



5055 Santa Teresa Blvd  
Gilroy, CA 95023

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### Course Outline

**COURSE:** KIN 165A                      **DIVISION:** 40                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2016

**CURRICULUM APPROVAL DATE:** 10/12/2015

**SHORT TITLE:** BASEBALL - BEGINNING

**LONG TITLE:** Baseball - Beginning

<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 beginning baseball students. Includes the fundamental skills and rules. 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. Perform the correct mechanics for the following skills: throwing, catching, fielding, hitting and base running.

Measure: demonstration

PLO: 4

ILO: 7,2

GE-LO: E1

Anticipated Year of Assessment: 2015-16

2. Explain and practice the rules of baseball.

Measure: written exam, oral quiz, demonstration

PLO: 7,4

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. Introduce conditioning and stretching that will be used in class. Presentation on the correct throwing and catching mechanics. Introduction to the correct fundamental hitting aspects - stance, grip and swing.

Student Performance Objectives (SPO): Demonstrate the correct mechanics for throwing, catching and hitting a baseball. Participate in conditioning and stretching exercises.

Out-of-Class Assignments:

6 - 12 Hours

Content: Warm-up conditioning and stretching. Review the correct mechanics for throwing, catching and hitting. Emphasis will be on balance drills. Introduce the basic techniques for bunting. Presentation on the body mechanics for fielding a baseball - butt down and hands in front of the body. Practice fielding the ball both on the infield and the outfield. Incorporate throwing and catching skills with fielding a ball on the infield and the outfield.

Student Performance Objectives (SPO): Demonstrate the correct techniques for a basic bunt. Discuss the importance of the correct body position when fielding a baseball. Demonstrate the correct mechanics for fielding the ball both on the infield and the outfield. Perform the correct throwing and catching mechanics during the drills.

Out-of-Class Assignments:

3 - 6 Hours

Content: Warm-up conditioning and stretching. Review the techniques for the basic bunt as well as the correct mechanics for fielding a baseball. Work on all skills learned to date in a variety of drill and game-like activities.

Student Performance Objectives (SPO): Utilize the correct mechanics when throwing, catching, fielding and hitting a baseball. Participate in class activities.

Out-of-Class Assignments:

3 - 6 Hours

Content: Warm-up conditioning and stretching. Review all skills learned to date. Presentation on base running skills and techniques including the correct way to run out a ground ball hit in the infield and a fly ball hit to the outfield.

Student Performance Objectives (SPO): Demonstrate the correct techniques for base running. Discuss the correct way to run out a ground ball hit in the infield and a fly ball hit to the outfield.

Out-of-Class Assignments:

6 - 12 Hours

Content: Warm-up conditioning and stretching. Presentation on the rules of baseball. Review base running techniques. Continue to work on skill building by providing opportunities for students to practice their throwing, catching, fielding, hitting and base running skills by incorporating them in various drills.

Student Performance Objectives (SPO): Discuss the rules of baseball. Utilize one's throwing, catching, fielding, hitting and base running skills during class activities.

Out-of-Class Assignments:

4.5 - 9 Hours Content: Warm-up conditioning and stretching. Review the rules of baseball and use them in game-like activities. Continue working on all skills in a variety of drills and activities. Skill testing.

Student Performance Objectives (SPO): Practice the rules during class activities. Utilize the correct mechanics when performing all baseball skills. 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

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: 165A

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: CCC000568969

Sports/Physical Education Course: Y

Taxonomy of Program: 127000