



## CREDIT COURSE OUTLINE

### I. COVER PAGE

(1) PE 14 \_\_\_\_\_ (2) VOLLEYBALL \_\_\_\_\_ (3) 1 \_\_\_\_\_  
 Number Title Units

(4) Lecture / Lab Hours:			(8) Classification:		
Total Course Hours					
	Total Lec hours:	0		Degree applicable:	X
	Total Lab hours:	2.00		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.			Physical Education		
			General education category:		
(5) Grading Basis: Grading Scale Only			Major:		
	Pass/No Pass option	X	Certificate of:		
	Pass/No Pass only		Certificate in:		
(6) Advisories:			(10) CSU Baccalaureate: X		
Eligibility for English 125 or 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 for students to learn fundamental skills of volleyball, rules of the game, volleyball terminology, and game strategy. Drills, in-class matches, and tournaments will be conducted according to the skill level of the students.

### 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:

- A. apply current volleyball rules and terminology to enhance their enjoyment of the sport.
- B. demonstrate basic skills and game strategies
- C. demonstrate the basic techniques of volleyball officiating.
- D. select proper volleyball shoes for safety and maintenance of the facility.
- E. assess the benefits of engaging in life-long leisure activities for lifetime physical fitness.

### 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:

- A. recognize and explain the overhand serve.
- B. pass to the setting area, within the 10 foot line.
- C. set a hittable ball, above the net and on the attacker's side of the court
- D. hit a set, incorporating the four phases of spiking.
- E. dig the ball up high enough (2 feet), for a teammate to play the ball.
- F. describe the proper serve receive formation ("W") for the "simple offense".

## IV. COURSE OUTLINE:

### Lab Content:

#### A. Introduction

1. Class goals and objectives
2. Course rules
3. Grading system
4. Selection of proper volleyball shoes and equipment
5. Care of gym floor and equipment

#### B. Cardio warm-up and flexibility exercises

1. Upper body
2. Lower body

#### C. Assessment of student's ability in four main skills of volleyball

1. Serving
2. Passing
3. Setting
4. Attacking

#### D. Skills instruction

1. Passing
2. Serving
3. Setting
4. Spiking
5. Blocking
6. Digging
7. Defensive recovery techniques

#### E. Development of individual and team defensive and offensive strategies

#### F. Officiating Techniques

G. Demonstrate the knowledge learned in drills and team play during class tournaments and/or other functions.

#### H. Final evaluation of the student's proficiency in four major skills of volleyball

1. Serving
2. Passing
3. Setting
4. Attacking

## V. APPROPRIATE READINGS

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

#### A. Sample Text Title:

1. Recommended - Dearing *Volleyball Fundamentals*, Human Kinetics, 2003,
2. Recommended - Dunphy/Wilde *Volleyball Today*, Thomson & Wadsworth, 2000,
3. Recommended - Dunn/Kluka *Volleyball*, ed. 4th McGraw Hill, 2000,

#### B. 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.

Students will be participating with their peers who come from various cultural backgrounds. Through this interaction, students will learn from one another different ideas and norms about physical education, physical fitness, and lifetime leisure activity.

### 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			
<i>1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</i>			
X	<i>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.</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>B. Problem Solving</b>			
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:*

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

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

1. Participation in each class session with an effort towards improvement.
2. Completion of all skills test with demonstrated improvement.

<b>D. Objective examinations including:</b>			
X	a) multiple choice		d) completion
X	b) true/false	X	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.

Participation 50% Skill Demonstration 25% Mid-term/Final Exam 25%

## VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):

College-Level Criteria Met  
YES                      NO

Textbook	<u>  X  </u>	<u>      </u>
Reference materials	<u>  X  </u>	<u>      </u>
Instructor-prepared materials	<u>  X  </u>	<u>      </u>
Audio-visual materials	<u>  X  </u>	<u>      </u>

Indicate Method of evaluation:

Used readability formulae (grade level 10 or higher)	<u>      </u>
Text is used in a college-level course	<u>  X  </u>
Used grading provided by publisher	<u>      </u>
Other: (please explain; relate to Skills Levels)	<u>      </u>

*Computation Level* (Eligible for MATH 101 level or higher where applicable)

                              X  

Content

Breadth of ideas covered clearly meets college-level learning objectives of this course	<u>  X  </u>	<u>      </u>
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	<u>  X  </u>	<u>      </u>
Requires independent thought and study	<u>  X  </u>	<u>      </u>
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	<u>  X  </u>	<u>      </u>

List of Reading/Educational Materials

- Recommended - Dearing *Volleyball Fundamentals*, Human Kinetics, 2003,
- Recommended - Dunphy/Wilde *Volleyball Today*, Thomson & Wadsworth, 2000,
- Recommended - Dunn/Kluka *Volleyball*, ed. 4th McGraw Hill, 2000,

Comments:

- This course requires special or additional library materials (list attached).
- X   This course requires special facilities:  
Wood, grass and/or sand courts are needed for maximum development.

Attached Files:

<p><b>BASIC SKILLS ADVISORIES PAGE</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 125) (as outcomes for English 252)</p> <p><u>  X  </u> Writing complete English sentences and avoiding errors most of the time.</p> <p><u>  X  </u> Using the conventions of English writing: capitalization, punctuation, spelling, etc.</p> <p><u>  X  </u> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of</p>	<p>Students must be able to complete examinations</p> <p>Students must be able to understand officiating signals and use appropriate terminology to describe them.</p> <p>Students must be able to logically express volleyball skill techniques, rules, and strategies on written exams.</p>

<p>common irregular verbs.  <input type="checkbox"/> Expanding and developing basic sentence structure with appropriate modification.  <input type="checkbox"/> Combining sentences using coordination, subordination, and phrases.  <input type="checkbox"/> Expressing the writer's ideas in short personal papers utilizing the writing process in their development.</p>	
<p>(eligibility for English 126)  (as outcomes for English 262)</p> <p><input checked="" 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 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.</p>	<p>Students must be able to read the required text and/or materials.</p> <p>Students must be able to apply word analysis skills to volleyball terminology.</p> <p>Students must be able to read the written test given during the semester.</p>
<p><u>Check the appropriate spaces.</u></p> <p><input type="checkbox"/> Eligibility for Math 101 is advisory for the target course.  <input 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.</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>	

<b>CONTENT REVIEW</b>
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<b>REQUISITES</b>
No requisites