

KIN 0030 - GOLF

Catalog Description

Formerly known as PHED 10

Hours: 36 activity per unit

Description: Development of sufficient basic proficiency in golf to recognize and enjoy it as a lifetime activity; includes U.S.G.A. rules, etiquette and the fundamental mechanics involved in the use of irons and woods. (CSU, UC-with unit limitation)

Course Student Learning Outcomes

- CSLO #1: Outline golf scoring techniques.
- CSLO #2: Describe different putting green conditions.
- CSLO #3: Differentiate and demonstrate the various golf club swings.
- CSLO #4: Critique ball flight patterns.

Effective Term

Fall 2019

Course Type

Credit - Degree-applicable

Contact Hours

18-72

Outside of Class Hours

9-36

Total Student Learning Hours

27-108

Course Objectives

1. Distinguish differences between the various types of golf clubs and their different uses.
2. Compare and contrast the rules for stroke play versus match play.
3. Identify and evaluate the basic components of the golf swing.
4. Compare and contrast the full swing and the swing used in pitching.
5. Compare and contrast the swing used in pitching and the swing used in chipping.
6. Assess the slope and speed of the green.
7. Analyze the putting stroke as it relates to the green conditions.
8. Analyze bunker conditions and make appropriate club selection.
9. Formulate swing corrections after viewing the flight of the ball.
10. Practice various ball flight patterns (e.g., hook, fade, slice).
11. Score the appropriate strokes during a golf scenario situation exam.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Health Ed/Physical Ed
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSUGE - E2 Physical Activity
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Essay Examinations
 - Example: Student will write an essay on two common swing issues including identifying causes and solutions.
- Objective Examinations
 - Example: Students will go to www.usga.org and take the 25 question random-mix rules quiz.
- Skill Demonstrations
 - Example: Students will demonstrate in class the fundamentals of the golf swing using a 7 iron. Grading will be based on proficient performance of the skill.

Repeatable

No

Methods of Instruction

- Activity
- Distance Learning

Activity:

1. Instructor will set-up a putting circuit on the putting green that requires students to read the greens for uphill, downhill, left break and right break putts. Instructor will evaluate students ability to properly read the greens.
2. Instructor will guide the students through the chipping techniques described in the textbook with a step by step instructor demonstration followed by a student demonstration.
3. Instructor will help each student create their own routine before addressing and striking the ball. Students will model their routine.

Distance Learning

1. Discussion by the instructor on the differences between various types of clubs. The students discuss the differences in small groups.
2. Instructor will lead a discussion on bunker conditions and how to make club selections. The students will discuss the topic in small groups.

Typical Out of Class Assignments

Reading Assignments

1. The student will access the U.S. Golf Association program rules at www.usga.org. After reviewing rules 1 through 28, the student will complete a 10 question quiz on the rules using a class hand-out.
2. The student will read an article about bunker play from any golf periodical and present in class three points that directly apply to bunker play.

Writing, Problem Solving or Performance

1. The student will read an article on chipping and pitching and write a one page paper describing the differences between each stroke.
2. The student will select a challenging green at a local golf course such as Diamond Oaks, Morgan Creek, Turkey Creek or Whitney Oaks and diagram the putting approach from two different directions according to slope and speed.
3. The student will select a fellow student in the class needing

swing correction (e.g., slicing, grounding) and identify three reasons and possible solutions to correct the problem on two (2) 4 by 6 index cards. One card is to be submitted to the instructor and one to the student with the swing problem.

Other (Term projects, research papers, portfolios, etc.)

1. The student will design a fifteen minute warm-up that is appropriate prior to playing nine holes of golf. The warm-up program is to be submitted in writing to the course instructor.

Required Materials

- The A Swing: The Alternative Approach to Great Golf
 - Author: David Leadbetter
 - Publisher: St. Martin's Press
 - Publication Date: 2015
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER:
- Your Short Game Solution
 - Author: James Sieckmann
 - Publisher: Penguin Publishing Group
 - Publication Date: 2015
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.