Course Outline

COURSE:  KIN 165B  DIVISION:  40  ALSO LISTED AS:  

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

SHORT TITLE: BASEBALL - INTERMEDIATE

LONG TITLE: Baseball - Intermediate

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>.5 OR 1</td>
<td>18</td>
<td>Lecture:</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab: 1.5 OR 3</td>
<td>27 OR 54</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other: 0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total: 1.5 OR 3</td>
<td>27 OR 54</td>
<td></td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION:

Coeducational activity designed for intermediate baseball students. This course provides the student with the opportunity to refine and perfect their basic baseball fundamentals and mechanics 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 proper mechanics for the following baseball skills: drag bunt, push bunt, squeeze bunt, sliding, diving and base stealing.
Measure: demonstration
PLO: 4
2. Describe and demonstrate the skills required for infielders, outfielders, pitchers and catchers. 
Measure: oral quiz, written exam, 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 baseball 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 course syllabus, grading and class procedures. Review throwing and catching. Presentation on throwing/catching skills specific to various positions. Review hitting, including the basic bunt. Introduce the mechanics for the drag, push and squeeze bunts and discuss the situations where each type of bunt might be used.
Student Performance Objectives (SPO): Discuss the throwing/catching skills required for the different positions. Demonstrate the drag, push and squeeze bunts. Explain when/why each type of bunt would be used.
Out-of-Class Assignments:

6 - 12 Hours
Content: Review the drag, push and squeeze bunts. Review the mechanics for fielding a baseball. Presentation on each of the positions - infielders, outfielders, catchers and pitchers. Explain the relationship necessary between the catcher and pitcher. Discuss specific cardio, endurance and agility training required
for each position. For example: pitchers and catchers should be doing plyometric training and endurance training while infielders/outfielders should be doing agility and speed training.

Student Performance Objectives (SPO): Explain the responsibilities of each of the positions and name the types of conditioning required for each position. Participate in class activities.

Out-of-Class Assignments:

3 - 6 Hours
Content: Introduce scorekeeping and how to keep the score book. Review basic base running and explain and demonstrate: base stealing techniques, routes around bases, primary leads and secondary leads. Introduce the mechanics for sliding and diving into a base. Continue working on all baseball skills in a variety of drill and game-like activities. Practice developing the skills required for each position.

Student Performance Objectives (SPO): Practice marking a score book. Demonstrate the correct techniques for sliding and diving. Explain the difference between a primary lead and a secondary lead. Discuss the techniques required to steal a base. Participate in class activities.

Out-of-Class Assignments:

3 - 6 Hours
Content: Review how to keep a score book. Review base stealing, sliding and diving. Continue to practice all baseball skills - catching, throwing, fielding, hitting, base running, sliding and diving - in a variety of drill and game-like activities.

Student Performance Objectives (SPO): Apply all the baseball skills learned to date in a variety of drill and game-like activities. Participate in class.

Out-of-Class Assignments:

6 - 12 Hours
Content: Continue to review each of the positions and explain the defensive positioning for each. Introduce pitcher fielding drills, including how to position for fielding comebacks, bunts and turning double plays. Presentation on relays from the outfield to the infield. Incorporate all skills and the correct mechanics for each into game-like situations.

Student Performance Objectives (SPO): Discuss the defensive positioning for each player, depending on the situation. Explain and perform pitcher fielding drills, including the techniques for comebacks, bunts and turning double plays. Utilize the correct mechanics for each of the baseball skills performed.

Out-of-Class Assignments:

4.5 - 9 Hours
Content: Review defensive positioning, including the pitchers responsibilities. Continue to work on skill building by incorporating a variety of activities which allow the students to practice all skills learned. Skill testing.

Student Performance Objectives (SPO): Practice the correct techniques when performing all skills in drill and game-like activities. Participate in class activities, including skill testing.

METHODS OF INSTRUCTION:
guided practice, demonstration, discussion, peer teaching

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
Classification: Y
Noncredit Category: Y
Cooperative Education: N
Program Status: 1 Program Applicable
Special Class Status: N
CAN: N
CAN Sequence: N
CSU Crosswalk Course Department: KIN
CSU Crosswalk Course Number: 165B
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours: 1

10/13/2015
Minimum Hours: .5
Course Control Number:
Sports/Physical Education Course: Y
Taxonomy of Program: 127000