

Course Outline

COURSE: KIN 137B **DIVISION:** 40 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2016 **CURRICULUM APPROVAL DATE:** 10/12/2015

SHORT TITLE: SOFTBALL - INTERMEDIATE

LONG TITLE: Softball - Intermediate

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
.5 OR 1	18	Lecture:	0	0
		Lab:	1.5 OR 3	27 OR 54
		Other:	0	0
		Total:	1.5 OR 3	27 OR 54

COURSE DESCRIPTION:

Coeducational activity designed for intermediate softball students. This course provides the student with the opportunity to refine and perfect their basic softball skills and to master the individual positions. This course has the option of a letter grade or pass/no pass. Courses should be taken in sequential order.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

- L - Standard Letter Grade
- P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 04 - Laboratory/Studio/Activity

STUDENT LEARNING OUTCOMES:

1. Demonstrate the correct techniques for the following softball skills: slap, sacrifice bunt, squeeze bunt, drag bunt, sliding, and diving.

Measure: demonstration

PLO: 4

ILO: 7,2

GE-LO: E1

Anticipated Year of Assessment: 2015-16

2. Describe and demonstrate the skills required for infielders, outfielders, pitchers, and catchers.

Measure: oral quiz, written exam, discussion, demonstration

PLO: 4,7

ILO: 7,2,1,4

GE-LO: E1,A1,A2

Anticipated Year of Assessment: 2015-16

3. Explain and demonstrate how to keep a softball score book.

Measure: written exam, performance

PLO: 7

ILO: 2,7,1

GE-LO: A1,A2

Anticipated Year of Assessment: 2015-16

PROGRAM LEARNING OUTCOMES:

After completing the Kinesiology major a student will be able to:

1. List and describe five career options available in the field of kinesiology.
2. Describe and critically analyze the role of physical activity and its impact on health, society and quality of life.
3. Discuss the history and broad content within the discipline of kinesiology and develop skills to enable the synthesis of concepts across disciplines.
4. Identify critical elements of motor skill performance, combine motor skills into appropriate sequences for the purpose of improving skill learning, and demonstrate competent motor skill performance in a variety of physical activities.
5. Identify the skeletal and muscular structures of the human body.
6. Utilize measurement concepts (qualitative and quantitative) to assess student/client performance and program effectiveness.
7. Describe and demonstrate effective verbal and nonverbal communication skills.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 10/12/2015

3 - 6 Hours

Content: Discuss class procedures, course syllabus and grading. Review throwing and catching. Introduce the techniques of showing the knuckles to the target when throwing and shuffling the feet at the beginning and end of the throw; and catching in front of the body. As well as moving quickly when catching and then throwing. Incorporate the drill using no glove and moving the ball from glove hand to throwing hand to practice the above skills.

Student Performance Objectives (SPO): Demonstrate the technique of showing the knuckles to the target when throwing. Practice catching in front of the body and transferring the ball quickly from glove hand to throwing hand.

Out-of-Class Assignments:

3 - 6 Hours

Content: Review fielding for both infield and outfield play. Introduce digging the ball from the dirt for infield play and playing the ball off the wall for outfield play.

Student Performance Objectives (SPO): Demonstrate the techniques of digging the ball from the dirt for infield play and playing the ball off the wall for outfield play. Participate in class activities.

10/13/2015

Out-of-Class Assignments:

3 - 6 Hours

Content: Review hitting, including the basic bunt. Introduce the slap, as well as the sacrifice, squeeze, and drag bunts. Discuss the situations where each type of hit/bunt might be used. Incorporate these skills using a variety of practice drills.

Student Performance Objectives (SPO): Demonstrate the slap, sacrifice, squeeze, and drag bunts. Explain when/why each type of hit would be used. Participate in class activities.

Out-of-Class Assignments:

4.5 - 9 Hours Content: Review base running. Introduce the techniques for sliding and diving and discuss the rules related to these skills. Continue to work on skill building by incorporating a variety of activities which allow the students to practice all skills learned to date.

Student Performance Objectives (SPO): Demonstrate the techniques for sliding and diving and discuss the rules which apply to these skills. Practice the correct techniques when performing all skills in drill and game activities.

Out-of-Class Assignments:

6 - 12 Hours

Content: Introduce scorekeeping and how to keep the score book. Presentation on each of the individual positions and the skills required for them. Infielders and outfielders - playing the angles. Pitching - the different types of pitches for both fastpitch and slowpitch. Catching - framing the ball, circling around the ball, and throwing to a target. Practice drills could include: the Angle to Ball Drill for infielders and outfielders and the Star Drill and Drop and Block drill for catchers.

Student Performance Objectives (SPO): Practice how to mark a score book. Explain and practice the skills required for infielders, outfielders, pitchers, and catchers.

Out-of-Class Assignments:

6 - 12 Hours

Content: Review how to keep a score book. Review the skills required for each softball position. Continue to practice all softball skills - catching, throwing, fielding, hitting, base running, and sliding/diving - in a variety of drill and game activities. Continue to develop the skills required for each position - infield, outfield, pitching, and catching. Skill testing.

Student Performance Objectives (SPO): Utilize the correct techniques when performing all softball skills. Practice the skills required for each position. Participate in class activities, including skill testing.

METHODS OF INSTRUCTION:

guided practice, demonstration, discussion

METHODS OF EVALUATION:

Category 1 - The types of writing assignments required:

Percent range of total grade: % to %

If this is a degree applicable course, but substantial writing assignments are NOT appropriate, indicate reason

Course primarily involves skill demonstration or problem solving

Category 2 - The problem-solving assignments required:

Percent range of total grade: % to %

Category 3 - The types of skill demonstrations required:

Percent range of total grade: 35 % to 60 %

Performance Exams

Category 4 - The types of objective examinations used in the course:

Percent range of total grade: 10 % to 20 %

Multiple Choice

True/False

Matching Items

Completion

Other: short answer

Category 5 - Any other methods of evaluation:

REPRESENTATIVE TEXTBOOKS:

No textbook required.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201630

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: KIN

CSU Crosswalk Course Number: 137B

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours: 1

Minimum Hours: .5

Course Control Number:

Sports/Physical Education Course: Y

Taxonomy of Program: 127000