I. **OVERVIEW**  
The following information will appear in the 2009 - 2010 catalog

**PE 106  Offensive Baseball Theory  2 Units**  
An analysis of offensive techniques, position and team play. Coverage of rules and training procedures.

Two maximum completions.

Field trips are not required.  **Units/Hours:** 2.00 Units: Lecture - 18.00 hours  Lab - 54.00 hours  
**Grading:** A-F or P/NP - Student choice  **Transfer:** CSU, UC

II. **LEARNING CONTEXT**  
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Development of offense
      - i. Sacrifice bunt
      - ii. Drag bunt
      - iii. Hitting
      - iv. Baserunning
      - v. Pitch selection

   b. Theories and philosophies
      - i. Ahead in the game
      - ii. Behind in the game
      - iii. Tied in the game
      - iv. Early innings vs. late innings

   c. Scouting reports
      - i. Tendencies
      - ii. Speed
      - iii. Arm strength
      - iv. Power

2. **Required Lab Content:**
a. Physical training
   i. weight training to increase strength and bat speed
   ii. Drills to increase speed
   iii. Endurance
   iv. Flexibility

b. Offensive skill development
   i. Hitting
   ii. Base running
   iii. Sliding

B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Demonstration/description of skills
2. Group interaction within class among students/teacher
3. In class lectures/presentations
4. Oral discussions designed to require the student to defend, assess, and appraise the student's own conclusions regarding performance, strategies, theories, and philosophies
5. Game simulation worksheets

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   a. Weekly review and analysis of game video to identify opponent's tendencies, strengths, and weaknesses.
   b. Weekly development of offensive game plan to best match opponent.
   c. Weekly attendance of outside baseball games to scout opponents.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
a. Develop a personal training program based on strengths, weaknesses, and goals.

b. Evaluate opponent’s scouting reports and develop game strategies to counter opponent's strengths and capitalize on their weaknesses.

E. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

analyze rules and training procedures and develop offensive techniques, position, and team play at the collegiate level.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals

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

a. Analyze the offensive theories of baseball.

b. Identify strategy employed by potential opponents based on data accumulated through scouting reports.

c. Choose and practice physical training skills necessary for offensive effectiveness.

d. Develop skills needed for successful participation from an offensive baseball standpoint.

e. Demonstrate ability to formulate an offensive plan based on accumulated reports.

f. Upon successful completion of the 2nd semester of the course, the student will be able to:

g. Develop an offensive plan based on accumulated reports.

h. Develop a physical training plan to improve offensive effectiveness.

i. Develop a personal philosophy of baseball.

2. Lab Learning Goals

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

a. Develop a physical training program designed to improve offensive play.

b. Demonstrate improved performance of offensive skills necessary to successfully compete in collegiate baseball.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Pre-test
2. Prepared demonstration of skills
3. Class presentations and contributions

B. SUMMATIVE ASSESSMENT

1. Prepared demonstration of skill(s)
2. Pre-test/post-test results for comparison of performance
3. Self-evaluation
4. Written tests
5. Class presentations and contributions