

**ATHL 31L Course Outline as of Summer 2022****CATALOG INFORMATION**

Dept and Nbr: ATHL 31L Title: SOFTBALL LAB

Full Title: Softball Lab

Last Reviewed: 2/6/2023

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.50	Lecture Scheduled	0	17.5	Lecture Scheduled	0
Minimum	1.50	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	3.00		Contact DHR	52.50
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 26.25

Total Student Learning Hours: 78.75

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 34 - 4 Enrollments Total

Also Listed As:

Formerly: PE 79

**Catalog Description:**

Introduction to the structure and development of various softball strategies. This course will include analysis of scouting reports and film reviews as well as the practical application of various physical training concepts.

**Prerequisites/Corequisites:****Recommended Preparation:****Limits on Enrollment:**

By Tryout

**Schedule of Classes Information:**

Description: Introduction to the structure and development of various softball strategies. This course will include analysis of scouting reports and film reviews as well as the practical application of various physical training concepts. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended:

Limits on Enrollment: By Tryout

Transfer Credit: CSU;UC.  
Repeatability: 4 Enrollments Total

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>			Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>			Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>			Effective:	Inactive:
<b>CSU Transfer:</b>	Transferable	Effective:	Fall 2000	Inactive:	
<b>UC Transfer:</b>	Transferable	Effective:	Fall 2000	Inactive:	

### **CID:**

### **Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Identify and assess offensive and defensive strategies of an opponent.
2. Formulate appropriate strategies based on the assessment of opponent strategies and personnel.

### **Objectives:**

At the conclusion of this course, the student should be able to:

1. Identify and explain basic offensive and defensive strategies.
2. Analyze offensive strategies and personnel through the use of film, scouting reports, and established offensive and defensive criteria.
3. Formulate a variety of defensive strategies based on specific offenses.
4. Understand the rules of softball according to the NCAA and CCCAA.
5. Repeating students must demonstrate increased depth and breadth of related skills, with new learning objectives.

### **Topics and Scope:**

1. Use of film/video
  - A. Individual performance and assessment
  - B. Team and individual position play in various situations
2. Scouting Reports
  - A. Offensive strategy
  - B. Defensive strategy
3. Defense
  - A. Physical skill
  - B. Defensive strategy
4. Offensive
  - A. Physical skill
  - B. Offensive strategy
5. Extensive physical conditioning drills

- A. Cardiorespiratory endurance
  - B. Muscular endurance
  - C. Muscular strength
  - D. Flexibility
  - E. Power
  - F. Agility
  - G. Speed
  - H. Reaction time
  - I. Coordination
6. Repeating students must demonstrate increased depth and breadth of related skills, with new learning objectives.

### Assignment:

Students are expected to spend an additional one and one-half hours per week outside of class completing one or more of the following assignments.

1. In-class work may include:
  - A. Film analysis (weekly)
  - B. Note taking and developing a playbook (weekly)
  - C. Physical training and conditioning (weekly)
  - D. Development and demonstration of related skills including practice and game performance (weekly)
  - E. Establishing team goals (weekly)
  - F. Periodic quizzes (2 to 4)
  - G. Attendance and participation (weekly)
2. Fieldwork may include:
  - A. Scouting reports execution
  - B. Playbook application
  - C. Intercollegiate competition
3. Repeating students demonstrate an increased level of performance.

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written scouting reports

Writing  
5 - 15%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Playbook and film analysis

Problem solving  
10 - 20%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Skill performances, practice performance, game competition

Skill Demonstrations  
15 - 30%

**Exams:** All forms of formal testing, other than skill performance exams.

Quizzes

Exams  
10 - 20%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Participation

Other Category  
30 - 50%

**Representative Textbooks and Materials:**

Technical and tactical skill development essential for softball success, by the American Sport Education Program with Kirk Walker and Mona Stevens, 2009 Classic  
Instructor prepared materials