

**I. CATALOG DESCRIPTION:**

- A. Department Information:  
Division: Physical Education, Athletics & Health  
Department: Physical Education  
Course ID: PE/V 109 X 4  
Course Title: Intercollegiate Softball - Women  
Units: 1  
Lecture: None  
Lab: 3 Hours  
Prerequisite: None
- B. Catalog and Schedule Description:  
Designed to teach the various skills, knowledge, techniques, and strategies of intercollegiate softball. The course includes individual and group instruction to prepare students for intercollegiate competition.

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: Four**

**III. EXPECTED OUTCOMES FOR STUDENTS**

**Upon successful completion of level one of this course, the student should be able to:**

- A. Perform flexibility and warm up exercises
- B. Describe the basic principles of cardiovascular fitness and training
- C. Cite the basic principles of nutrition
- D. Exhibit beginning level skill in softball
- E. Demonstrate beginning level knowledge of safety and injury prevention
- F. Demonstrate beginning level knowledge of softball rules and strategy

**Upon successful completion of level two of this course, the student should be able to:**

- A. Lead other students through a series of flexibility and warm up exercises
- B. Demonstrate a low intermediate knowledge of cardiovascular fitness and training
- C. Discuss the importance of nutrition on training
- D. Exhibit low intermediate level skill in softball
- E. Demonstrate low intermediate level knowledge of safety and injury prevention
- F. Demonstrate low intermediate level knowledge of softball rules and strategy

**Upon successful completion of level three of this course, the student should be able to:**

- A. Demonstrate high intermediate knowledge of cardiovascular fitness and training
- B. Exhibit high intermediate level of softball skill
- C. Demonstrate high intermediate level knowledge of safety and injury prevention
- D. Demonstrate high intermediate level knowledge of softball rules and strategy

**Upon successful completion of level four of this course, the student should be able to:**

- A. Demonstrate advanced knowledge of cardiovascular fitness and training
- B. Exhibit advanced level softball skills
- C. Demonstrate advanced level knowledge of safety and injury prevention
- D. Demonstrate advanced level knowledge of softball rules and strategy

**IV. CONTENT:**

- A. Introduction
  - 1. History of softball
  - 2. Importance of teamwork
  - 3. Standards of conduct
- B. Safety, Hydration, and Nutrition

1. Injury prevention
  2. Stretching
  3. Warm up
  4. Cool down
  5. Training precautions
  7. Training techniques
  8. Hydration
  9. Recovery
  10. Dietary concerns
- C. Softball Fundamentals
1. Throwing
  2. Fielding
  3. Hitting
  4. Bunting
  5. Baserunning
  6. Pitching
  7. Catching
  8. Relays
- D. Softball Rules
1. Balls and Strikes
  2. Batting violations
  3. Pitching violations
  4. Player interference violations
  5. Field of play standards
  5. Unsportsmanlike conduct
- E. Softball Strategy
1. Offensive strategies
  2. Defensive strategies
  3. Pitching strategies
  4. Mental aspects

**V. METHODS OF INSTRUCTION: (Please check all that apply and add any additional not listed)**

- Lecture
- Class and/or small group discussion
- Critical evaluation of texts, newspapers, journal articles, and other printed research
- Critical evaluation of films, videotapes, audiotapes, or other media forms
- Classroom demonstrations
- \_\_\_\_\_ Field trips
- Guest speakers
- \_\_\_\_\_ Other:
- \_\_\_\_\_ Other:

**VI. TYPICAL OUT-OF-CLASS ASSIGNMENTS:**

- A. Reading Assignment. Reading assignments are required and may include (but are not limited to) the following: After reading a journal article on training for competition, discuss in small groups the importance of proper hydration and nutrition.
- B. Writing Assignment. Writing assignments are required and may include (but are not limited to) the following: Write a 2-page paper describing the critical elements of executing a sacrifice bunt.
- C. Critical Thinking Assignment. Critical thinking assignments are required and may include (but are not limited to) the following: Compare and contrast the coaching philosophies of two major league baseball managers.

**VII. EVALUATION:**

A student's grade will be based on multiple measures of performance and will reflect the objectives explained above. A final grade of "C" or better should indicate that the student has the ability to successfully apply the principles and techniques taught in this course. These evaluation methods may include, but are not limited to, the following (Please check all that apply, and add additional not listed):

- Portfolios
- Projects
- Written papers or reports
- Presentations (oral and visual)
- Work performance (internships or field work)
- Lab work
- Comprehensive examinations (cumulative finals or certifications)
- Peer evaluation
- Self evaluation
- Classroom participation
- Homework
- Other
- Other

**VIII. TYPICAL TEXT(S):**

- A. Garman, Judi. Softball Skills and Drills. Human Kinetics, 2001.
- B. National Fastpitch Coaches Association. The Softball Coaching Bible. Human Kinetics, 2002.
- C. Strahan, Kathy. Coaching Girls' Softball: From the How-To's of the Game to Practical Real-World Advice, Prima Lifestyles, 2001.

**IX. OTHER SUPPLIES REQUIRED OF STUDENTS:**

- A. Quality softball cleats