

College of San Mateo Course Outline

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

Date: March 22, 2007

Department: Varsity Number: 400

Course Title: Varsity Water Polo: Women Units: 0.5-2.0

Hours/Week: Lecture: Lab: 15 By Arrangement:

Length of Course

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

Grading

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

1. Prerequisite (Attach Enrollment Limitation Validation Form.)

This is an intercollegiate water polo class that requires extensive swimming. Students must be able to swim one length without touching the bottom or side walls.

2. Corequisite (Attach Enrollment Limitation Validation Form.)

NONE

3. Recommended Preparation (Attach Enrollment Validation Form.)

NONE

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

Intercollegiate competition in water polo for women. Daily practice and competitions as scheduled. Prerequisite: This is an intercollegiate water polo class that requires extensive swimming. Students must be able to swim one length without touching the bottom or side walls. Open entry / open exit with variable units. May be repeated three times for competency. (CSU/UC)

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

Intercollegiate competition in water polo for women. Daily practice and competitions as scheduled. Prerequisite: This is an intercollegiate water polo class that requires extensive swimming. Students must be able to swim one length without touching the bottom or side walls. Open entry / open exit with variable units. May be repeated three times for competency. (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:

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- SLO1. Recognize and adhere to eligibility bylaws: full unit load and physical
- SLO2. Demonstrate improvement in swim strength, endurance and skill in the following areas:
 - a. Water polo swim strokes: head up freestyle, breast stroke, tread and the change of swim directions
 - b. Water polo skills: passing and shooting in and out of motion
- SLO3. Improvement in their knowledge of the fundamentals of water polo
- SLO4. Demonstrate use of practice elements into an official competitive water polo game against other rival community colleges

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).*

Course objectives will be the same as the 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. Introduction

- a. Review of safety and pool rules
- b. Review and demonstration of techniques and fundamentals
- c. Review team concepts
- d. Review game schedule, scouting reports and related game information

II. Individual Drills and Skills

- a. Mastery of fundamentals
- b. Strength development
- c. Applied knowledge in a one on one setting

III. Team Concepts

- a. Defensive schemes
- b. Offensive strategies
- c. Transition offense and defense
- d. Power play offense and defense
- e. Special plays and situations

IV. Intercollegiate Athletics

- a. Eligibility needs
- b. Practice and game schedules
- c. Recruitment and orientation

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.)

- 1. Demonstration of all water polo strokes and skills.
- 2. Lectures, practice sessions and group discussions.
- 3. Intercollegiate competitions against other colleges.

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.)

1. Pool practice sessions
2. Intercollegiate competitions

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

Instructor handouts

Prepared by:

(Signature)

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Submission Date:
