



**CREDIT COURSE OUTLINE**

**I. COVER PAGE**

(1) PE 33A	(2) THEORY OF FOOTBALL	(3) 1
Number	Title	Units

(4) Lecture / Lab Hours:	(8)Classification:	
Total Course Hours		
Total Lec hours: 1.00	Degree applicable:	X
Total Lab hours: 1.00	Non-degree applicable:	
Total Contact hours: 36.00	Basic skills:	
Lec will generate <u>0</u> hour(s) outside work.	(9)RC	Fulfills AS/AA degree requirement: (area)
Lab will generate <u>1</u> hour(s) outside work.		General education category:
(5) Grading Basis:	Grading Scale Only	Major: PHYSICAL EDUCATION
	Pass/No Pass option	Certificate of:
	Pass/No Pass only	Certificate in: COACHING
(6) Advisories:	(10)CSU	Baccalaureate: X
Eligibility for English 126	(11)Repeatable: (A course may be repeated three times)	3
(7) Pre-requisites(requires C grade or better):		
Corequisites:		

(12) Catalog Description:  
 This course is designed to improve student's knowledge of competitive football skills, contest strategy, officiating and related topics in preparation for the intercollegiate football season. Students in this course must perform and compete at the intercollegiate level.

**II. COURSE OUTCOMES:**

*(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)*

Upon completion of this course, students will be able to:

- I. use proper and safe practice drills.
- II. demonstrate proper techniques related to specific positions.
- III. illustrate a basic knowledge of position-specific assignments and their application on the football field.
- IV. apply proper decorum policies as determined by the Commission on Athletic and head football coach.

**III. COURSE OBJECTIVES:**

*(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)*

In the process of completing this course, students will:

- I. evaluate and critique his own skill levels in preparation of intercollegiate football season.
- II. plan, implement, and practice appropriate football drills that promote improved levels of performance during the intercollegiate football season

**IV. COURSE OUTLINE:**

**Lecture Content:**

- A. Introduction
  1. Grading/evaluation process
  2. Appropriate practice attire
  3. Team policies / forms
  4. Commission on Athletics policies / forms
- B. Student Athlete Retention Program
  1. Notebook
  2. Purpose
  3. Study table
- C. Introduction of training program
  1. Field procedures
  2. Care and use of equipment

- 3. Demonstration of position-specific drills
- D. Post-season assessment of student's skill level with head coach
  - 1. Individual goals
  - 2. Team goals
  - 3. Program expectations
- E. Final evaluation of the student's continued participation in the course to be determined by head football coach

**Lab Content:**

- I. Participation in training sessions
  - 1. Offensive Unit
    - 1. numbering
    - 2. formations
    - 3. run scheme
    - 4. pass scheme
  - 2. Defensive Unit
    - 1. numbering
    - 2. gap control assignments
    - 3. fronts/stunts
    - 4. secondary coverages
  - 3. Kicking Unit
    - 1. Punt/punt return/
    - 2. Kick-off/kick-off return
    - 3. PAT/PAT-FG block
    - 4. Situations

**V. APPROPRIATE READINGS**

*Reading assignments may include but are not limited to the following:*

- I. Sample Text Title:
- II. Other Readings
  - 1. Recommended - *Reedley College Player Policy Handbook 2009 (updated annually)*

- Global or international materials or concepts are appropriately included in this course
- Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Topics include tolerance and problem-solving within the team concept. Team-building through “forming, storming, norming and performing” stages recognizes multiracial/multicultural differences as potential challenges to purposeful team function. Through directed discussion, head coach will acknowledge the individual differences of those that make up the football team and how to cooperatively work as a successful unit towards a common goal.

**VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:**

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

<b>A. Writing</b>	
Check either 1 or 2 below	
<input type="checkbox"/>	<b>1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</b>
<input checked="" type="checkbox"/>	<b>2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.</b>
<input type="checkbox"/>	a) essay exam(s)
<input type="checkbox"/>	b) term or other paper(s)
<input type="checkbox"/>	c) laboratory report(s)
<input type="checkbox"/>	d) written homework
<input type="checkbox"/>	e) reading reports
<input type="checkbox"/>	f) other (specify)

*Required assignments may include but are not limited to the following:*

<b>B. Problem Solving</b>	
Computational or non-computational problem-solving demonstrations, including:	
<input type="checkbox"/>	a) exam(s)
<input type="checkbox"/>	b) quizzes
<input type="checkbox"/>	c) homework problems
<input type="checkbox"/>	d) laboratory reports
<input type="checkbox"/>	e) field work
<input type="checkbox"/>	f) other (specify): video evaluations

**Required assignments may include but are not limited to the following:**

1. How to evaluate video
2. opponent summary sheets
3. weekly scouting reports
4. self evaluation

<b>C. Skill</b> demonstrations, including:			
X	a) class performance(s)		c) performance exams(s)
	b) field work		d) other (specify)

**Required assignments may include but are not limited to the following:**

1. dynamic range of motion stretch (DROM)
2. proper tackling technique
3. proper stalk-blocking technique
4. proper eye progression as defensive back
5. proper eye progression as quarterback

<b>D. Objective</b> examinations including:			
X	a) multiple choice		d) completion
X	b) true/false		e) other (specify):
X	c) matching items		

**COURSE GRADE DETERMINATION:**

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

50% Participation 40% Skills tests 10% Written tests

Attached Files:

[Limitation on Enrollment](#)

<p><b><u>BASIC SKILLS ADVISORIES PAGE</u></b> The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least <u>three</u> major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.</p>	
<p>(eligibility for English 126) (as outcomes for English 262)</p> <p>_____ Using phonetic, structural, contextual, and dictionary skills to attack and understand words.</p> <p><u>  X  </u> Applying word analysis skills to reading in context.</p> <p><u>  X  </u> Using adequate basic functional vocabulary skills.</p> <p><u>  X  </u> Using textbook study skills and outlining skills.</p> <p>_____ Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p>	<p>Student must be able to read and comprehend instructor handouts and various weight room informational placards.</p> <p>Student must be able to understand basic terminology associated with concepts of physical fitness, proper identification of weight room equipment, and muscles.</p> <p>Student must be able to adequately learn from reading assignments and apply knowledge gained to active participation in weight room.</p>
<p><b><u>Check the appropriate spaces.</u></b></p> <p>_____ Eligibility for Math 101 is advisory for the target course.</p> <p><u>  X  </u> Eligibility for English 126 is advisory for the target course.</p> <p>_____ Eligibility for English 125 is advisory for the target course.</p> <p><i><u>If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.</u></i></p>	

**CONTENT REVIEW**

**REQUISITES**

No requisites