

CATALOG INFORMATION

Dept and Nbr: PHYED 81.1 Title: BEGINNING TRACK & FIELD
Full Title: Beginning Track and Field
Last Reviewed: 8/28/2017

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.00	Lecture Scheduled	0	17.5	Lecture Scheduled	0
Minimum	1.00	Lab Scheduled	2.00	6	Lab Scheduled	35.00
		Contact DHR	0		Contact DHR	0
		Contact Total	2.00		Contact Total	35.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 35.00

Title 5 Category: AA Degree Applicable
Grading: Grade or P/NP
Repeatability: 22 - 4 Times in any Comb of Levels
Also Listed As:
Formerly: PE 38.1

Catalog Description:
The purpose of this course is to provide students with an introduction to fundamental skills and basic knowledge of track and field. Students will learn and demonstrate basic techniques and methods of selected track and field events including running, throwing, jumping and hurdling.

Prerequisites/Corequisites:

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: The purpose of this course is to provide students with an introduction to fundamental skills and basic knowledge of track and field. Students will learn and demonstrate basic techniques and methods of selected track and field events including running, throwing, jumping and hurdling. (Grade or P/NP)
Prerequisites/Corequisites:
Recommended:

Limits on Enrollment:
Transfer Credit: CSU;UC.
Repeatability: 4 Times in any Comb of Levels

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area			Effective:	Inactive:
CSU GE:	Transfer Area			Effective:	Inactive:
IGETC:	Transfer Area			Effective:	Inactive:
CSU Transfer:	Transferable	Effective:	Fall 1981	Inactive:	Fall 2023
UC Transfer:	Transferable	Effective:	Fall 1981	Inactive:	Fall 2023

CID:

Certificate/Major Applicable:
Major Applicable Course

COURSE CONTENT

Outcomes and Objectives:

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

1. Demonstrate basic techniques of selected track and field events, including running, throwing, hurdling, and jumping.
2. Demonstrate a general understanding of the basic rules, measurements, terminology, and concepts utilized in track and field events.
3. Demonstrate a general knowledge of various methods involved in throwing (shot, javelin, discus) and jumping (high jump, long jump).
4. Demonstrate basic skills progression and improved level of fitness (cardiovascular, flexibility, and muscular strength and endurance) over the course of the semester.
5. Repeating students must demonstrate increased depth and breadth of related skills, with new learning objectives

Topics and Scope:

Basic fundamentals of track and field

- I. Running
 - A. Starting
 - B. Sprinting
 - C. Distance
- II. Hurdling
 - A. Starting
 - B. Lead leg
 - C. Trail leg
- III. Throwing
 - A. Shot Put
 1. Glide
 2. Spin
 - B. Javelin

1. American style
2. Finnish Style

IV. Jumping

- A. Long Jump
 1. Hang glide
 2. 'Bicycle' style
- B. High Jump
 1. 'Fosbury' Flop
 2. Western style

V. Repeating students must demonstrate increased depth and breadth of related skills, with new learning objectives.

Assignment:

Representative Assignments:

1. Read class hand-outs
2. Practice techniques in class
3. 1-3 practical exams on technique and methods
4. 1-3 multiple choice and true/false exams on technique and rules
5. Repeating students must demonstrate increased depth and breadth of related skills, with new learning objectives

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.

None, This is a degree applicable course but assessment tools based on writing are not included because skill demonstrations are more appropriate for this course.

Writing
0 - 0%

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

None

Problem solving
0 - 0%

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

Class performances and performance exams

Skill Demonstrations
20 - 30%

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

Practical, multiple choice, and true/false

Exams
20 - 30%

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

Attendance and participation

Other Category
40 - 50%

Representative Textbooks and Materials:
Instructor prepared materials.