



5055 Santa Teresa Blvd  
Gilroy, CA 95023

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### Course Outline

**COURSE:** KIN 165C                      **DIVISION:** 40                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2016                      **CURRICULUM APPROVAL DATE:** 10/12/2015

**SHORT TITLE:** BASEBALL - ADVANCED

**LONG TITLE:** Baseball - Advanced

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
.5 OR 1	18	Lecture:	0	0
		Lab:	1.5 OR 3	27 OR 54
		Other:	0	0
		Total:	1.5 OR 3	27 OR 54
		Total Learning Hrs:	27 OR 54	

#### **COURSE DESCRIPTION:**

Coeducational activity designed for advanced baseball student. Includes game principles, techniques and strategies. This course has the option of a letter grade or pass/no pass. Courses should be taken in sequential order.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

#### **GRADING MODES**

- L - Standard Letter Grade
- P - Pass/No Pass

**REPEATABILITY:** N - Course may not be repeated

#### **SCHEDULE TYPES:**

- 04 - Laboratory/Studio/Activity
- 04A - Laboratory - LEH 0.65
- 73A - Dist. Ed Internet LAB-LEH 0.65

**STUDENT LEARNING OUTCOMES:**

1. Describe and apply the offensive strategies for the hit and run/slash, bunt and run, and runners on 1st and 3rd base.

Measure: demonstration, discussion, oral quiz

PLO: 4,7

ILO: 7,2,1,4

GE-LO: E1,A1,A2

Anticipated Year of Assessment: 2015-16

2. Explain and demonstrate the defensive principles for 1st and 3rd situations, double plays, pick offs, and relay situations.

Measure: demonstration, discussion, exam

PLO: 4,7

ILO: 7,2,1,4

GE-LO: E1,A1,A2

Anticipated Year of Assessment: 2015-16

**PROGRAM LEARNING OUTCOMES:**

After completing the Kinesiology major a student will be able to:

1. List and describe five career options available in the field of kinesiology.
2. Describe and critically analyze the role of physical activity and its impact on health, society and quality of life.
3. Discuss the history and broad content within the discipline of kinesiology and develop skills to enable the synthesis of concepts across disciplines.
4. Identify critical elements of motor skill performance, combine motor skills into appropriate sequences for the purpose of improving skill learning, and demonstrate competent motor skill performance in a variety of physical activities.
5. Identify the skeletal and muscular structures of the human body.
6. Utilize measurement concepts (qualitative and quantitative) to assess student/client performance and program effectiveness.
7. Describe and demonstrate effective verbal and nonverbal communication skills.

**CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 10/12/2015

3 - 6 Hours

Content: Discuss course syllabus, grading and class procedures. Review and practice the mechanics for throwing, catching, fielding, hitting, base running, sliding and diving.

Student Performance Objectives (SPO): Utilize a variety of baseball skills in class activities. Demonstrate three types of hits/bunts.

Out-of-Class Assignments:

6 - 12 Hours

Content: Review the individual positions and the skills required to play each position. Incorporate a variety of game drills to practice the techniques for each position. Presentation on offensive strategies such as the hit and run/slash and the bunt and run. Continue working on all skills.

Student Performance Objectives (SPO): Describe the skills required for each position. Utilize a variety of baseball skills during class activities. Describe when/why the hit and run/slash would be used vs. the bunt and run. Demonstrate the proper mechanics for the hit and run/slash and the bunt and run. Participate in class drills.

Out-of-Class Assignments:

3 - 6 Hours

Content: Review the offensive strategies presented in previous classes. Introduce offensive strategies that might be used with runners in a 1st and 3rd situation. Provide game situations where various offensive strategies could be employed.

Student Performance Objectives (SPO): Explain and demonstrate the offensive strategies that could be used with runners on 1st and 3rd. Participate in class drills and games.

Out-of-Class Assignments:

3 - 6 Hours

Content: Presentation on various defensive principles, such as: defensive alignment per batter and pitch location, infield and outfield communication on pop ups and fly balls, and defending a 1st and 3rd situation. Provide game situations where various defensive principles could be applied.

Student Performance Objectives (SPO): Explain and demonstrate the defensive principles for aligning one's defense based on batter and pitch location, communication between infielders and outfielders on pop ups and fly balls, and defending a 1st and 3rd situation. Participate in class drills and games.

Out-of-Class Assignments:

6 - 12 Hours

Content: Review the defensive principles presented in previous classes. Discuss and demonstrate: relay and cut off situations, especially between the catcher, infielder and outfielder; double play positioning; and pick offs. Presentation on pitcher fielding: where to be in relation to each throw/relay and on backing up bases. Provide a variety of situations and game play for practice purposes.

Student Performance Objectives (SPO): Demonstrate relay and cut off situations, double plays, and pick offs. Explain where the defensive players would position themselves on double plays. Describe the strategies utilized for picking off a base runner. Apply the skills, rules, offensive and defensive principles and strategies in game play.

Out-of-Class Assignments:

4.5 - 9 Hours Content: Continue skill building by incorporating a variety of activities which allow the students to practice all skills learned. Presentation on playing situational baseball. Discussion on the importance of evaluating a practice and/or a game by looking at the positives and negatives in order to improve.

Student Performance Objectives (SPO): Explain what is meant by playing situational baseball. Evaluate practices and/or games by looking for the positives and negatives. Utilize these evaluations to improve one's play. Practice the proper mechanics when performing all skills in drill and game activities. Participate in class activities.

#### **METHODS OF INSTRUCTION:**

guided practice, demonstration, discussion, peer teaching

**METHODS OF EVALUATION:**

Category 1 - The types of writing assignments required:

Percent range of total grade:    % to    %

If this is a degree applicable course, but substantial writing assignments are NOT appropriate, indicate reason

Course primarily involves skill demonstration or problem solving

Category 2 - The problem-solving assignments required:

Percent range of total grade:    % to    %

Category 3 - The types of skill demonstrations required:

Percent range of total grade: 35 % to 60 %

Performance Exams

Category 4 - The types of objective examinations used in the course:

Percent range of total grade: 10 % to 20 %

Multiple Choice

True/False

Matching Items

Completion

Other: short answer

Category 5 - Any other methods of evaluation:

**REPRESENTATIVE TEXTBOOKS:**

No textbook required.

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

GAV E1, effective 201670

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201670

UC TRANSFER:

Transferable UC, effective 201670

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: KIN

CSU Crosswalk Course Number: 165C

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours: 1

Minimum Hours: .5

Course Control Number: CCC000568857

Sports/Physical Education Course: Y

Taxonomy of Program: 127000