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

PE 113 Offensive/Defensive Softball Theory 1 Unit
Analysis of offensive and defensive techniques, strategies, positions, and team play including rules and physical and mental training. Course designed to prepare the student to compete in collegiate softball.

Two maximum completions.
Field trips are not required. Units/Hours: 1.00 Units: Lecture - 9.00 hours Lab - 27.00 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 and defense
      i. Strategies
      ii. Team offense
      iii. Individual offensive play
      iv. Team defense
      v. Individual defensive play

   b. Theories and Philosophies

   c. Scouting Reports
      i. Offense
         a. strengths
         b. weaknesses
         c. tendencies
      ii. Defense
         a. strengths
         b. weaknesses
         c. tendencies
d. Mental Training
   i. Offensive
   ii. Defensive

2. Required Lab Content:
   a. Physical Training
      i. Offensive
         a. Hitting
            a. bunt
               a. sacrifice
               b. squeeze
               c. safety squeeze
            b. slap
            c. hit
               a. behind the runner
               b. opposite field
               c. going with the pitch
         b. Base running
         c. Sliding
      ii. Defensive
         a. Throwing
         b. Catching
         c. Pitching
         d. Infield Play
         e. Outfield Play

B. HOURS AND UNITS

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 Units</td>
</tr>
</tbody>
</table>
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 lecture/presentations
4. Written evaluation of personal capacity to perform
5. Oral discussions designed to require the student to defend, assess, and appraise the student's own conclusions regarding performance, strategies, theories, and philosophies
6. 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 evaluation of scouting reports
   b. Weekly analysis of opponent's game film
   c. Weekly readings
   d. Per term self evaluation

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   a. Analyze an opponent's game film and develop an offensive and defensive strategy to counter the identified strategies.
   b. Complete game simulation worksheets to identify and implement strategies which will enable you to successfully compete.

E. TEXTS AND OTHER READINGS (TYPICAL)

1. Manual: NCAA. Rules and Regulation of NCAA Softball. NCAA Softball rules and regulations is updated each year. The current year is always used.

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   develop an understanding and awareness of the fundamental skills, rules, terminology, strategies, and mental and physical training necessary to compete in softball 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. Describe the offensive and defensive theories and philosophies of softball.

b. Analyze historical case studies which involve specific offensive and/or defensive theory.

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

d. Evaluate mental training techniques in order to enhance performance.

e. Choose and practice physical training skills necessary for offensive and defensive effectiveness.

f. Develop skills needed for successful participation from an offensive and defensive softball standpoint.

g. Demonstrate ability to formulate offensive and defensive plans based on accumulated reports.

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

i. Demonstrate improved performance of skills developed for successful participation from an offensive and defensive softball standpoint.

j. Develop an offensive plan based on accumulated reports.

k. Develop a defensive plan based on accumulated reports.

l. Revise mental training techniques based on previous season outcomes.

2. **Lab Learning Goals**

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

a. Demonstrate mastery of the fundamental skills required in softball.

b. Recognize and demonstrate the importance of teamwork and self-motivation within a team setting.

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

1. Pre-test

2. Written tests

3. Class presentations and contributions

B. **SUMMATIVE ASSESSMENT**

1. Prepared demonstration of skill(s)

2. Pre-test/post-test result for comparison of performance

3. Self-evaluation

4. Written tests

5. Class presentations and contributions