

# FILE COPY

## CONTENT REVIEW CHECKLIST

Course Name and Number:

PE 207 BASEBALL FUNDAMENTALS AND CONDITIONING

Date of Content Review:

4/1/2008

\*\*\*\*\*SIGNATURES\*\*\*\*\*

Department Chair:

DIC Chair:

Division Dean:

CIC Chair:

Sr. Dean of Instruction:

*[Handwritten signatures]*

Date:

4/7/08

Date:

4/7/08

Date:

4/18/08

Date:

4/15/2008

Date:

5/9/08

Please check this box if there has not been any substantial change to the current course outline, and this course has gone through Content Review since Spring 2000. If you have checked this box, only submit this signature page together with an updated course outline (in approved format), the current (old) outline, and the course-level SLO.

Reviewed by:

| Dept.  | DIC | Step   | Documentation  |
|--|-----|--|--|
| ✓  | ✓   | 1. Involvement of faculty with appropriate expertise;  | List names of faculty involved in performing content review of this course.  |
| ✓  | ✓   | 2. Consideration of course objectives as set by the relevant departments;  | List on separate attached sheet (objectives should be on official course outline form)   |
| ✓  | ✓   | 3. Review based on a detailed course syllabus and outline of record, tests, related instructional materials, method of instruction, type and number of examinations, and grading criteria;<br><br><b>IF COURSE BEING REVIEWED DOES NOT HAVE A PRE/CO-REQUISITE, OR ADVISORY, YOU NEED ONLY DO STEPS 1 - 5.</b> | <b>Provide copies of:</b> (in this order)<br>Content Review Audit Procedure Form (for DIC/CIC review) ✓<br>This Checklist (with signatures) ✓<br>Content Review Validation Form ✓<br>Pre/Co-requisite/Advisory documentation (if applicable)<br>New Course Outline ✓<br>Old Course Outline ✗<br>Updated Syllabus ✓<br>Updated sample test ✗<br>Updated sample assignment ✗<br>Justification for offering course ✓<br>Dept. Justification Statement (in relationship to Dept. goals) ✓<br>Cultural Pluralism (if applicable) ✓<br>Course-level SLO ✗<br>Outline on disk (or sent as attachment to CIC office) |
| ✗  | ✗   | 4. Identify procedures used to verify that the necessary content and/or skills are being taught, and that they're taught consistently across sections of the same course;  | Provide narrative and/or documentation as to how your department verifies this.  |
|  |     | 5. Maintenance of documentation by the Instruction Office that all steps were taken;   | Provide required documentation to Instruction Office where it will be kept on file.  |
| <b>REVISIONS THAT AFFECT CATALOG INFORMATION REQUIRE A COURSE/CATALOG CHANGE FORM</b><br><b>REVISIONS THAT AFFECT THE CONTENT OF A COURSE REQUIRE A COURSE REVISION FORM</b><br><b>ALL OTHER MINOR CHANGES SHOULD BE NOTED ON THE REVISED COURSE OUTLINE</b> |     |  |  |
|  |     | 6. Specification of the knowledge and/or skills which are deemed necessary at entry and/or concurrently;   | Provide explicit and detailed narrative description of knowledge and/or skills.  |
|  |     | 7. Identification and review of the pre/co-requisite which develops the above-mentioned body of knowledge and/or skills.   | Provide copies of course objectives, content, etc. which identifies the knowledge and/or skills.   |
|  |     | 8. Matching of the knowledge and skills in the targeted course with those developed or measured by the pre/co-requisite (compare #6 with #7);  | Show matches via chart, narrative or other explicit method.  |

|   |   |
|---|---|
| 4. Identify procedures used to verify that the necessary content and/or skills are being taught, and that they're taught consistently across sections of the same course; | Provide narrative and/or documentation as to how your department verifies this. |
|---|---|

Procedures to ensure courses are taught consistently across sections:

- 1) All instructors are provided the course outline of record, prior to developing their syllabus and content schedule.
- 2) Instructors use the same test bank for exams.
- 3) When multiple sections are being taught, the same text book is used.
- 4) All instructors are evaluated on a regular basis, according to the CCC evaluation policy.

# CONTRA COSTA COLLEGE CONTENT REVIEW FORM VALIDATION FORM

[Use one validation form per pre/co-requisite, advisory  
except when Pre/Co-requisites are linked by "or" statements]

*Pre/Co-requisites must have Challenge policies*

|                                   |  |       |          |
|-----------------------------------|--|-------|----------|
| Course & number:                  | PE 207                                 |       |          |
| Course title:                     | BASEBALL FUNDAMENTALS AND CONDITIONING |       |          |
| Pre/co-requisite to be validated: | NONE                                   |       |          |
| Challenge Policy:                 |  |       |          |
| Advisory:                         |  |       |          |
| Prepared by:                      | MIGUEL JOHNSON                         | Date: | 4/1/2008 |

**Content review** is required for any prerequisite, co-requisite, or advisory to determine whether students who do not meet the specified standard are highly unlikely to receive a satisfactory grade in the course [Title 5, Section 55201 (b) (1)]. This validation is separate from course approval. Additional scrutiny may be required, depending on the type of pre/co-requisite. See the indicated page numbers of the District Model Policy for more information.

**Directions:** Circle one of the following and attach required justification AND content review documentation.

- ① This course has no course pre/corequisites or advisories.
2. The listed pre/co-requisite is advisory only.
3. This is a lab course. The primary course, \_\_\_\_\_, will have the validation evidence.
4. This pre/co-requisite is required in order to make the course acceptable for transfer by the UC or CSU systems. Attach documentation (catalog descriptions) from three or more UC/CSU campuses.
5. This course is part of a sequence of courses within and/or across disciplines. Attach a copy of the course outline that includes a list of the specific skills and knowledge that the student must possess to be ready to take the course.
6. The prerequisite is required for enrollment in a program.  
Program name: \_\_\_\_\_ Program prerequisite(s) must be approved as provided for at least one required course in the program, of which this is one. Attach copy of course outline specifying skills and/or knowledge that student must possess.
7. This prerequisite is required for the health or safety of the students in the course; students who lack this prerequisite might endanger themselves or other students. Attach a copy of the course outline that specifically lists what the student must possess before entering the course.
8. This pre/co-requisite is required by law or government regulation. Attach a copy of pertinent law or regulation.
9. This pre/co-requisite is one of recency or another measure of readiness. Attach both a copy of the course outline listing the specific skills student must possess AND data gathered as directed by the District Model Policy.
10. This prerequisite involves a limitation on enrollment. This includes auditions for performance courses, honors courses or sections, and blocks of courses or sections created to set up a cohort of students (such as PACE). Attach documentation as directed by pertinent sections of the District Model Policy.

\*\*\* **NOTE:** In addition to rigorous content review, an instructor may request a study of the empirical relationship between a prerequisite course (or placement tool) and subsequent student performance in the targeted course. The rigor of content review will be established on a college-wide basis in conjunction with District research requirements.

# Contra Costa College

## Course Outline

**Department & Number** PE 207

**Course Title** BASEBALL FUNDAMENTALS AND CONDITIONING

**Prerequisite** NONE

**Challenge Policy**

**Co-requisite**

**Challenge Policy**

**Advisory**

**Number of Weeks** 18

**Lecture Hours**

**Lab Hours**

**Hours By Arrangement**

**Activity Hours** 1-4

**Units** .5-

2.0

### COURSE/CATALOG DESCRIPTION

This course includes individual and team skills of offensive and defensive baseball. The student will learn and understand the fundamentals of baseball. May be repeated three times.

### COURSE OBJECTIVE

At the completion of the course the student will be able to:

1. Improve basic skills of batting (hitting), fielding, throwing, and running.
2. Improve specific position skills, catching, pitching, infield, and outfield.
3. Improve physical conditioning for competitive baseball.

**COURSE CONTENT:** (In detail; attach additional information as needed and include percentage breakdown)

|    |   |   |
|----|---|---|
| 34 | % | Basic skill development                       |
| 33 | % | Position specific skill improvement           |
| 33 | % | Fitness conditioning for competitive baseball |
|    |   |   |
|    |   |   |

### METHODS OF INSTRUCTION

1. Lecture/Demonstration and drills
2. Individual and group work
3. Multi-media presentations

### INSTRUCTIONAL MATERIALS

**Textbook Title:**

You Can Buy s Hit

**Author:**

Marvin Webb

**Publisher:**

Marvin Webb

**Edition/Date:**

1<sup>st</sup> ED. 1993

**COURSE EXPECTATIONS** (Use applicable expectations)**Outside of Class Weekly Assignments****Hours per week**

Weekly Reading Assignments

1hr

Weekly Writing Assignments

1hr

Weekly Math Problems

Lab or Software Application Assignments

Other Performance Assignments

2hr

**STUDENT EVALUATION: (Show percentage breakdown for evaluation instruments)**

|    |   |   |
|----|---|---|
| 34 | % | Participation                                   |
| 33 | % | Skill development and improvement               |
| 33 | % | Knowledge and strategy in competitive game play |
|    |   |   |

**GRADING POLICY (Choose LG, CR/NC, or SC)**☒ **Letter Grade**

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

Below 60% = F

☐ **Credit / No Credit**

70% and above = Credit

Below 70% = No Credit

☐ **Student Choice**

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

Below 60% = F

70% and above = Credit

Below 70% = No Credit

**Prepared by:**

Miguel Johnson

**Date: Semester/Year**

SP/2008

Revised 02/07

# Contra Costa College

## Course Outline

20

|                                |  |                             |      |
|--------------------------------|--|-----------------------------|------|
| <b>Department &amp; Number</b> | PE 207                                 | <b>Number of Weeks</b>      | 18   |
| <b>Course Title</b>            | Baseball Fundamentals and Conditioning | <b>Lecture Hours</b>        |      |
| <b>Prerequisite</b>            | None                                   | <b>Lab Hours</b>            |      |
| <b>Co-requisite</b>            | None                                   | <b>Hours By Arrangement</b> |      |
| <b>Advisory</b>                | None                                   | <b>Activity Hours</b>       | 1-4  |
|                                |  | <b>Units</b>                | .5-2 |

### COURSE/CATALOG

Individual and team skills of offensive and defensive baseball will be presented in the class, so that the individual can learn and understand the fundamentals of baseball.

### COURSE OBJECTIVE

At the completion of the course the student will be able to:

1. Improve basic skills of batting(hitting), fielding, throwing, and running
2. Improve specific position skills, i/e catching, pitching, infield, outfield
3. Improve physical condition for competitive baseball

### COURSE CONTENT: (In detail; attach additional information as needed and include percentage breakdown)

|    |   |   |
|----|---|---|
| 34 | % | Basic skill development                   |
| 33 | % | Position specific skill improvement       |
| 33 | % | Fitness conditioning for competitive play |
|    | % |   |

### METHODS OF INSTRUCTION

1. Demonstration and Drills
2. Individual and group work
3. Mutli-media presentations

## Contra Costa College Physical Education Department Course Syllabus

Course: PE- 207 Baseball Fundamentals and Conditioning  
Units: .5-2  
Instructor: Marvin Webb  
Office hours: MWF 11-12 TTH 1-2  
Phone: 510-235-7800 Ext. 4301  
Email: [mwebb@contracosta.edu](mailto:mwebb@contracosta.edu)

### **Course Description:**

This course includes individual and team skills of offensive and defensive baseball. The student will learn and understand the fundamentals of baseball. May be repeated three times.

### **Course Objectives:**

|   |
|---|
| 1. Improve basic skills of batting (hitting), fielding, throwing, and running.  |
| 2. Improve specific position skills, catching, pitching, infield, and outfield. |
| 3 Improve physical conditioning for competitive baseball.                       |

### **COURSE CONTENT:** (In detail; attach additional information as needed and include percentage breakdown)

|    |   |   |
|----|---|---|
| 34 | % | Basic skill development                       |
| 33 | % | Position specific skill improvement           |
| 33 | % | Fitness conditioning for competitive baseball |
|    |   |   |

### **METHODS OF INSTRUCTION**

|                                     |
|-------------------------------------|
| 1. Lecture/Demonstration and drills |
| 2. Individual and group work        |
| 3. Multi-media presentations        |
|                                     |

### **Student Evaluation:**

|    |   |   |
|----|---|---|
| 34 | % | Participation                                   |
| 33 | % | Skill development and improvement               |
| 33 | % | Knowledge and strategy in competitive game play |

### **Grading Policy:**

#### **Letter Grade Scale**

90-100%-A

80-89%-B

70-79%-C

60-69%-D

59% and below-F

## SAMPLE TEST

- 1) When is the infield fly rule called?
- 2) What is a catcher's balk?
- 3) If a ground ball hits the pitching rubber and rolls into foul territory, is it a fair or foul ball?
- 4) If a batter runner is hit in the back with a thrown ball, inside the baseline, is the batter runner out or safe at first base?
- 5) Can a runner run a catcher over at home plate?
- 6) On a double play ball at second base, can the base runner knock over the second baseman or shortstop?
- 7) Can a pitcher fake a throw to first base while standing on the pitching rubber?
- 8) Can an outfielder catch a fly ball with his bare hand?
- 9) If a fly ball bounces off the head of an outfielder and goes over the fence, is it a home run?
- 10) If a batted ball hits a base runner, is the base runner out or safe?



# SAMPLE ASSIGNMENT

Take-home assignment.

Analyze the scouting report on Laney College and answer the following questions.

1. What do they do best on offense?
2. Who are their best hitters?
3. What pitch are they looking for when they are ahead in the count?
4. Behind in the count?
5. Who are their power hitters?
6. Who are their base stealers?
7. What do they do in the first and third situation?
8. What are their strengths defensively?
9. Where are their best arms?
10. Does the outfield have speed?
11. What is their catcher's throwing and receiving ability?
12. Who are their pitchers, and what are their patterns?

## **DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND ATHLETICS**

### **CULTURAL PLURALISM STATEMENT**

**All courses in the Department of Health, Physical Education and Athletics present a multi-cultural perspective that creates lifestyle, movement, and concepts of long term well-being. While studying or participating in health, physical education and sports activities, students acquire knowledge of other cultures.**

### **JUSTIFICATION FOR OFFERING**

**This course meets one of the Physical Education department's goals, to provide the community with courses to enhance learning, physical fitness and life learning skills to promote health and well-being.**

### **DEPARTMENT GOAL JUSTIFICATION**

**The Physical Education Department provides services for the community to participate in classes for the development of skills and knowledge in individual and team sports. The PE department is also obligated to provide courses that enhance life long fitness, health, and recreation.**