Golf Logbook

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EPHE 113

Date: September 4th, 2014 Location: DSB

Topic: Introduction

Today was the class introduction with Alison, which began with introductions of the class’s golf backgrounds and reasons for taking the class. We went over the course syllabus, the logistics for appropriate golf attire, clubs, our class locations, and the peer presentations. After this we discussed a brief history of “the gouf,” including aspects like its origin, golf clubs, the feathery, The Majors and The Masters.

Date: September 11th, 2014 Location: Uplands Practice Range

Topic: Club Grip and Short Game Skills

Club Grip and Stance

The points below regarding grip and stance should always be maintained when executing a golf shot. When learning cues are discussed later on in the logbook, it is implied that these standard grip and stance learning cues are included for all shots, unless otherwise specified. These cues will not be repeated with each shot to avoid redundancy.

Learning Cues

* Shoulders square and parallel with target line
* Shoulders should be closely lined up with the club’s grip so arms hang comfortably under the shoulders
* Interlock dominant hand’s pinky with non-dominant hand’s index finger and wrap hands around the club’s grip (interlock grip)
* The palm of the dominant hand should be overlapping the non-dominant hand’s thumb
* Feet shoulder width apart with knees slightly bent (athletic stance)
* Bend forward at the hips while maintaining a neutral spine

Drills

1. Instruct students to demonstrate the proper stance and grip. Once students are positioned, tell them to take their dominant hand off of the club and let it hang in front of them. If students are maintaining a good grip, their hands will still be in line with their club grip and it should be easy for them to grab the club’s grip again.

Putting

Putting is a golf stroke utilized in the short game to get the ball into the hole off the green.

Learning Cues

* Using the overlap grip instead of the interlock grip (place non-dominant hand on the grip with club in the palm of the hand with index finger pointing down the shaft, wrap index finger around the club, next place your dominant hand on the grip with the thumb-side portion of your palm resting on top of your non-dominant thumb, and then wrap your dominant hand around the club grip, ensuring that your palms are parallel)
* Club face is square to the intended target
* Feet shoulder width apart with weight more on back leg; weight distribution is approximately 60/40
* Ball is centered between shoulder width stance
* Club and hands should be in line with the ball
* Swinging movement should come from the shoulders (pendulum swing)
* Keep head down, eyes do not follow the ball
* Follow through with club towards target

I used the following website to get a better idea of the grip used for putting vs. the grip used for other shots: <http://www.golftipsmag.com/instruction/putting/quick-tips/grip-it-right.html#.VEgfmVa4lFI>

Putting Drills

1. Putting to a Target: Students partner up and stand approximately 5-10 feet apart (dependent on putting skill) on the putting green. The aim of this drill is to work on students’ putting aim; the non-putting partner makes a target (with either their feet or their club face) and the putting partner gets five putts, always trying to hit the intended target. The partners switch back and forth.

Low Chipping (The Bump and Run)

The bump and run is a low lofted shot used when a golfer is close to the green’s edge; the chip is used to land the ball early so it will roll to the intended target. For low chips you could use a sand wedge, a pitching wedge or a lower (short) iron (7, 8 or 9 possibly).

Learning Cues

* Feet shoulder width apart with weight more on back leg; weight distribution approximately 60/40
* Ball is centered between shoulder width stance
* Hands should be in front of the ball with club angled slightly forward
* Club face is closed
* Swinging movement should come mostly from shoulders and forward arm should stay ahead of the club through the swing
* Keep head down, eyes do not follow the ball
* Follow through with club towards target

High Chipping (The Flop Shot)

A flop shot is a chip shot with a higher arc and is usually utilized when a player is faced with an obstacle that they need to chip over to get onto the green. For a high chip you could use a sand wedge or a pitching wedge.

Learning Cues

* Feet shoulder width apart with weight more on front leg
* Ball is closer to the back foot
* Hands in front of ball with club angled forward
* Club face is open
* Swinging movement comes from shoulders and forward arm should stay ahead of the club through the swing
* Club edge must stay underneath the ball to prevent “blading”
* Keep head down, eyes do not follow the ball
* Follow through with club towards target

I used the following video of Phil Mickelson to better understand the mechanics behind the flop shot: <http://www.youtube.com/watch?v=C5ophbTUY7s>

Low and High Chipping Drills

1. Closest to the Pin: In partners, students position themselves in the short grass just outside the green. Each partner has five balls and they are alternating shots, starting with low chips. Partner one goes first, executing a low chip, aiming at the flag (or another predetermined spot if for some reason a flag is not available), and takes note of where their shot stopped. After the second partner does the same, the partners determine which partner is “closest to the pin” (target). This is done in a best of five shots series. Once they have done five low chip competitions, the partners move on to high chip competitions with the same guidelines.
2. Chip and Putt: In partners, students execute the same drill as above, except instead of determining who is closest to the pin after their chips, the students will proceed to putt their balls into the hole. Whoever gets the lowest score wins that round. Again, it is a best of five shots series, and once they have completed low chips they will move on to high chips.
3. Closest to the Pin Playoffs: Students will make groups of four or eight, and will find an initial partner within their group. From there, students will complete the Closest to the Pin drill (as above) with their first partner. Once winners are determined, the winners from each partnership will play each other in a Closest to the Pin drill and the losers will play each other.

Reflection

Today was the first day that I have ever specifically worked on my short game skills for golf. My previous golf experience includes mini golf and a few rounds of golf with my dad and boyfriend. I think my putting is decent, but my chipping definitely needs work. I found that the low chip was a lot easier for me than the high chip, so I think I need to work on getting under the ball on the high chip.

Date: September 18th, 2014 Location: Blenkinsop Range

Topic: Mid Irons and Short Irons

Shooting Mid and Short Irons

Both short and mid irons give the ball more loft and less distance than the longer irons (woods and drivers); they are usually utilized after a golfer’s drive on an approach shot. Compared to each other, short irons produce a higher trajectory, more loft, more spin on the ball and consequently a shorter distance than mid irons. Short irons are clubs 9, 8 and 7; mid irons are 6 and 5.

Learning Cues

* Feet shoulder width apart
* Ball is centered and is slightly farther ahead of you than when putting or chipping
* Hands slightly behind the ball
* Club face square to the target
* Weight transfer to back foot during backswing
* Backswing brings club up and over shoulder; at the top of the backswing the club should be parallel to the ground
* Weight transfer to the front foot during impact
* Club edge goes underneath the ball on contact
* Follow through with club over opposite shoulder
* Hips should end up square to the target

Drills

1. Quarter Swings: Using short and mid irons, students will practice the first part of their backswing – the quarter swing. Students should stop their backswing when the club is approximately hip-height and parallel to the ground. They will then execute their swing with a full follow through.
2. Full Swings: Using short and mid irons, students will practice their golf swing with a full backswing, following the above learning cues.
3. Fades, Draws, Slices, Hooks: For this drill, students will execute full swings but will be changing their feet position and clubface position. They will practice trying to intentionally hit a fade, draw, slice and hook. Feet and clubface position for a right-handed golfer are as follows:
   1. Fade & Slice: left foot staggered behind right foot, club face open
   2. Draw & Hook: left foot staggered ahead of right foot, club face closed
4. Closest to the Target: Students will get into groups of three and have a few competitions to see who can land their ball closest to a chosen target. Students will vary their targets so they have to practice hitting straight shots, fades, draws, slices and hooks.

Reflection

Golfing at the driving range today was fun; I can’t remember the last time I was out at a driving range (probably at least ten years ago!). My full golf swing is pretty messy, so I’ve definitely got a lot to work on. Two specifics that were pointed out today were my weight transfer (I was lifting my front heel during my backswing and not really lifting my back foot during my follow through) and that I’m bending my arms too much during my backswing.

Date: September 25th, 2014 Location: Blenkinsop Range

Topic: Long Irons, Woods and Peer Presentations

We spent today practicing with long irons and woods. We focused on maintaining good alignment (“train tracks”). Long irons and woods are both used for longer distance shots, as they produce less loft and longer distances than short and mid irons. Long irons are 4, 3, 2 and 1.

Shooting Long Irons and Woods

* Feet slightly wider than shoulder width apart
* Ball is centered and slightly farther ahead of you than when putting or chipping
* Ball is placed on a tee
* Club face square to the target
* Hands slightly in front of the club with club angled forward
* Weight transfer to back foot during backswing
* Left (non-dominant) arm remains firm through the backswing
* Club comes up and over the shoulder and at the top of the backswing the club should be parallel to the ground
* Weight transfer to front foot during impact
* Want the club to come through the ball
* Hands stay ahead of the ball through impact
* Follow through with hips square to the target and all weight on front foot
* Club swing around opposite shoulder during follow through

Peer Presentations

The Ryder Cup by Ryan and Oliver, The Fed Ex Cup by Curtis and Chelsea, The History of Gleneagles by Dylan and Kelsey

Reflection

It was good to spend the day practicing my swing today; I feel like I am making progress! My weight transfer from back to front is feeling better and looking better according to Alanna. I began the day with a few swing-and-misses, but once I got used to hitting the ball off the tee rather than the ground I was able to consistently make contact with the ball.

Date: October 2nd, 2014 Location: Blenkinsop Range

Topic: Short, Mid and Long Irons and Peer Presentations

Today we spent the class practicing with short, mid and long irons, and we also worked on lining up with our targets.

Drills

1. Aiming: Students get into pairs and one partner sets up to swing while the other partner stands a safe distance behind them. The swinging partner sets up like they are going to swing and tells their partner where their intended target is. Then they are going to close their eyes and point to where they feel their target it. The observer partner tells them where they are pointing in relation to the intended target and looks at how well their partner’s train tracks are lined up with the target.

Peer Presentations

The Majors by Mark and Jacob, The LPGA by Chelsey and Mikaela, World Golf Rankings by Aaron and Tyler, TPI Fitness Training for Golf by Megan and myself

Reflection

Unfortunately, I had to sit and watch this class because I wound up on crutches last night after spraining my ankle (I later found out that I tore my anterior talofibular ligament). I spent the class watching everyone else golf, and it just made me want to practice my golf swing!

Date: October 9th, 2014 Location: Blenkinsop Range

Topic: Short, Mid, and Long Irons and Peer Presentations

Today we spent more time practicing with short, mid and long irons at the driving range. We also played around with choosing different targets and different types of shots.

Drills

1. Students get into pairs, with one golfer and one observer. The golfer sets up to take a shot without picking an intended target. When the golfer has begun their backswing, the observer calls out what type of shot they are going to hit (pure, draw, fade, hook or slice) and the golfer tries to make that shot.

Reflection

I was still on crutches today and unable to participate in golfing; however, I videotaped a few of Megan’s swings and we noticed that her left arm (non-dominant for her) was bending a lot during her backswing. After she was aware of this, her shots seemed to improve. I think once I’m able to get back to golfing I’d like someone to videotape my swing so I can see where I’m going wrong. We also talked quite a bit about not thinking too much during our swings and I think that’s a big issue for me. My swings aren’t very fluid and I think it’s because I try to analyze what I’m doing too much. I’d like to get back to golfing soon so I can try out some of the new tips that have come from Alison, and the UVic girls’ golfers!

Date: October 16th, 2014 Location: ISC Fieldhouse

Topic: SNAG Golf

Today’s class centered on SNAG golf, which stands for “starting new at golf.” We were shown the SNAG golf equipment, which consists of SNAG balls, rollers, launchers, launch pads, flagstickey targets, rollerama targets, bullseye targets, snappers (to help with driving), snagazoos (to help with chipping), roller brushes (to help with putting), snag-o-matics (to help with pitching), and hoop clocks (to help with the golf swing). After being introduced to the equipment, we were broken into four groups and given a skill (either rolling, chipping, pitching or launching). Each group had to set up a drill for their skill in a restricted amount of space in the gym, and then each group was asked to present and explain their drill (why they did what they did). We were given a few minutes to try out each station after the explanations. Next, we were split into eight groups and asked to set up warm-up activities, then we explained our stations to the group.

Reflection

Today was a really interesting class. Before today, I had never imagined trying to set up golf activities inside a gym. I could see the SNAG equipment being really beneficial for beginning golfers because it’s not as intimidating as using real golf equipment or playing on an 9 or 18 hole golf course for the first time. It would also be a lot easier as a teacher to incorporate an element of fun into a golf activity (especially with golf-resistant students) with pieces like the snag-snapper and the snagazoo.

Date: October 23rd, 2014 Location: Uplands Practice Range

Topic: Course Maintenance and Midterm

Today we were shown the course maintenance side of the golf course for half the class. We were shown a lot of the machines that are used to keep Uplands in tip top shape and we actually got to test drive the green roller. The second half of the class was our midterm exam.

Date: October 30th, 2014 Location: Henderson Pitch & Putt

Topic: Class Competition

The class competition today was really fun! I was pretty pleased with my golfing for not having golfed for four weeks. I still have a lot to work on…I had the most trouble with my chipping. However, I was pretty happy with my longer-range shots, and I think a lot of the errors I made in my swing could be contributed to my ankles limited range of motion. My team – Mark, Aaron, Jacob and myself – ended up winning!

Date: November 6th, 2014 Location: Blenkinsop Range

Topic: Class Tune Up, Practical Evaluations and Peer Presentations

Today was our first day of practical evaluations. We evaluated three other golfers’ swings, and in turn I had three classmates evaluate my swing. My swing evaluations are on the next page!

Peer Presentations

PGA/Web.com Tours by Danica and Hannah, Great Players of the Present by Luke and Jonas, How to become a Golf Professional by Ruby and Brady

Date: November 13th, 2014 Location: MCK 155

Topic: Peer Presentations and Golf Shots

We were in the classroom today, going over our final exam, learning the breakdowns of a few different golf shots and watching peer presentations. We also reviewed some golf rules and tactics:

* When you get “free relief,” you get to place your ball one club length from the nearest point of relief but no closer to the hole and without penalty
* If your ball lands in a puddle you get free relief
* If you have an embedded ball you get free relief

How would you play a golf ball out of a divot?

* You should move back in your stance and swing aggressively

What is a stimpmeter and what is it used for?

* “A ‘Stimpmeter’ is a device used to measure the speed of putting greens - how easily a golf ball rolls across the surface of the green. The Stimpmeter is a very low-tech device, essentially just a small, metal ramp that is angled down to a flat part of a putting green. A golf ball is released down the ramp. How far the ball rolls determines the "stimp" or stimp rating of the green, which is a measurement of green speed. The farther the ball rolls, the faster the greens” (Kelley, 2014). \

Learning Cues for Greenside Bunker Shots

* Utilize a sand wedge in greenside bunkers
* Shuffle your feet into the sand for balance
* Club face is wide open and pointing towards the target
* Club should enter the sand approximately two inches behind the ball and exit two inches past the ball
* Swing aggressively

Learning Cues for Fairway Bunker Shots

* Club up – if it is a shot you would normally use a 6 iron for, use a 5 iron
* Shuffle your feet into the sand for balance
* Choke up a half inch on your grip
* Move slightly back in your stance
* Make contact with the ball first then the sand

Learning Cues for Punch Shots

* Club up
* Move back in your stance and keep the ball in the middle of your stance
* Hands should be ahead of the ball during address and impact
* 60% of weight on front foot
* Limited weight transfer with a ¾ swing instead of a full swing

Peer Presentations

Evolution of Golf Clubs by Monique and Julie, Club Fitting by Alanna, Great Players of the Past by Eric and Sean

Date: November 20th, 2014 Location: ISC Field House

Topic: The 115th Ryder Cup

Today we had another class competition – our version of the Ryder Cup. We competed in teams of four or five on seven different challenges. Some of the challenges were hard (my high chipping was not quite up to par!) but it was a really fun way to end the class.

Overall Reflection

Over the course of the semester, I definitely feel that I have improved my golf game. I would have liked to improve further, but my ankle served as a barrier for me so I did not get to practice as much as I would have liked. What I have improved the most in EPHE 113 is my weight transfer and follow through. I began the semester lifting my front foot during my backswing and I no longer do that; I also can transfer my weight to my front foot during my follow through as I am now rotating my hips better. The biggest thing I would like to work on is my backswing. I am still bending my arms too early and too much during my backswing and this causes my shot to have a weird trajectory and less power. I would also like to improve my chipping skills. I have a hard time consistently getting under the ball while chipping, and I tend to hit the ball with the club edge so it shoots forward with no arc.

Resources and References

Callaway Golf. [Whitley Golf]. (2009, May 25). A flop shot lesson with Phil Mickelson. Retrieved from <http://www.youtube.com/watch?v=C5ophbTUY7s>

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