

1. BASIC INFORMATION

Course	Golf I
Degree program	Bachelor's Degree in Physical Activity and Sport Science
School	Physical Activity and Sport Science
Year	1st
ECTS	4 ECTS
Credit type	Optional
Language(s)	Spanish and English
Delivery mode	On-site
Semester	1st
Academic year	2024/2025
Coordinating professor	Ricardo Macías Plá
Professor	Ricardo Macías Plá

2. PRESENTATION

Golf I is an optional subject taught in the first year of the Degree in Physical Activity and Sports Sciences. It is a subject of 4 ECTS credits that aims to provide the student with tools for the development of activities and events related to golf. In this way, the student will deep into the knowledge of the different technical models, competitions and rules. In addition, students will learn to carry out practical sessions adapted to different ages and levels, focused on improving technique and real game situations.

The subject is developed in such a way that the practical contents are reinforced with a theoretical basis.

In addition, external practices are carried out in real game situations, video analysis and other activities that reinforce learning. In this way, it is intended that future graduates acquire a series of skills, knowledge and competencies that allow them to organize, develop and supervise any sports activity related to golf.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1: That students know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.
- CB2: That students have the ability to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.
- CB3: That students can transmit information, ideas, problems and solutions to both a specialized and non-specialized audience.

- CB5: That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

Cross-curricular competencies:

- CT1: Autonomous Learning: Ability to choose the strategies, tools and moments that you consider most effective to learn and independently put into practice what you have learned.
- CT2: Self-confidence: Ability to assess our own results, performance and abilities with the internal conviction that we are capable of doing things and the challenges that are set before us.
- CT5: Ability to apply knowledge to practice: Ability to use the knowledge acquired in the academic field in situations as similar as possible to the reality of the profession for which they are being trained.
- CT15: Responsibility: Ability to fulfill the commitments that the person reaches with himself and with others when carrying out a task and trying to achieve a set of objectives within the learning process. Existing capacity in every subject to recognize and accept the consequences of an act carried out freely.

Specific competencies:

- CE1: Ability to design, develop and evaluate teaching-learning processes related to physical activity and sport, taking into account the individual and contextual characteristics of people and assuming the necessary educational, technical and curricular principles.
- CE2: Ability to transmit attitudes and values in professional practice in all areas of physical activity and sport, participating in the improvement of society.
- CE3: Ability to plan, program, apply, control and evaluate training and competition processes at different levels and different ages.
- CE9: Ability to select and know how to use the appropriate sports material and equipment for each type of activity, identifying the technical characteristics of the different sports spaces.

Learning outcomes:

- RA1: Design of a teaching-learning process related to physical activity and golf, taking into account the individual and contextual characteristics of people and assuming the necessary educational, technical and curricular principles.
- RA2: Design and elaboration of teaching sessions based on golf in difficulty progression with the objectives, contents and work methodology for the teaching/learning of sports.
- RA3: Project of the didactic fundamentals in sports teaching and learning.
- RA4: Realization of the planning, programming, application, control and evaluation of the teaching and learning processes that take place in golf in the different stages.
- RA5: Behaviors and attitudes of the students in the training activities and practical sessions aligned with the codes of good practices of reference. In this case, with the etiquette rules in golf.
- RA6: Understanding of concepts related to the principles of golf, technical-tactical resources, regulations, physiological, biomechanical, psychological and social aspects of the different fields of physical activity, sport and recreation at this stage.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB2, CB4, CT2, CT15, CE9	RA1: Design of a teaching-learning process related to physical activity and golf, taking into account the individual and contextual characteristics of people and assuming the necessary educational, technical and curricular principles.
CB3, CT1, CT13, CE3	RA2: Design and elaboration of teaching sessions based on golf in difficulty progression with the objectives, contents and work methodology for the teaching/learning of sports.
CB2, CT5, CE2, CE7	RA3: Project of the didactic fundamentals in sports teaching and learning.

CB2, CB4, CT2, CT15, CE9	RA4: Realization of the planning, programming, application, control and evaluation of the teaching and learning processes that take place in golf in the different stages.
CB3, CT1, CT13, CE3	RA5: Behaviors and attitudes of the students in the training activities and practical sessions aligned with the codes of good practices of reference. In this case, with the etiquette rules in golf.
CB2, CT5, CE2, CE7	RA6: Understanding of concepts related to the principles of golf, technical-tactical resources, regulations, physiological, biomechanical, psychological and social aspects of the different fields of physical activity, sport and recreation at this stage.

4. CONTENT

The subject is organized into six learning units, which, in turn, are divided into topics:

Unit 1: Etiquette Rules

Topic 1. Etiquette rules and its application in the field.

Unit 2: Rules of Golf

Topic 2: Golf rules and its application in the field.

Unit 3: Golf Swing basic analysis

Topic 3: Swing analysis based on direct observation. The swing analysis based on the filmed image. The use of Apps as a means of analysis and feedback. New technologies in swing analysis.

Unit 4: Short Game

Topic 4: Types of golf shots. Clubs used. The size of the swing. Swing speed in the short game. The bounce of the club.

Unit 5: Long Game

Topic 5: Golf grip. The preparation of the shot. The stance set up. The phases of the golf swing. The size of the swing and the amplitude. The half swing. The main effects. Laws of the golf swing. Basic principles of the golf swing (grip, posture and body movement).

Unit 6: Putting

Topic 6: Types of grips. The posture in the golf putt. The most used putters. The size of the swing. Swing speed on putting stroke. Distance and direction.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Master class.
- Problem-based learning.
- Cooperative learning.

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Master Class	14
Design and direction of practical sessions	25
Autonomous work	25
Tutorial	4
Search for resources and selection of information sources	18
Asynchronous Masterclasses	4
Activities in workshops and/or laboratories	10
TOTAL	100

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
In-person knowledge tests	70%
Participation in classroom activities	15%
Assessment of reports and writings	15%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam (theoric and practice exam) in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam (theoric and practice exam) in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1: Basics of the golf swing.	Week 6
Activity 2: Playing format	Week 8
Activity 3: Design of golf putting exercise/game	Week 10
Activity 4: Theoric and practical exam	Weeks 9, 13 & 14

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAFÍA

The recommended Bibliography is:

- Campbell M. Técnicas fundamentales de golf: Blume; 1999.
- Cox T. Bring Me the Head of Sergio Garcia!: Yellow Jersey; 2008.
- Craig CM, Delay D, Grealy MA, Lee DN. Guiding the swing in golf putting. Nature. 2000;405(6784):295.
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- Drury P. Hole, course, or tournament style golf game. Google Patents; 2003.
- Jacobs J. Todo mi legado golfístico. Tutor, editor2006.
- Leadbetter D, Huggan J. David Leadbetter's Faults & Fixes: How to Correct the 80 Most Common Problems in Golf: Harper & Row; 1996.
- Martino R, Wade D. The PGA Manual of Golf: The Professional's Way to Learn and Play Better Golf: Warner Books; 2002.
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- Novosel J, Garrity J. TOUR TEMPO. El gran secreto del golf finalmente revelado (Libro+ CD): Editorial Paidotribo; 2007.
- Pelz D, Frank JA. Dave Pelz's short game bible: Master the finesse swing and lower your score: Doubleday; 1999.
- Penick H. Harvey Penick's little red book: Lessons and teachings from a lifetime in golf: Simon and Schuster; 1992.
- PGA R&A. Reglas del golf. 2018.
- Wiren G. The PGA manual of golf: Macmillan; 1991.
- Woods T. How I play golf: Grand Central Pub; 2001.

10. DIVERSITY MANAGEMENT UNIT

Students with specific learning support needs:

Curricular adaptations and adjustments for students with specific learning support needs, in order to guarantee equal opportunities, will be overseen by the Diversity Management Unit (UAD: Unidad de Atención a la Diversidad).

It is compulsory for this Unit to issue a curricular adaptation/adjustment report, and therefore students with specific learning support needs should contact the Unit at unidad.diversidad@universidadeuropea.es at the beginning of each semester.

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.

WORK PLAN FOR THE COURSE

HOW TO COMMUNICATE WITH YOUR PROFESSOR

Whenever you have a question about the content or activities, don't forget to post it to your course forum so that your classmates can read it.

You might not be the only one with the same question!

If you have a question that you only want to ask your professor, you can send him/her a private message from the Campus Virtual. And if you need to discuss something in more detail, you can arrange an advisory session with your professor.

It's a good idea to check the course forum on a regular basis and read the messages posted by your classmates and professors, as this can be another way to learn.

SCHEDULE ACTIVITIES

This table shows the delivery deadline for each assessable activity in the course, as well as the delivery dates:

Week	Contents	Learning activities /Assessables	Weight of evaluable activity
Week 3	Simulation Activity through Technical Skills: The long game grip Putter grip	<ul style="list-style-type: none"> Theoretical-practical classes Technical skills simulation script. 	0%
Week 6	Swing Analysis Activity: Basic golf swing analysis. The long game	<ul style="list-style-type: none"> Case/issue. Assessable Activity: 1. 	10%
Week 8	Playing Format Activity: Golf Rules.	<ul style="list-style-type: none"> Case/issue. Reports and writings Assessable Activity: 2. 	10%
Week 9	Theoric exam: All contents	<ul style="list-style-type: none"> In-person knowledge exams. Assessable Activity: 4 (first part). 	35%
Week 10	Training Exercise Design Activity: the golf putt	<ul style="list-style-type: none"> Reports and writings Assessable Activity: 2. 	10%
Weeks 13&14	Practical exam: All content	<ul style="list-style-type: none"> In-person knowledge exams. Assessable Activity: 4 (first part). 	35%

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

DESCRIPTION FOR ASSESSMENT ACTIVITIES

Activity 1. Know and evaluate the basics of the swing and the relationship it has with the different flights of the ball:

- Identify the basics of the golf swing. Grip, posture and body movement.
- Detect the different consequences that may exist depending on the technical aspects executed.
- Carry out a study on the technical performance of a colleague.
- Write a report on the different aspects analyzed and proposals for improvement.

Activity 2. Know and evaluate the basics of the swing and the relationship it has with the different flights of the ball:

- Identify the different modes of play valid in competition.
- Analyze how to write down the result of the different modalities and its validation.
- Prepare a result card of a competition simulation carried out in the field.

Activity 3. Know and evaluate the basics of the swing and the relationship it has with the different flights of the ball:

- Study the different aspects that condition and structure a golf training or exercise.
- Analyze the means available and apply them to the development of the exercise.
- Write the appropriate presentation of an exercise to improve one of the golf shots.

Activity 4. Know and evaluate the basics of the swing and the relationship it has with the different flights of the ball:

- Study the different aspects that have been developed in the subject related to the introduction to golf and playing it on the course.
- Select and/or apply the correct answer or execution among the options raised on the knowledge developed in the matter.

RUBRICS FOR ASSESSMENT ACTIVITIES

Activities 1, 2, y 3:

In relation to the planned activities, the rubric model for evaluation is shown below:

Assesment criteria	5 points	7,5 Points	10 Points
Good selection of criteria.	Several criteria are not appropriate	One or two criteria are not appropriate.	Successful selection of all criteria
Complete selection of criteria.	More than two fundamental aspects are omitted.	A fundamental aspect of the practice is omitted.	The most relevant aspects of practice are addressed.
Correct structure of the criteria and presentation.	The criteria are presented randomly, without a logical structure.	The structure of the presentation can be improved.	The structure and presentation facilitate observation.

*Ratings below 5 points will be progressively lower depending on how much the criteria indicated for obtaining 5 points are not reached. Classifying as "Lack of Criteria".

PLAGIARISM REGULATION

In accordance with the current student disciplinary regulations at Universidad Europea:

- Plagiarism, in full or in part, of intellectual works of any kind, is considered a very serious offense.
- Very serious offenses relating to plagiarism and the use of fraudulent means to pass assessment tests shall result in exclusion from the exams for the relevant period, as well as the inclusion of the offense and its details in the student's academic record. For more information you can find all information regarding disciplinary regulations at the following link: