

I. Course Information

Course Acronym:* PE

PE

Course Number:* 407

Descriptive Title:* Adapted Bowling

Division: Health Sciences and Athletics

Department:*

Physical Education

Course Disciplines: Physical Education

Catalog Description:*

This course is designed for students with disabilities and provides personalized instruction in bowling. Skills, rules, etiquette, scoring, and playing strategies will be discussed. Students will participate in tournament and league play during the semester.

Note: Letter grade or pass/no pass option.

Note: Students pay a user fee for each class meeting for bowling lanes, shoes, and bowling ball. Students must furnish their own transportation to and from the bowling alley.

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 Course Hours:* 54

Course Units:* 1

Grading Method: Letter Grade and Pass/No Pass

Credit Status: Credit, degree applicable

Transfer CSU: Yes

Effective Date: 03/08/1993

Transfer UC: Yes

Effective Date:

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:

II. Outcomes and Objectives

A. Student Learning Outcomes (SLOs) (The course student learning outcomes are listed below.)
SLO revisions are completed via the SLO Change Form available on the College Curriculum Committee website.

Student Learning Outcomes: **SLO #1 Keeping Score**
Students will demonstrate the process of keeping score.

SLO #2 Spare Strategies
Students will identify the appropriate strategies for executing various spare shots.

SLO #3 Terminology and Etiquette
Students will explain proper bowling terminology and lane etiquette.

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

Course Objectives:

1. Score bowling game with spares and strikes accurately.
2. Demonstrate improvements in bowling skills as exhibited by an increase in average.
3. Recognize different hand-bowling ball release positions and their effect on movement.
4. Demonstrate appropriate approach/wheelchair positioning when executing spare attempts when bowling.
5. Demonstrate sportsmanship and proper etiquette.

III. 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. Orientation (2 hours, lab)

1. A. Course syllabus
2. B. Bowling facility rules
3. C. Academic Accommodation Plan (AAP)
4. D. "Special Course" repeat petition

II. Introduction of Bowling (2 hours, lab)

1. History
2. Etiquette
3. Equipment

III. Scoring and Terminology (4 hours, lab)

1. Approach
2. Foul Line
3. Arrows
4. Strikes and Spares
5. Average and Handicap
6. 10th Frame Scoring
7. Bowling Jargon

IV. Bowling (46 hours, lab)

1. Approach and Ball Delivery
2. Lane Positioning
3. Strike/Spare Split Strategies
4. Ball Movement
5. Lane Conditions
6. Tournament Play
7. League Play

Total Lecture Hours: 0

Total Laboratory Hours: 54

Total Hours: 54

IV. Primary Method of Evaluation and Sample Assignments

A. Primary Method of Evaluation (choose one):

- 1) Substantial writing assignments
- 2) Problem solving demonstrations (computational or non-computational)
- 3) Skills demonstrations

Primary Method of Evaluation: 3) Skills demonstration

B. Typical Assignment Using Primary Method of Evaluation

Typical Assignment Using Primary Method of Evaluation: During league play, demonstrate proper bowling approach and starting position when executing the number 10-pin spare attempt.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1: During league play, accurately keep score and in consultation with the instructor, identify pin count and tally score for each frame.

Critical Thinking Assignment 2: Demonstrate to instructor proper body mechanics, lane positioning, and ball delivery when attempting a first ball strike.

D. Other Typical Assessment and Evaluation Methods

Examples: Class Performance, Objective Exam, Clinical Evaluation, Oral Exams, Completion, Other Exams, Embedded Questions, Performance Exams, Essay Exams, Presentation, Fieldwork, Quizzes, Homework Problems, Reading Reports, Journal kept throughout course, Term or Other Papers, Laboratory Reports, True/False, Matching Items, Written Homework, Multiple Choice, Other (specify)

Other Evaluation Methods: Class Performance, Completion, Performance Exams, Quizzes, True/False

V. Instructional Methods

Examples: Lecture, Group Activities, Lab, Role play/simulation, Discussion, Guest Speakers, Multimedia presentations, Field trips, Demonstration, Other (specify)

Instructional Methods: Demonstration, Lecture, Other (specify)

If other: Educational handouts
Supervised skill practice

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,

VI. Work Outside of Class

Work Outside of
Class:* -

If Other: Course is lab only - minimum required hours satisfied by scheduled lab time and estimated student hours outside of class per week is zero.

VII. Texts and Materials

A. Up-to-date Representative Textbooks: Please use the following format(s):

Printed Text - Author, Title, Edition, Publisher, Year.

Digital Text (OER Text) - Author (last name first). Title. Edition or Version (if beyond 1st). Publisher, Publication year or Revision date. URL. License.

Sample: *Dillon, Dave. Blueprint for Success in College and Career. Version 1.3. Rebus Community, 2018. press.rebus.community/blueprint2/. Licensed under CC BY 4.0.*

If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.

**Multiple textbooks may be listed.*

Up-To-Date
Representative
Textbooks:

B. Alternative Textbooks: Please use the following format(s): if applicable

Printed Text - Author, Title, Edition, Publisher, Year.

Digital Text (OER Text) - Author (last name first). Title. Edition or Version (if beyond 1st). Publisher, Publication year or Revision date. URL. License.

Sample: *Dillon, Dave. Blueprint for Success in College and Career. Version 1.3. Rebus Community, 2018. press.rebus.community/blueprint2/. Licensed under CC BY 4.0.*

If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.

**Multiple textbooks may be listed.*

Alternative
Textbooks:

C. Required Supplementary Readings

Required
Supplementary
Readings:

D. Other Required Materials

Other Required
Materials:

VIII. 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(s):
List both
prerequisites and
corequisites in this
box.

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

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

Requisite Skill:

Requisite Skill and
Matching Skill(s):
Bold the requisite
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 Skill:

Requisite Skill 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:**

Course Created by: Mark Lipe

Date: 09/01/1992

Original Board Approval Date: 03/08/1993

Last Reviewed and/or Revised by: Mark Lipe

Date: 10/15/2021

**Last Board Approval
Date:**