

EFFECTIVE: MAY, 2008 CURRICULUM GUIDELINES

А.	Division:	Education	Ef	fective Date:		May, 2008			
B.	Department / Program Area:	Sport Science	Ne	ew Course		Revision:	X		
			Re	Revision, Section(s) evised: ate Last Revised:		D, F, L, M, N, Q			
C:	SPSC 2325	D: Applied Met	thods:	Softball & Volleybal	1	E: 3			
	Subject & Cour	rse No.	Descri	ptive Title		Semester Credi	its		
F:	Calendar Descrip	Calendar Description:							
	This course will provide students with the knowledge and experience necessary to teach or coach softball and volleyball lessons. Students will learn to analyze, plan, lead, and perform softball and volleyball activities using a tactical games approach.								
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings		H:	Course Prerequisites	:				
	•	Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/Practice		None					
	Lecture/Practic			I: Course Corequisites: None					
	Number of Cont	Number of Contact Hours: (per week / semester for each descriptor) 4							
	for each descript			Course for which this Course is a Prerequisite					
	4			None					
	Number of Weeks per Semester:		K:	Maximum Class Size	e:				
				35					
L:	PLEASE INDICATE:								
	Non-Credit								
	College Credit Non-Transfer								
	X College Credit Transfer:								
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)								

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M:	Course	Objectives / Learning Outcomes					
	Upon completion of the course the student will be able to:						
	1.	Identify historical and theoretical factors that have influenced the development of the games of softball and volleyball.					
	2.	Integrate educational and coaching elements in the overall design of instructional or seasonal units and lesson plans for softball and volleyball.					
	3.	Demonstrate correct performance in selected skills and tactics, as well as compare inter-task and intra-					
		task transfer of selected skills and tactics, where and when applicable, involved in the performance of softball and volleyball.					
	4.	Apply observation, analysis, and feedback methods and procedures to detect and correct errors in					
	5.	selected skills and tactics during game performance. Work through an instructional model and its application to selected skills and tactics for field hockey					
		and basketball, while developing communication, organizational, and administrative abilities and skills needed to present a professional image and portfolio as a teacher or coach.					
N:		Content:					
	1.	Historical and Theoretical Factors in Softball and Volleyball The student will:					
		1.1 Describe the origin and historical development of each game					
		1.2 Describe positional concepts related to on-ball and off-ball roles, rules, and common terminology of each game					
	2.	Fundamental Factors for Effective Performance The student will:					
		2.1 Describe and apply affective, cognitive, and psychomotor elements in the educational setting					
		2.2 Describe and apply technical, tactical, physical, and psychomotor elements in the coaching setting					
	3.	<u>Techniques and Tactics in Softball and Volleyball</u> The student will:					
		3.1 Describe and demonstrate technical elements of effective individual performance including, but					
		not limited to the following for softball: 3.1.1 ready position					
		3.1.2 movement (i.e., body – feet, hands, head, etc.)					
		3.1.3 throwing and receiving3.1.4 pitching					
		3.1.5 hitting and bunting					
		3.1.6 base running3.2 Describe and demonstrate technical elements of effective individual performance including, but					
		not limited to the following for volleyball:					
		 3.2.1 ready position 3.2.2 movement (i.e., body – feet, hands, head, etc.) 					
		3.2.3 passing					
		3.2.4attacking3.2.5blocking					
		3.2.6 serving					
		3.3 Describe the appropriate sequencing of skill acquisition and progressions3.4 Link inter-task and intra-task transfer of skills to each game, where and when applicable					
		The student will:					
		3.5 Describe and demonstrate tactical elements of effective team performance including, but not limited to the following:					
		3.5.1 Attack Concepts (related to On-Ball and Off-Ball Elements):					
		3.5.1.1 variety / control 3.5.1.2 tempo / power					
		3.5.1.3 deception					
		3.5.1.4 distraction 3.5.1.5 improvisation					

- 3.5.1.5improvisation3.5.1.6transition

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	3.5.2 Defensive Concepts (related to On-Ball and Off-Ball Elements):					
	3.5.2.1 concentration					
3.5.2.2anticipate and adjust3.5.2.3read and react						
	3.5.2.5 control and restraint					
	3.5.2.6 transition					
	3.5.3 Systems of Play:					
	3.5.3.1 formations and structures – offensive and defensive set plays					
	4. Observation and Analysis Methods and Procedures					
	The student will:					
	4.1 Describe and demonstrate:					
	4.1.1 scope: components of observation and analysis					
	4.1.2 approaches: types and methods of observation and analysis					
	4.1.3 qualitative and quantitative analysis					
	4.1.4 error detection, prioritizing, and correction4.1.5 analyzing individual and team performance					
	4.1.5 analyzing individual and team performance					
	5. Instructional Strategies and Professional Development					
	The student will:					
	5.1 Describe and demonstrate					
	5.1.1 alternative teaching and coaching approaches					
	5.1.2 class management strategies					
	5.1.3 developmentally appropriate technical and tactical progressions and drills					
	5.1.4 principles of effective instruction5.1.5 seasonal planning and training principles					
0:	Methods of Instruction					
	Lecture					
	Discussion groups					
	Practical applications and experiences					
	Field observation					
n	Technology assisted learning					
P:	 P: Textbooks and Materials to be Purchased by Students Applied Methods Course Pack & Supplementary materials (i.e., article readings) when required 					
Q:	Means of Assessment					
	Assessments forms will be left to instructor discretion in relation to the following guidelines and understandi	nσ				
	that all four of the following areas are relevant to course objectives and are to be included in the assessment	6				
	processes stipulated by the instructor.					
	r · · · · · · · · · · · · · · · · · · ·					
	Professionalism and Personal Movement Competence not more than 25%					
	Activity / Games Knowledge not more than 25%					
	Skill and Tactical Analysis Ability not more than 30%					
	Instructional Knowledge and Skill not more than 30%					
R:	Prior Learning Assessment and Recognition: specify whether course is open for PLAR					
	Not at this time					
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Course Designer(s) Ed Lunn

Education Council / Curriculum Committee Representative

Dean / Director Sandy Vanderburgh Registrar

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