



**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 selected skills and tactics during game performance.
5. 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:** Course 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. Techniques and Tactics in Softball and Volleyball

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 receiving
  - 3.1.4 pitching
  - 3.1.5 hitting and bunting
  - 3.1.6 base running
- 3.2 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
  - 3.2.4 attacking
  - 3.2.5 blocking
  - 3.2.6 serving
- 3.3 Describe the appropriate sequencing of skill acquisition and progressions
- 3.4 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
    - 3.5.1.6 transition

<p>3.5.2 Defensive Concepts (related to On-Ball and Off-Ball Elements):</p> <p>3.5.2.1 concentration</p> <p>3.5.2.2 anticipate and adjust</p> <p>3.5.2.3 read and react</p> <p>3.5.2.4 communicate and commit</p> <p>3.5.2.5 control and restraint</p> <p>3.5.2.6 transition</p> <p>3.5.3 Systems of Play:</p> <p>3.5.3.1 formations and structures – offensive and defensive set plays</p> <p>4. <u>Observation and Analysis Methods and Procedures</u> The student will:</p> <p>4.1 Describe and demonstrate:</p> <p>4.1.1 scope: components of observation and analysis</p> <p>4.1.2 approaches: types and methods of observation and analysis</p> <p>4.1.3 qualitative and quantitative analysis</p> <p>4.1.4 error detection, prioritizing, and correction</p> <p>4.1.5 analyzing individual and team performance</p> <p>5. <u>Instructional Strategies and Professional Development</u> The student will:</p> <p>5.1 Describe and demonstrate</p> <p>5.1.1 alternative teaching and coaching approaches</p> <p>5.1.2 class management strategies</p> <p>5.1.3 developmentally appropriate technical and tactical progressions and drills</p> <p>5.1.4 principles of effective instruction</p> <p>5.1.5 seasonal planning and training principles</p>								
<p><b>O:</b> Methods of Instruction</p> <p>Lecture</p> <p>Discussion groups</p> <p>Practical applications and experiences</p> <p>Field observation</p> <p>Technology assisted learning</p>								
<p><b>P:</b> Textbooks and Materials to be Purchased by Students</p> <p>Applied Methods Course Pack &amp; Supplementary materials (i.e., article readings) when required</p>								
<p><b>Q:</b> Means of Assessment</p> <p>Assessments forms will be left to instructor discretion in relation to the following guidelines and understanding that all four of the following areas are relevant to course objectives and are to be included in the assessment processes stipulated by the instructor.</p> <table data-bbox="284 1449 1161 1575"> <tr> <td>Professionalism and Personal Movement Competence</td> <td>not more than 25%</td> </tr> <tr> <td>Activity / Games Knowledge</td> <td>not more than 25%</td> </tr> <tr> <td>Skill and Tactical Analysis Ability</td> <td>not more than 30%</td> </tr> <tr> <td>Instructional Knowledge and Skill</td> <td>not more than 30%</td> </tr> </table>	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%
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<p><b>R:</b> Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>Not at this time</p>								

Course Designer(s)  
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Education Council / Curriculum Committee Representative

Dean / Director  
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Registrar