

# KIN M87: VOLLEYBALL

**Originator**

ablack

**Co-Contributor(s)**
**Name(s)**

Manakas, Vance (vmanakas)

**College**

Moorpark College

**Discipline (CB01A)**

KIN - Kinesiology

**Course Number (CB01B)**

M87

**Course Title (CB02)**

Volleyball

**Banner/Short Title**

Volleyball

**Credit Type**

Credit

**Start Term**

Fall 2021

**Formerly**

PE M30A, PE M30C, PE M30D

**Catalog Course Description**

Introduces the basic skills and techniques of volleyball. Covers rules and strategies of volleyball as a team sport.

**Additional Catalog Notes**

Credit Limitation: UC - Maximum credit of 4 units if combined with any or all other DANC/ICA/KIN/PE Activity courses.

**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 | demonstrate proficiency in all volleyball mechanics.   |
| 2 | explain volleyball offensive and defensive strategies. |

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

- |   |  |
|---|--|
| 1 | demonstrate knowledge of the rules and basic strategies of the game.   |
| 2 | demonstrate and apply the fundamentals of passing, setting, blocking, and serving to the game of volleyball. |
| 3 | comprehend and demonstrate the strategies involved in offensive and defensive power volleyball.              |
| 4 | demonstrate cardiovascular and muscular endurance through large muscle activity involved in tournament play. |
| 5 | practice team building through competitive game situations.  |
| 6 | identify and define core topics in the field of kinesiology in volleyball.                                   |

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

N/A

**Laboratory or Activity Content**

1. (10%) Develop game etiquette, court safety and core strength for game play
2. (10%) Discuss basic healthful eating, physical activity, and mindfulness for lifelong fitness and enhanced well-being
3. (10%) Apply principles of specificity, overload, progression, motor learning, and modifications for individual needs

4. (10%) Introduce strength, flexibility, body composition, muscular and cardiovascular endurance
5. (20%) Apply offensive and defensive strategies in games from 2 on 2 to 6 on 6
6. (20%) Develop rules and team building strategies for 2 on 2 to 6 on 6 games
7. (20%) Developing fundamental skills
  - a. player movement
  - b. passing
  - c. setting
  - d. serving
  - e. spiking
  - f. blocking

## Methods of Evaluation

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

Problem solving exercises  
Skills demonstrations  
Written expression

**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):**

Classroom Discussion  
Individual projects  
Journals  
Oral analysis/critiques  
Objective exams  
Oral presentations  
Participation  
Portfolios  
Skills demonstrations  
Skill tests or practical examinations

## Instructional Methodology

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

Audio-visual presentations  
Class activities  
Distance Education  
Demonstrations  
Group discussions  
Instructor-guided interpretation and analysis  
Instructor-guided use of technology  
Small group activities

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

1. Demonstrate skills and techniques.
2. Use video to demonstrate game play and systems.

## Representative Course Assignments

### Writing Assignments

1. Compose a written critique of volleyball fundamentals.
2. Write a critique of the defensive and offensive systems of a high school, college, or professional volleyball game.
3. Write an analysis of the volleyball standing serve.

### Critical Thinking Assignments

1. Discuss strategies used in a volleyball match.
2. Evaluate video of a high school athlete's passing technique and compare to a professional athlete.

### Reading Assignments

1. Read articles chosen by the instructor regarding the history of volleyball.

2. Read articles chosen by the instructor on developing fitness to play volleyball.

### Skills Demonstrations

1. Demonstrate proper mechanics of passing and serving.
2. Demonstrate proper mechanics in spiking.

### Outside Assignments

#### Representative Outside Assignments

1. Research and present a summary of an article highlighting an Olympic volleyball athlete or coach.
2. Research and present a summary of an article outlining the global evolution of volleyball.

### Articulation

#### Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Dominguez Hills	KIN 164	Volleyball	1
Cal Poly San Luis Obispo	KINE 214	Volleyball	1
CSU San Bernardino	KINE 1210F	Team Activities: Volleyball	1
CSU, Long Beach	KIN 172A	Volleyball I	1

#### Comparable Courses within the VCCCD

KIN V46A - Volleyball I  
 KIN R165A - Volleyball I  
 PE R161 - Volleyball

### 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

#### Course is CSU transferable

Yes

#### CSU Baccalaureate List effective term:

F1995

## 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

**Area F: Ethnic Studies**

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

### UC TCA

UC TCA

Approved

### 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

Hebert, Mike. *Thinking Volleyball*. Human Kinetics, 2013.

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#### Resource Type

Textbook

#### Description

Knight, Steve. *WinningSTATE - Volleyball: The Athlete's Guide to Competing Mentally Tough*. 4th ed., Let's Win! International, 2013.

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## Library Resources

### Assignments requiring library resources

Research using the Library's print and online resources.

**Sufficient Library Resources exist**

Yes

**Example of Assignments Requiring Library Resources**

Using EBSCOhost, research the relevance of sportsmanship in a modern sports environment.

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

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online is a temporary emergency approval ONLY

**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 Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes.
E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
Face to Face (by student request; cannot be required)	Labs will be face to face with practical (identification) quizzes and exams. Lab time will offer student-student interaction and time to ask question of the instructor.
Other DE (e.g., recorded lectures)	Recorded lectures will provide students with the same experience as in a traditional lecture class. Online practice exams and quizzes will provide the opportunity for asynchronous review of material.
Synchronous Dialog (e.g., online chat)	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via an online chat or video conferencing technology.
Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.

Video Conferencing	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via live video conferencing. Furthermore, the instructor may lead an online lecture during a consistent time frame via Zoom or any other video conferencing tool.
<b>Hybrid (51%–99% online) Modality:</b>	
<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
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Video Conferencing	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via live video conferencing. Furthermore, the instructor may lead an online lecture during a consistent time frame via Zoom or any other video conferencing tool.
<b>100% online Modality:</b>	
<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/ discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes.
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## Examinations

### Hybrid (1%–50% online) Modality

Online  
On campus

### Hybrid (51%–99% online) Modality

Online  
On campus

## Primary Minimum Qualification

PHYSICAL EDUCATION

## Review and Approval Dates

### Department Chair

12/1/2020

### Dean

12/1/2020

### Technical Review

12/3/2020

### Curriculum Committee

1/19/2021

### DTRW-I

MM/DD/YYYY

### Curriculum Committee

MM/DD/YYYY

### Board

MM/DD/YYYY

### CCCCO

MM/DD/YYYY

### Control Number

CCC000524549

### DOE/accreditation approval date

MM/DD/YYYY