

# KIN R165A: VOLLEYBALL I

**Originator**

jcrawford1

**College**

Oxnard College

**Discipline (CB01A)**

KIN - Kinesiology

**Course Number (CB01B)**

R165A

**Course Title (CB02)**

Volleyball I

**Banner/Short Title**

Volleyball I

**Credit Type**

Credit

**Start Term**

Fall 2021

**Formerly**

PE R161A

**Catalog Course Description**

This course teaches the basic skills of playing volleyball. Techniques, strategy and rules of the game are covered. Conditioning and fitness development are also emphasized, as well as nutrition guidelines for volleyball participants. 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**

May 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 | Develop proper setting techniques: Pre and post test of setting the ball 10 times; 75% of the students will demonstrate a 20% increase in setting ability by the post test          |
| 2 | Develop proper overhead serving techniques: Pre and post test of serving the ball 10 times; 75% of the students will demonstrate a 20% increase in serving ability by the post test |
| 3 | Develop proper passing techniques: Pre and post test of bump passing the ball 10 times; 75% of the students will demonstrate a 20% increase in passing ability by the post test     |
| 4 | Recall the rules and the history of the game  |

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

- |    |  |
|----|--|
| 1  | Perform a warm-up routine appropriate for the sport of volleyball                          |
| 2  | Explain the cardiorespiratory system and the benefits of exercising                        |
| 3  | Explain the basic elements of nutrition along with what elements constitute a balance meal |
| 4  | Demonstrate an increase in muscular endurance  |
| 5  | Demonstrate an increase in muscular strength   |
| 6  | Execute basic hitting techniques   |
| 7  | Accurately serve the ball over the net   |
| 8  | Accurately set the ball for other players to attack  |
| 9  | Explain the rules of the game including etiquette, safety and scoring                      |
| 10 | Spike the ball to selected areas of the court  |
| 11 | Demonstrate proper footwork blocking, hitting, and moving into defensive positions         |
| 12 | Demonstrate defensive positions on the court   |
| 13 | Demonstrate offensive positions on the court   |
| 14 | Demonstrate basic strategy on the court  |

## Course Content

### Lecture/Course Content

See Lab Content

### Laboratory or Activity Content

1. Introduction
  - a. History of the game of volleyball
  - b. Values of volleyball
  - c. Setting goals
2. Develop cardiorespiratory conditioning and fitness
  - a. Developing an individualized conditioning program based on the needs of volleyball
  - b. Muscle strength vs. muscle endurance
  - c. Muscle toning techniques
  - d. Plyometrics
3. Skills techniques
  - a. Warm-up
  - b. Footwork
  - c. Set
  - d. Bump/Dig
  - e. Serve
  - f. Spike
  - g. Block
4. Principles of the game
  - a. Safety
  - b. Rules
  - c. Scoring
  - d. Etiquette
5. Strategy of the game
  - a. Defensive positioning for 6 players on the court
  - b. Offensive positioning for 6 players on the court
  - c. How to play at least two different positions in 6-person volleyball
6. Strategies for playing volleyball 2x2, 3x3, and 4x4
  - a. Understanding how positioning and strategy change with different numbers of players
  - b. Developing physical strength and stamina to cover more court when playing with fewer players
7. Nutrition and sports
  - a. Components of a balanced diet
  - b. Carbohydrates vs. protein

## 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

## Instructional Methodology

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

Class activities

Distance Education

Demonstrations

Field trips

Group discussions

Guest speakers

Lecture

**Describe specific examples of the methods the instructor will use:**

1. Explanation and physical demonstration of exercises and drills by the instructor
2. Group and individual attention to the physical and mental aspects of the game—making corrections when necessary
3. Physical rehearsal and participation throughout the class period in order to develop form, accuracy, timing, power and muscular endurance
4. Volleyball games will allow students to apply the techniques and skills demonstrated throughout the course
5. View recorded media specific to volleyball topics covered in class
6. Handouts on topics related to volleyball: defense; improvement of vertical jump; and covering

**Representative Course Assignments****Writing Assignments**

1. Journal to document nutrition and conditioning

**Reading Assignments**

1. Suggested reading from text, magazines, and handouts

**Skills Demonstrations**

1. Demonstrate volleyball skills relative to course objectives

**Other assignments (if applicable)**

1. Observe games and write a critique

**Outside Assignments****Articulation****Comparable Courses within the VCCCD**

KIN V46A - Volleyball I

**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

Textbook

#### Description

Steve Oldenburg (2015). *Complete Conditioning for Volleyball* (1st). Champaign, Illinois Human Kinetics. 9781450459

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#### Resource Type

Other Resource Type

#### Description

Suggest that students subscribe to Volleyball Magazine.

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#### Resource Type

Textbook

#### Classic Textbook

No

#### Description

Becky Schmidt (2016). *Volleyball*. Champaign, Illinois Human Kinetics. 9781450468824

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## 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:**

<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.
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:**

<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.
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.
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.



**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.

**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**

09/29/2020

**Dean**

09/29/2020

**Technical Review**

10/14/2020

**Curriculum Committee**

10/14/2020

**Curriculum Committee**

11/25/2020

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000567856

**DOE/accreditation approval date**

MM/DD/YYYY