



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) PE 35B	(2) PEP SQUAD	(3) 3
Number	Title	Units

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3">(4) Lecture / Lab Hours:</td> </tr> <tr> <td colspan="3">Total Course Hours</td> </tr> <tr> <td style="width: 33%;">Total Lec hours:</td> <td style="width: 33%;"></td> <td style="width: 33%; text-align: center;">0</td> </tr> <tr> <td>Total Lab hours:</td> <td></td> <td style="text-align: center;">10.00</td> </tr> <tr> <td>Total Contact hours:</td> <td></td> <td style="text-align: center;">180.00</td> </tr> <tr> <td colspan="3">Lec will generate <u>0</u> hour(s) outside work.</td> </tr> <tr> <td colspan="3">Lab will generate <u>0</u> hour(s) outside work.</td> </tr> <tr> <td>(5) Grading Basis:</td> <td>Grading Scale Only</td> <td></td> </tr> <tr> <td></td> <td>Pass/No Pass option</td> <td style="text-align: center;">X</td> </tr> <tr> <td></td> <td>Pass/No Pass only</td> <td></td> </tr> <tr> <td>(6) Advisories:</td> <td colspan="2">Eligibility for English 126</td> </tr> <tr> <td>(7) Pre-requisites(requires C grade or better):</td> <td colspan="2"></td> </tr> <tr> <td>Corequisites:</td> <td colspan="2"></td> </tr> </table>	(4) Lecture / Lab Hours:			Total Course Hours			Total Lec hours:		0	Total Lab hours:		10.00	Total Contact hours:		180.00	Lec will generate <u>0</u> hour(s) outside work.			Lab will generate <u>0</u> hour(s) outside work.			(5) Grading Basis:	Grading Scale Only			Pass/No Pass option	X		Pass/No Pass only		(6) Advisories:	Eligibility for English 126		(7) Pre-requisites(requires C grade or better):			Corequisites:			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3">(8) Classification:</td> </tr> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> <tr> <td></td> <td>Degree applicable:</td> <td style="text-align: center;">X</td> </tr> <tr> <td></td> <td>Non-degree applicable:</td> <td></td> </tr> <tr> <td></td> <td>Basic skills:</td> <td></td> </tr> <tr> <td>(9)RC</td> <td>Fulfills AS/AA degree requirement: (area)</td> <td></td> </tr> <tr> <td></td> <td>Physical Education</td> <td></td> </tr> <tr> <td></td> <td>General education category:</td> <td></td> </tr> <tr> <td></td> <td>Major:</td> <td></td> </tr> <tr> <td></td> <td>Certificate of:</td> <td></td> </tr> <tr> <td></td> <td>Certificate in:</td> <td></td> </tr> <tr> <td>(10)CSU</td> <td>Baccalaureate:</td> <td style="text-align: center;">X</td> </tr> <tr> <td>(11)Repeatable: (A course may be repeated three times)</td> <td></td> <td style="text-align: center;">3</td> </tr> </table>	(8) Classification:							Degree applicable:	X		Non-degree applicable:			Basic skills:		(9)RC	Fulfills AS/AA degree requirement: (area)			Physical Education			General education category:			Major:			Certificate of:			Certificate in:		(10)CSU	Baccalaureate:	X	(11)Repeatable: (A course may be repeated three times)		3
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(12) Catalog Description:
 Skills in organizing and leading cheers at college functions. Development of precision in the rhythm and steps of pep dance routines. Students in this course must perform at designated Reedley College athletic events.

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. will demonstrate strength and flexibility required for pep squad activities
- II. use proper and safe practice drills.
- III. demonstrate proper techniques related to specific positions.
- IV. illustrate a basic knowledge of position-specific assignments.
- V. demonstrate a basic knowledge of team-building concepts

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. assess one's own skill levels within the context of intercollegiate pep squad.
- II. plan, implement, and practice appropriate pep squad drills that promote improved levels of performance during the pep squad season.

IV. COURSE OUTLINE:

Lab Content:

- I. Instruction of fundamentals
 1. Basic Pep Squad stances by individual
 2. Basic Pep Squad stances by team
 3. Basic Pep Squad dance routines
- II. Instruction of unit schemes
 1. Weeks 1 and 2> Basic individual stances
 2. Weeks 3 and 4> Basic team stances
 3. Weeks 5-16> Basic dance routines
- III. Instruction in unit goals
 1. Performance of basic stnsces in practice, then contests
 2. Performance of basic stances in team practice, then contests

3. Performance of basic dance routines, in practice, then contests

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 2010 (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 PEP SQUAD 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.

A. Writing			
Check either 1 or 2 below			
	1. <i>Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</i>		
X	2. <i>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.</i>		
	a) essay exam(s)		d) written homework
	b) term or other paper(s)		e) reading reports
	c) laboratory report(s)		f) other (specify)

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

B. Problem Solving			
Computational or non-computational problem-solving demonstrations, including:			
	a) exam(s)		d) laboratory reports
	b) quizzes		e) field work
	c) homework problems		f) other (specify):

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

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

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

1. warm-up/stretch routine
2. individual pep squad routines
3. team pep squad routines
4. individual dance routines
5. team dance routines

D. Objective examinations including:			
	a) multiple choice		d) completion
	b) true/false	X	e) other (specify):
	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 25% Skills Tests 25% Written Tests

Attached Files:

<u>BASIC SKILLS ADVISORIES PAGE</u> 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.	
(eligibility for English 126) (as outcomes for English 262) <input type="checkbox"/> Using phonetic, structural, contextual, and dictionary skills to attack and understand words. <input checked="" type="checkbox"/> Applying word analysis skills to reading in context. <input checked="" type="checkbox"/> Using adequate basic functional vocabulary skills. <input checked="" type="checkbox"/> Using textbook study skills and outlining skills. <input type="checkbox"/> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.	1. Student must be able to read and comprehend instructor handouts and various weight room informational placards. 2. Student must be able to understand basic terminology associated with concepts of physical fitness, proper identification of weight room equipment, and muscles Student must be able to adequately learn from reading assignments and apply knowledge gained to active participation in weight room.
Check the appropriate spaces. <input type="checkbox"/> Eligibility for Math 101 is advisory for the target course. <input checked="" type="checkbox"/> Eligibility for English 126 is advisory for the target course. <input type="checkbox"/> Eligibility for English 125 is advisory for the target course. <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>	

CONTENT REVIEW

REQUISITES
No requisites