



5055 Santa Teresa Blvd  
Gilroy, CA 95023

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### Course Outline

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

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

**SHORT TITLE:** SOFTBALL - ADVANCED

**LONG TITLE:** Softball - Advanced

<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
		Total Learning Hrs:	27 OR 54	

#### **COURSE DESCRIPTION:**

Coeducational activity designed for the advanced softball student. Includes game principles, techniques and strategies. 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
- 04A - Laboratory - LEH 0.65
- 73A - Dist. Ed Internet LAB-LEH 0.65

**STUDENT LEARNING OUTCOMES:**

1. Describe and apply the offensive strategies for the hit and run, bunt and run, and slap.

Measure: demonstration, discussion, oral quiz

PLO: 4,7

ILO: 7,2,1,4

GE-LO: E1,A1,A2

Anticipated Year of Assessment: 2015-16

2. Explain and demonstrate the defensive principles for bunt defense, slap defense, and for double plays.

Measure: demonstration, discussion, exam

PLO: 4,7

ILO: 7,2,1,4

GE-LO: E1,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 and practice the techniques for throwing, catching, fielding, hitting, base running, sliding, and diving.

Student Performance Objectives (SPO): Utilize a variety of softball skills in class activities. Discuss why/when one would use a slide vs. a dive. Demonstrate three types of hits/bunts.

Out-of-Class Assignments:

3 - 6 Hours

Content: Review the individual positions and the skills required to play each position. Incorporate a variety of game drills to practice the techniques for each position.

Student Performance Objectives (SPO): Describe the skills required for each position. Utilize a variety of softball skills during class activities. Participate in class drills.

Out-of-Class Assignments:

3 - 6 Hours

Content: Presentation on offensive strategies such as the hit and run and bunt and run. Discussion on base running and taking the extra base. Continue working on all skills.

Student Performance Objectives (SPO): Describe when/why the hit and run would be utilized vs. the bunt and run. Demonstrate the techniques required for the hit and run and bunt and run. Explain the situations when you would or would not want to take the extra base.

Out-of-Class Assignments:

4.5 - 9 Hours Content: Review the hit and run and bunt and run. Discussion on the offensive principles of recognizing where the defense is playing and placing the ball accordingly - slap or bunt. Provide a variety of drills, game-like situations, and game play for practice purposes.

Student Performance Objectives (SPO): Describe the offensive principles of reading the defense. Demonstrate a slap and/or a bunt based on defensive positioning. Participate in class activities.

Out-of-Class Assignments:

6 - 12 Hours

Content: Review the offensive principles presented in earlier classes. Presentation on various defensive strategies, such as: bunt defense - 1st and 3rd basemen in or slap defense - both middle infielders in and outfielders in or 2nd base in and 1st base back. Discussion on the defensive principle of shifting the defense with each pitch call and how to relay each pitch call.

Student Performance Objectives (SPO): Describe the defensive strategies for bunt and for slap defense. Explain the defensive principle behind shifting with each pitch call and demonstrate how to relay each pitch call. Participate in class drills and games.

Out-of-Class Assignments:

6 - 12 Hours

Content: Review the defensive strategies presented in earlier classes. Presentation on double play positioning. Discuss the strategies employed for picking off a base runner. Provide a variety of situations and game play for practice purposes.

Student Performance Objectives (SPO): Explain where the defensive players would position themselves on double plays. Describe the strategies utilized for picking off a base runner. Apply the skills, rules, offensive and defensive principles and strategies in game play. Participate in class activities.

**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:

GAV E1, effective 201670

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201670

UC TRANSFER:

Transferable UC, effective 201670

**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: 137C

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: CCC000568858

Sports/Physical Education Course: Y

Taxonomy of Program: 127000