



5055 Santa Teresa Blvd
Gilroy, CA 95023

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

<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 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
- 04A - Laboratory - LEH 0.65
- 73A - Dist. Ed Internet LAB-LEH 0.65

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

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, 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 comebackers, 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 comebackers, 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

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: 165B

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: CCC000568879

Sports/Physical Education Course: Y

Taxonomy of Program: 127000