KIN R162B: SOCCER II

Originator
jcrawford1

College
Oxnard College

Discipline (CB01A)
KIN - Kinesiology

Course Number (CB01B)
R162B

Course Title (CB02)
Soccer II

Banner/Short Title
Soccer II

Credit Type
Credit

Start Term
Fall 2021

Formerly
PE R159B - Soccer II

Catalog Course Description
This is a course in advanced 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

Prerequisites
KIN R162A

Entrance Skills
Entrance Skills
Demonstrate basic soccer skills and knowledge of the rules of the game

Prerequisite Course Objectives
KIN R162A-Perform warm-up techniques, which prevent injury in the sport.
KIN R162A-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.
KIN R162A-Demonstrate knowledge of rules, safety, scoring and basic strategy in practice and tournament situations.

Requisite Justification
Requisite Type
Prerequisite

Requisite
KIN R162A

Requisite Description
Course in a sequence

Level of Scrutiny/Justification
Content review

Student Learning Outcomes (CSLOs)	
	Upon satisfactory completion of the course, students will be able to:
1	Demonstrate advanced strength and conditioning for soccer
2	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	Demonstrate proficiency in footwork, passing, shooting, tackles, throw-ins, headers.
3	Explain the rules of soccer.
4	Execute advanced game playing skills of positioning, goalkeeping, offense and defense.
5	Demonstrate and apply knowledge of safety, rules, etiquette, and advanced strategy in practice, and competitive game situations.

Course Content

Lecture/Course Content

1. See Lab Content

Laboratory or Activity Content

1. The history of soccer and soccer-specific conditioning.
2. Warm-up and advanced stretching techniques.
3. Advanced skills and techniques in:
    a. Passing
    b. Trapping
    c. Heading
    d. Shooting
    e. Dribbling
4. Advanced Individual and team skills and strategy in:
    a. Footwork
    b. Passing
    c. Shooting
    d. Throw-ins
    e. Kicks
    f. Headers
5. Positioning, goalkeeping and advanced team tactics.
6. Team play in game situations, rules and strategies.

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
Performances
Skills demonstrations
Skill tests
Simulations

Instructional Methodology

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

Class activities
Class discussions
Distance Education
Demonstrations
Field trips
Group discussions
Guest speakers
Lecture

Describe specific examples of the methods the instructor will use:
1. Instructor-led demonstration of advanced exercises and drills.
2. Individualized and group instruction to the physical and mental aspects of advanced soccer—making corrections when necessary.
3. Physical rehearsal of high-level skills and strategy throughout the class period.
4. Training equipment will be used to enhance conditioning and skill development.
5. 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 competitive 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 advanced soccer skills 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
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..

Resource Type
Other Resource Type

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

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.
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.

Hybrid (51%–99% 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.
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.
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.

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100% 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.
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.
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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
09/05/2020

Dean
09/07/2020

Technical Review
10/14/2020

Curriculum Committee
10/14/2020

Curriculum Committee
11/25/2020

CCCCO
MM/DD/YYYY

Control Number
CCC000562631

DOE/accreditation approval date
MM/DD/YYYY