



CREDIT COURSE OUTLINE

I. COVER PAGE

| | | |
|------------|--|-------|
| (1) PE 37C | (2) OFF-SEASON CONDITIONING FOR SOFTBALL | (3) 1 |
| Number | Title | Units |

| | | |
|--|--|---|
| (4) Lecture / Lab Hours: | (8)Classification: | |
| Total Course Hours | | |
| Total Lec hours: 0 | Degree applicable: | X |
| Total Lab hours: 3.00 | Non-degree applicable: | |
| Total Contact hours: 54.00 | Basic skills: | |
| Lec will generate <u>0</u> hour(s) outside work. | (9)RC | Fulfills AS/AA degree requirement: (area) |
| Lab will generate <u>0</u> hour(s) outside work. | | Physical Education |
| (5) Grading Basis: | Grading Scale Only | General education category: |
| | Pass/No Pass option X | Major: PHYSICAL EDUCATION |
| | Pass/No Pass only | Certificate of: |
| (6) Advisories: | | Certificate in: COACHING |
| Eligibility for English 126 | (10)CSU | Baccalaureate: X |
| (7) Pre-requisites(requires C grade or better): | (11)Repeatable: (A course may be repeated three times) | 3 |
| Corequisites: | | |

(12) Catalog Description:
 Designed specifically to improve physical fitness appropriate for intercollegiate softball through resistance training exercises using free/machine weights. The following Components of Physical Fitness will be emphasized: Muscular Endurance, Muscular Strength, Body Composition, Flexibility, and Cardio-Respiratory Endurance. 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 weight room safety within a team setting.
- II. demonstrate proper lifting techniques related to specific softball positions.
- III. illustrate a basic knowledge of muscle groups and their application in the weight room.
- IV. understand proper nutritional choices required to help acquire/maintain a healthy body composition.
- V. recognize the five (5) components of physical fitness and understand how they relate to the development of softball performance.

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 current fitness levels appropriate for intercollegiate softball.
- II. plan, implement, and practice appropriate fitness activities that promote improved levels of muscular strength endurance, cardio-respiratory endurance, flexibility, and body composition.

IV. COURSE OUTLINE:

Lab Content:

- A. Pre-test assessment of student's physical fitness level
 1. Muscular strength & endurance
 2. Body composition
 - a. % fat weight
 3. Flexibility
 - a. Sit-reach test
- B. Post-test assessment of student's physical fitness level
 1. Muscular strength & endurance
 - a. sit-up/push-up test

2. Body composition
 - a. % fat weight
3. Flexibility
 - a. Sit-reach test

V. APPROPRIATE READINGS

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

I. Sample Text Title:

1. Recommended - Brown, Lee *Strength Training*, National Strength & Conditioning Association, 2007,

II. Other Readings

- 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.

While discussing and testing body composition, we address dietary concepts that are specific to various ethnic populations. Diets that are traditional to specific cultures may often be high in saturated fats predisposing certain ethnic populations to greater risks for the early onset of obesity and coronary heart disease. We encourage students to make healthful lifestyle changes to their diets and activity levels that will improve their overall quality of life as well as their softball performance level.

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. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided. | | |
| X | 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. | | |
| | 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. Pre-test half squat
2. Pre-test bench press
3. Pre-test hang clean
4. Pre-test body composition
5. Post-test half squat
6. Post-test bench press
7. Post-test hang clean
8. Post-test body composition

| | | | |
|---|--------------------|--|---------------------|
| D. Objective examinations including: | | | |
| | a) multiple choice | | d) completion |
| | b) true/false | | 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 50% Skills Tests

Attached Files:

| | |
|---|--|
| <p><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.</p> | |
| <p>(eligibility for English 126) (as outcomes for English 262)</p> <p><input type="checkbox"/> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.</p> <p><input checked="" type="checkbox"/> Applying word analysis skills to reading in context.</p> <p><input checked="" type="checkbox"/> Using adequate basic functional vocabulary skills.</p> <p><input checked="" type="checkbox"/> Using textbook study skills and outlining skills.</p> <p><input type="checkbox"/> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p> | <ol style="list-style-type: none"> 1. Students must be able to read and comprehend instructor handouts and various weight room informational placards. 2. Students must be able to understand basic terminology associated with concepts of physical fitness, proper identification of weight room equipment, and muscles. 3. Students must be able to adequately learn from reading assignments and apply knowledge gained to active participation in weight room. |
| <p><u>Check the appropriate spaces.</u></p> <p><input type="checkbox"/> Eligibility for Math 101 is advisory for the target course.</p> <p><input checked="" type="checkbox"/> Eligibility for English 126 is advisory for the target course.</p> <p><input type="checkbox"/> 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 |