on Project-1 processes.	Discussions.			
12	Teorik Dersler / Theoretical	Uygulama	Lab	Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques	Ön Hazırlık / Preliminary
	Presentations of Project-1.	Project presentation. Discussions.			
	Presentations of Project-1.	Project presentation. Discussions.			
13	Teorik Dersler / Theoretical	Uygulama	Lab	Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques	Ön Hazırlık / Preliminary
	a-How to determine most suitable periodization type for sprinters, hurdlers, jumpers and throwers in Training to Win phase. b-Project-2 Determine most suitable periodization type and prepare an annual plan for sprinters, hurdlers, jumpers and throwers in Training to Win phase.	Discussions on course topics of week. Project preparation.			
	a-How to determine most suitable periodization type for sprinters, hurdlers, jumpers and throwers in Training to Win phase. b-Project-2 Determine most suitable periodization type and prepare an annual plan for sprinters, hurdlers, jumpers and throwers in Training to Win phase.	Discussions on course topics of week. Project preparation.			
14	Teorik Dersler / Theoretical	Uygulama	Lab	Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques	Ön Hazırlık / Preliminary
	Discussions on Project-2 processes.	Discussions.			
	Discussions on Project-2 processes.	Discussions.			

15	Teorik Dersler / Theoretical	Uygulama	Lab	Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques	Ön Hazırlık / Preliminary
	Presentations of Project-2.	Project presentation. Discussions			
	Presentations of Project-2.	Project presentation. Discussions			
16	Teorik Dersler / Theoretical	Uygulama	Lab	Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques	Ön Hazırlık / Preliminary
	Final exam				
	Final exam				

DEĞERLENDİRME / EVALUATION

Yarıyıl (Yıl) İçi Etkinlikleri / Term (or Year) Learning Activities	Sayı / Number	Katkı Yüzdesi / Percentage of Contribution (%)
Ara Sınav / Midterm Examination	1	100
Toplam / Total:	1	100
Başarı Notuna Katkı Yüzdesi / Contribution to Success Grade(%):		40

Yarıyıl (Yıl) Sonu Etkinlikleri / End Of Term (or Year) Learning Activities	Sayı / Number	Katkı Yüzdesi / Percentage of Contribution (%)
Final Sınavı / Final Examination	1	100
Toplam / Total:	1	100
Başarı Notuna Katkı Yüzdesi / Contribution to Success Grade(%):		60

Etkinliklerinin Başarı Notuna Katkı Yüzdesi(%) Toplamı / Total Percentage of Contribution (%) to Success Grade:	100
Değerlendirme Tipi / Evaluation Type:	

İŞ YÜKÜ / WORKLOADS

Etkinlikler / Workloads	Sayı / Number	Süresi (Saat) / Duration (Hours)	Toplam İş Yüğü (Saat) / Total Work Load (Hour)
Proje Hazırlama / Project Preparation	2	24.00	48.00
Proje Sunma / Project Presentation	2	12.00	24.00
Tartışma / Discussion	8	4.00	32.00
Ara Sınav / Midterm Examination	1	12.00	12.00
Final Sınavı / Final Examination	1	12.00	12.00
Uygulama/Pratik / Practice	5	4.00	20.00
Toplam / Total:	19	68.00	148.00
Dersin AKTS Kredisi = Toplam İş Yüğü (Saat) / 30.00 (Saat/AKTS) = 148.00/30.00 = 4.93 ~ / Course ECTS Credit = Total Workload (Hour) / 30.00 (Hour / ECTS) = 148.00 / 30.00 = 4.93 ~			

PROGRAM VE ÖĞRENME ÇIKTISI / PROGRAM LEARNING OUTCOMES

Öğrenme Çıktıları / Learning Outcomes	Program Çıktıları / Program Outcomes										
	1.1.1	1.1.2	1.1.3	1.1.4	1.1.5	1.1.6	1.1.7	1.1.8	1.1.9	1.1.10	1.1.11
1. Atletizme özgül uzun süreli (8 -16 yıl) antrenman planları gerçekleştirir. / Gains track and field specific long term planning ability	4	3	3	3	3	1	1	5	2	1	1
2. Daha kısa süreli (4-8 yıl) antrenman planlarını detaylandırır. / Develops skills, experience and knowledge for implementing quadrennial and double quadrennial training plans for sprinters, sprint hurdlers, jumpers and throwers	4	3	3	3	3	1	1	5	2	1	1
3. Atletizmin sprint, sprint engel, atma ve atlama branşlarına özgül yıllık antrenman programlarını uygun periyotlama tarzları kullanarak düzenler. / Has for making accurate decisions on periodization type preferences according to age, discipline, athletic status and targets of athletes while preparing annual training plans	4	3	3	3	3	1	1	5	2	1	1

Katkı Düzeyi / Contribution Level : 1-Çok Düşük / Very low, 2-Düşük / Low, 3-Orta / Moderate, 4-Yüksek / High, 5-Çok Yüksek / Very high