

PE - 239 - Slow Pitch Softball

COURSE OUTLINE OF RECORD

VIII. General Course Information

Subject:*

PE

Course Number:* 239

Descriptive Title:* Slow Pitch Softball

Course Disciplines:*

Physical Education

Division:

Health Sciences and Athletics

Department:*

Physical Education

Catalog Description:*

This course offers instruction in slow pitch softball, practice, and competitive play suited for students of every skill level. Instruction and demonstration of basic and advanced technical skills, rules of the game, tactics and strategies and situational play will be included. Exercise and training specific to the physical demands of slow pitch softball will be included. Health and safety aspects of the sport will also be discussed. Students successfully completing this course will acquire the skills and knowledge to enjoy slow pitch softball as a lifelong sport.

Conditions of Enrollment:

Prerequisite:

Co-requisite:

**Recommended
Preparation:**

Enrollment
Limitation:

Course Length: Full Term

Hours Lecture (per
week): 0

Hours Laboratory (per
week): 3

Outside Study Hours:* 0

Total Hours:* 54

Course Units:* 1

Grading Method:

Letter Grade only

Credit Status:

Credit, degree applicable

Transfer CSU: Yes
 No

Effective Date: Proposed

Transfer UC: Yes
 No

Effective Date: Proposed

General Education
ECC:

Area 5 - Health and Physical Education

Term:

Other:

CSU GE:

Area E - Lifelong Understanding and Self-Development

Term:

Other:

IGETC:

Term:

Other:

IX. Outcomes and Objectives

A. Student Learning Outcomes SLOs (The course student learning outcomes are listed below.)

Student Learning Outcomes:

SLO #1 Fielding Positions

Student will demonstrate proficiency in fielding of their appropriate position in softball.

SLO #2 Accuracy in Batting

Student will demonstrate proficiency and accuracy in batting.

SLO #3 Rules

Student will comprehend and apply the rules of a slow pitch softball game.

B. Course Objectives (The major learning objectives for this course are listed below.)

Course Objectives:

1. Demonstrate proper techniques for throwing and catching the softball.
2. Demonstrate defensive techniques for fielding a ground ball, catching a fly ball, the stretch-play, the tag play and relay plays.
3. Demonstrate offensive techniques for batting the softball.
4. Demonstrate offensive base running techniques for running, sliding and the tag-up on fly balls.
5. Demonstrate technique for under-hand pitching of the softball.
6. Understand game tactics and strategies for offensive and defensive play.
7. Differentiate between the various positions on the field and the strategy involved in defensive play.
8. Prepare a specific conditioning program for slow pitch softball to improve play and for injury prevention.

X. Outline of Subject Matter

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

Example:

- I. Main Topic (3 hours, lecture)
 - A. Sub topics
 - B. Sub topics
 1. Super sub topic
 2. Super sub topic

Major Topics:

I. Class orientation (5 hours, lab)

1. Health aspects of slow pitch softball
2. Introduction to the rules
3. Lifelong benefits of slow pitch softball.

II. Throwing and Catching Techniques (4 hours, lab)

1. Grip
2. Two hands
3. Foot movement
4. Body positioning
5. Throwing arm

III. Offensive Techniques (4 hours, lab)

1. Batting (stance, stride, swing)
2. Batting to use the whole field.
3. Batting to move a runner (Hit and run).

IV. Defensive Techniques (4 hours, lab)

1. Fielding Ground balls
2. Tag play
3. Relay play
4. Stretch play

V. Base Running Techniques (4 hours, lab)

1. Leaving the batter's box
2. Properly touching the base
3. Correct running form
4. Proper turns at each base
5. Sliding (straight-in, pop-up, hook slide)
6. Tagging up on fly balls

VI. Underhand Pitching (4 hours, lab)

VII. Slow pitch softball conditioning and prevention of injuries (4 hours, lab)

VIII. Tactical and strategic training for offensive and defensive play (4 hours, lab)

IX. Full-sided coached games (21 hours, lab)

Total Lecture Hours: 0

Total Laboratory Hours: 54

XI. Primary Method of Evaluation and Sample Assignments

A. Primary Method of Evaluation (choose one):

Primary Method of Evaluation

B. Typical Assignment Using Primary Method of Evaluation

Typical Assignment Using Primary Method of Evaluation: Demonstrate and verbally explain the differences between the straight-in slide, the pop-up slide and the hook slide when avoiding the tag.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1: In a game-simulated situation, demonstrate how you would properly field a ground ball given the velocity and angle of the ball to beat an offensive player to first base with the throw.

Critical Thinking Assignment 2: Describe the techniques and strategies involved in tagging up at third base on both a shallow fly ball and a deep fly ball to the outfield.

D. Other Typical Assessment and Evaluation Methods

Other Evaluation Methods:

If Other:

XII. Instructional Methods

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

Instructional Methods:

If other:

XIII. Work Outside of Class

Work Outside of Class

XIV. Texts and Materials

A. Up-to-date Representative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)

Up-To-Date Representative Textbooks: Slow Pitch Softball Rules Book. National Intramural - Recreational Sports Association (NIRSA). 2nd Edition ed. Human Kinetics Publishing, 2008.

B. Alternative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)

Alternative Textbooks:

C. Required Supplementary Readings

Required Supplementary Readings:

D. Other Required Materials

Other Required Materials:

XV. Conditions of Enrollment

A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite

Category

Requisite course:

Requisite and Matching skill(s):
Bold the requisite skill. List the corresponding course objective under each skill(s).

B. Requisite: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite:

Requisite and Matching skill(s):
Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable

C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite course:

Requisite and Matching skill(s):
Bold the requisite skill. List the corresponding course objective under each skill(s).

D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite:

Requisite and Matching skill(s):
Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable

E. Enrollment Limitations

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Board Approval Date:

Last Board Approval Date: 11/20/2017

Last Reviewed and/or Revised by: Andrew Alvillar

Date: 09/16/2016