

# KIN R162A: SOCCER I

**Originator**

jcrawford1

**College**

Oxnard College

**Discipline (CB01A)**

KIN - Kinesiology

**Course Number (CB01B)**

R162A

**Course Title (CB02)**

Soccer I

**Banner/Short Title**

Soccer I

**Credit Type**

Credit

**Start Term**

Fall 2021

**Catalog Course Description**

This is a course in beginning soccer with emphasis on cardiovascular conditioning, techniques, rules and strategies of the team game. It is designed for students to increase their knowledge, skills, and techniques of the sport of soccer. Course is offered Pass/No Pass (P/NP) at student's option. Transfer credit: CSU;UC.

**Taxonomy of Programs (TOP) Code (CB03)**

0835.00 - Physical Education

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

Letter Graded

**Alternate grading methods**

Student Option- Letter/Pass  
Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

Lecture

Activity

Laboratory

**Minimum Contact/In-Class Laboratory Hours**

52.5

**Maximum Contact/In-Class Laboratory Hours**

52.5

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class**

Internship/Cooperative Work Experience

**Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

52.5

**Total Maximum Student Learning Hours**

52.5

**Minimum Units (CB07)**

1

**Maximum Units (CB06)**

1

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Students will be able to receive, attend to, interpret, and respond appropriately to (1) verbal and/or (2) nonverbal messages. |
| 2 | Demonstrate improved strength and conditioning for soccer.   |
| 3 | Manage personal health and wellness.   |

**Course Objectives****Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Perform warm-up techniques, which prevent injury in the sport.   |
| 2 | Identify, discuss, demonstrate and apply in practice and game situations the beginning skills of soccer which include kicks, push, flick and passes, dribbling, headers, charging and tackles, throwing, goalkeeping, and field positioning. |
| 3 | Demonstrate knowledge of rules, safety, scoring and basic strategy in practice and tournament situations.  |

**Course Content****Lecture/Course Content**

1. See Lab Content

**Laboratory or Activity Content**

1. History and value of soccer
2. Conditioning assessment and training principles
3. Fundamental skills and techniques are presented in a developmental progression by application, demonstration and practiced by participation in drills, team and tournament play are:
  - a. Kicks
  - b. Push, flick and passes
  - c. Dribbling
  - d. Shooting
  - e. Header
  - f. Charging and tackles
  - g. Throw-in
  - h. Goalkeeping/field positioning
4. Knowledge is presented in a developmental progression by explanation, demonstration and practiced by participation in drills, team and tournament play:

- a. Rules
- b. Safety
- c. Scoring
- d. Position
- e. Strategy
  - i. Offensive
  - ii. Defensive

## Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Journals

Skills demonstrations

Skill tests

## Instructional Methodology

Specify the methods of instruction that may be employed in this course

Class activities

Class discussions

Distance Education

Demonstrations

Field trips

Guest speakers

Describe specific examples of the methods the instructor will use:

A. Instructor-led demonstration of exercises and drills.

B. Individualized and group instruction to the physical and mental aspects of beginning soccer—making corrections when necessary.

C. Physical rehearsal of skills and strategy throughout the class period.

D. Training equipment will be used to enhance conditioning and skill development.

E. Students will practice physical drills with one another in order to develop proper form, accuracy, timing, cardiovascular conditioning and stamina

## Representative Course Assignments

### Writing Assignments

1. Lifelong activity plan: Complete a plan that will provide a framework for continuing participation in soccer activities after the class is over.

### Reading Assignments

1. Optional material suggested by instructor

### Skills Demonstrations

1. Demonstrate soccer skills relative to course objectives

### Other assignments (if applicable)

1. Students will spend an additional two hours a week practicing their form and techniques.

**Outside Assignments**

**District General Education**

**A. Natural Sciences**

**B. Social and Behavioral Sciences**

**C. Humanities**

**D. Language and Rationality**

**E. Health and Physical Education/Kinesiology**

**E2. Physical Education**

Approved

**F. Ethnic Studies/Gender Studies**

**CSU GE-Breadth**

**Area A: English Language Communication and Critical Thinking**

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

**E Lifelong Learning and Self-Development**

Approved

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**IGETC**

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 4: Social and Behavioral Sciences**

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

**Textbooks and Lab Manuals**

**Resource Type**

Other Resource Type

**Description**

Michels, R. Team Building-The Road to Success, Spring City: Reedswain Publishing, 2001..

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**Resource Type**

Other Resource Type

**Description**

Handouts by instructors, such as forms to record student skill progress or individual workout routines..

**Resource Type**

Other Instructional Materials

**Description**

Attire – Wear comfortable casual attire allowing full range of movement. No dangling or excessive jewelry may be worn in class, and hair must be secured so it is not distracting to the student. Shoes – Appropriate supportive athletic footwear is required for all classes. Soccer cleats are recommended..

**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

**Faculty Certifications**

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

**Regular Effective/Substantive Contact****Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
Face to Face (by student request; cannot be required)	Instructor-led physical rehearsal of skills and strategy throughout the class period.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.

**Hybrid (51%–99% online) Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
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Face to Face (by student request; cannot be required)	Instructor-led physical rehearsal of skills and strategy throughout the class period.
Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.
Other DE (e.g., recorded lectures)	A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include: recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.

**100% online Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
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E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.

Video Conferencing

Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

**Examinations**

**Hybrid (1%–50% online) Modality**

On campus

**Hybrid (51%–99% online) Modality**

On campus

**Primary Minimum Qualification**

PHYSICAL EDUCATION

**Review and Approval Dates**

**Department Chair**

09/04/2020

**Dean**

09/04/2020

**Technical Review**

10/14/2020

**Curriculum Committee**

10/14/2020

**Curriculum Committee**

11/25/2020

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000567854

**DOE/accreditation approval date**

MM/DD/YYYY