### Course Outline

**Department:** Team Number: 158

**Course Title:** Advanced Softball: Women Units: .5-2.0

**Total Semester Hours** Lecture: Lab: 24-96 **Homework:** By

**Arrangement:**

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

**Grading:**
- [ ] Letter
- [ ] Pass/No Pass
- [x] Grade Option (letter or Pass/No Pass)

**Faculty Load Credit** (To be completed by Division Office; show calculations.):

\[
1.5x16/16x.75=1.125, \ 3x16/16x.75=2.25, \ 4x16/16x.75=3.0, \ 5x16/16x.75=3.75
\]

1. **Prerequisite** (Attach Enrollment Limitation Validation Form.)
   - NONE

2. **Corequisite** (Attach Enrollment Limitation Validation Form.)
   - NONE

3. **Recommended Preparation** (Attach Enrollment Validation Form.)
   - Previous competition at the high school level recommended.

4. **Catalog Description** (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)
   - TEAM 158 ADVANCED SOFTBALL: WOMEN (.5-2) (Pass/No Pass or letter grade) Minimum of 24 to 96 lab hours per term. Recommended Preparation: Previous competition at the high school level, Interscholastic softball or equivalent. A training class for women interested in participating on the Women’s Varsity Softball team. Emphasizes advanced skills of softball, including team play, offense and defense. For competency, may be taken 4 times for a maximum of 8 units. (AA: Area E4, CSU, UC)

5. **Class Schedule Description** (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)
   - Recommended Preparation: Interscholastic softball or equivalent. A training class for women interested in participating on the Women’s Varsity Softball team. Emphasizes advanced skills of softball, including team play, offense and defense. For competency, may be taken 4 times for a maximum of 8 units. (AA: Area E4, 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) Be able to break down individual and team strategies through examination and competitive game situations.

2) Develop a working knowledge of proper playing rules for the particular sport through written examination. Student will display adherence to rules and etiquette through demonstration during competitive game situations.

3) Demonstrate advanced fundamental techniques of the sport in both individual and group situations. Student will apply proper game technique in competitive situations.

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. In this case, “Same as Student Learning Outcomes” is appropriate here.)

   Same as above

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, a sample course syllabus with timeline may be attached.)

   1. Orientation, class grading, attendance policy, care of equipment, and use of facilities
   2. softball rules and regulations
   3. safety rules during skill progression activities
   4. fundamentals of:
      a. throwing, catching and fielding
      b. hitting, faults and corrections, plus mental aspects
      c. bunting
      d. pitching
      e. catching
      f. Infield play, force play, pick off play, defense for bunt, double steal squeeze play, double play, triple play, infield fly
      g. Outfield play, cut off play, fly ball communication, infielders and outfielders
   5. base running, sliding, base running fundamentals, coaching guidelines
   6. softball signals
   7. offensive strategy
   8. defensive strategy

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

   Under the direction of the instructor, film analysis of both game and practice will be used to emphasize mental components of skills developed. Students will receive constant dialogue and feedback during skill development sessions about rules and strategies necessary to succeed.

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.)
Evaluation primarily based upon skill development, strategy (both offensive and defensive) and rules of the game.

Students will be observed during film study and game analysis and will be tested on the rules of the game while using the NCAA rule book as a guideline.

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

NCAA Rule Book, CCCAA Constitution

Prepared by: Nicole Borg
(Signature)

Email address: borgn@smccd.edu

Submission Date: 11-15-11