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

PEVW-120 Women's Varsity Softball 3.33 Units

Instruction, training, and competition in intercollegiate softball. Course is repeatable - four completions allowed. Field trips are not required. Course is not applicable to the associate degree.

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:

2. Required Lab Content:

a. Offensive Skills
   i. hitting
   ii. slapping
   iii. bunting
      a. sacrifice
      b. squeeze
      c. safety squeeze
   iv. baserunning
      a. steals
      b. passed balls
      c. ball in the dirt
      d. running through first
      e. rounding the base
      f. reading the coach
      g. reading the ball
   v. sliding
vi. run down situations

development of defensive skills

b. Defensive Skills
   i. throwing
   ii. catching
   iii. fielding
   iv. bunt coverage
      a. sacrifice
      b. squeeze
   v. defensive coverage - infield play
      a. middle in
      b. middle back
      c. defensive rotations
      d. double play situations
   vi. defensive coverage - outfield play
      a. back up situations
      b. runner in scoring position
      c. routine vs. "do or die"

c. Strategy
   i. game situation
   ii. runner in scoring position
   iii. no runners
   iv. score of the game
   v. inning
      a. early vs. late
   vi. pitcher vs. hitter
   vii. infield fly situations
   viii. hitting behind the runner
   ix. bunt vs. slap
d. Rules

e. Team Play
   i. communication
   ii. relays
   iii. defensive signs
   iv. offensive signs
   v. game scenarios
   vi. competition
      a. pre-game
      b. post-game
      c. set-up

f. Mental Preparation
   i. individual mental preparation
   ii. team mental training
   iii. visualization
   iv. focus

g. Conditioning

B. HOURS AND UNITS

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<th>TERM HOURS</th>
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3.33 Units

C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Instructor demonstration/description of skills
2. Participation within class by the student
3. Group interaction within class among students/teacher
4. lecture
5. Skills rehearsal
6. Scenario based skills rehearsal and demonstration

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   lab only - no outside-of-class hours required

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   a. Analysis of game scenarios to demonstrate an appropriate reaction to the given situation.
   b. Develop and implement a defensive game strategy for various game situations. The following are examples:
      i. runners on 1st and 3rd
      ii. squeeze bunt situations
      iii. sacrifice bunt situations
      iv. winning run on 3rd base with less than 2 outs
   c. Develop and implement an offensive game strategy for various game situations. The following are examples:
      i. sacrifice bunt situations
      ii. winning run on 3rd base with less than 2 outs
      iii. hitting behind the runner
      iv. runner in scoring position

E. TEXTS AND OTHER READINGS (TYPICAL)

1. Other: No text required

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   Demonstrate the skills and strategies necessary to successfully compete in fastpitch softball at the intercollegiate 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:
2. **Lab Learning Goals**
   Upon satisfactory completion of the lab portion of this course, the student will be able to:
   
   a. Identify and apply the rules and strategies associated with intercollegiate softball
   
   b. Assess the need to communicate on the field.
   
   c. Demonstrate the skills necessary to compete in intercollegiate softball
   
   d. Evaluate personal skills and discover methods for improvement of individual and team play.
   
   e. Assess personal ability level in preparation for competition from a physical and mental standpoint.
   
   f. Demonstrate the willingness to work as an individual within the framework of a team.
   
   g. Participate in intercollegiate softball games.

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