

College of San Mateo

Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: 9-24-08

Department: PE

Number: 106

Course Title: Theoretical Analysis of Softball Units: 3

Total Semester Hours: Lecture: 48 Lab: Homework: 96 By Arrangement: 0

Length of Course

- Semester-long
 Short course (Number of weeks 6-8)
 Open entry/Open exit

Grading

- Letter
 Pass/No Pass
 Grade Option (letter or Pass/No Pass)

1. Prerequisite (Attach Enrollment Limitation Validation Form.)

None

2. Corequisite (Attach Enrollment Limitation Validation Form.)

None

3. Recommended Preparation (Attach Enrollment Validation Form.)

None

4. Catalog Description (Include prerequisites/corequisites/recommended preparation.)

Minimum of forty-eight lecture hours per term. Current concepts of softball are examined using game footage, practices, and computer assisted analysis. Strategy to be covered include, but are not limited to: the short game (bunting, hit and run, squeeze play), when to play for the big inning, batting in different counts, batting in different scenarios. Techniques, game rules, developmental drills, and proper softball strength and conditioning programs are covered. (May be repeated once.) This is not an activity class. (CSU/UC)

5. Class Schedule Description (Include prerequisites/corequisites/recommended preparation.)

A lecture class to examine current concepts of softball. The development of modern offensive and defensive strategies and various concepts to attack and defend opponents. Lecture, discussion, computer-assisted analysis and coaching techniques as well as practical applications applied on the field. This is not an activity class. (CSU/UC)

6. Student Learning Outcomes (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:

1. Explain in writing and by demonstration the proper mechanics of batting and fielding

2. Diagram solutions to softball situations real and hypothetical
 3. Develop and apply a softball philosophy within a team concept
 4. Diagram a week, month and season of offensive and defensive activities/drills
 5. Understand when to use different softball strategies
 6. Explain the rules of the game as they relate to offense and defense
7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

See Student Learning Outcomes

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

I. Strategy

A. Short Game

1. Bunting (hit/sacrifice/squeeze)
2. Hit and run
3. Base stealing
4. 1st and 3rd scenarios

B. Playing for the big inning

1. Knowing teams strengths/weaknesses
2. Positioning hitters in the batting order
3. Positioning defense according to strengths of opponents batting order

II. Batting

- A. Batting in different counts
- B. Batting in different situations
- C. Batting fundamentals

III. Fielding

- A. Fielding in different situations
- B. Fielding fundamentals

IV. Rules of the game (offensive/defensive)

- A. Traditional rules
- B. Yearly updates by the NCAA
- V. Offensive/Defensive philosophy

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.) **If hours by arrangement are required by this course, indicate the additional instructional activity which will be provided during this time.**

1. Students will be given instruction in a classroom setting
2. Students will be taken to the softball field where they will walk through what was discussed
3. Students will then be drilled at game speed about the material presented
4. Guest speakers who are experts in their field will speak to the class
5. Students will have to use their judgement in game situations
6. Instructor generated handouts will be provided

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

The student will be evaluated on the basis of responses to discussion topics, written assignments, quizzes, and exams.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

NCAA Rule Book

Prepared by:

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Submission Date:
