BEGINNING BOWLING
PHED 1020

Class Hours: 0.0          Credit Hours: 1.0
Laboratory Hours: 2.0     Date Revised: Fall 02

Catalog Course Description:

Selection of equipment, correct approach and release and scoring. Fee for facility and equipment rental.

Entry Level Standards:

The student should be able to effectively communicate with instructor and peers, complete assignments according to instructor specifications, and read and write at the required level.

Prerequisites:

None

Textbook(s) and Other Course Materials:

Textbooks:
Concepts of Physical Fitness: Grinfelds, Vesma; Hultstrand, Bonnie;
Right Down Your Alley; Morton Publishing Company; Englewood, Co.

Personal Equipment:
The lanes will furnish bowling balls and shoes. Students can feel free to bring their personal ball and shoes.

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, pick out proper equipment (Lecture)</td>
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<tr>
<td></td>
<td>Roll Balls</td>
</tr>
<tr>
<td>2</td>
<td>Stance, approach, &amp; delivery (Lecture)</td>
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<tr>
<td></td>
<td>Stance, approach, &amp; delivery (Practice)</td>
</tr>
<tr>
<td>3</td>
<td>Spare Pick-up (Lecture)</td>
</tr>
<tr>
<td></td>
<td>Spare Pick-up (Practice)</td>
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<tr>
<td>4</td>
<td>Bowling form and strategies (Practice)</td>
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<tr>
<td></td>
<td>Jargon, Scoring, History, Etiquette, Safety, &amp; Rules (Lecture)</td>
</tr>
<tr>
<td>5</td>
<td>Bowl games</td>
</tr>
<tr>
<td>6</td>
<td>Bowl games</td>
</tr>
<tr>
<td>7</td>
<td>Bowl games</td>
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</tbody>
</table>
II. Course Objectives*:

A. Bowl employing correct technique. II.2  
B. Demonstrate knowledge of bowling etiquette and safety. I.5  
C. Demonstrate knowledge of bowling terminology. I.5  
D. Bowl games applying rules, and strategies. II.2  
E. Score a game of bowling. II.2  
F. Demonstrate knowledge of bowling history. II.2  
G. Evaluate and correct errors in bowling form and execution. III.2  
H. Appreciate the intrinsic value of bowling as a life-long recreational activity. II.2  
I. Demonstrate and employ knowledge of and respect for bowling equipment and facilities. I.5  

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Listen to and participate in lectures and discussions regarding factual information relevant to bowling. Communication Outcome, Information Literacy Outcome  
2. Read then demonstrate knowledge of bowling technique, rules and other relevant factual information. Communication Outcome, Information Literacy Outcome  
3. Analyze, evaluate, and modify technique to improve performance. Personal Development Outcome, Problem Solving and Decision Making Outcome, Transitional Strategy  
4. Calculate bowling scores, averages, and handicaps. Numerical Literacy Outcome, Active Learning Strategy
5. Develop spare pick-up strategies. Problem Solving and Decision Making Outcome

*Strategies and outcomes listed after instructional processes reference Pellissippi State’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Perform a correct bowling stance. A, B, F, G
2. Perform a correct bowling arm swing. A, B, F, G
3. Perform a bowling four-step approach. A, B, F, G
4. Release the bowling ball in the correct position. A, B, F, G
5. Perform the proper hook ball or straight ball delivery. A, B, F, G
6. Perform a correct follow through. A, B, F, G
7. Demonstrate knowledge of the adjustments and strategy needed to maximize spare conversion. A, D, F, G
8. Make proper adjustment to account for lane conditions. A, D, F, G
9. Employ spot bowling technique. A, D, F, G
10. Demonstrate knowledge of bowling etiquette. B
11. Demonstrate knowledge of bowling jargon. C
12. Demonstrate knowledge of bowling history. E
13. Score a game of bowling. D
14. Pick out a bowling ball, which would maximize performance. H
15. Demonstrate knowledge of and employ the 3,6,9 method of spare conversion. A, D, G
16. Demonstrate knowledge of and employ spot bowling technique. A, D, G
17. Identify and correct error in technique. A, F
18. Demonstrate knowledge of the “pin-ball” deflection. D
19. Calculate and use handicaps in a league style tournament. D, G
20. Calculate bowling averages. D, G
21. Employ sportsmanship and teamwork during tournament play. G

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:
A. Testing Procedures:

   Written Examination  25 points
   Skill Evaluation      25 points

B. Laboratory Expectations:

   Individual Averages (and improvement)

<table>
<thead>
<tr>
<th>Women</th>
<th>Men</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>125 - over</td>
<td>145 - over</td>
<td>25 points</td>
</tr>
<tr>
<td>124 - 115</td>
<td>144 - 135</td>
<td>22.5 points</td>
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<tr>
<td>100 - 114</td>
<td>120 - 134</td>
<td>20 points</td>
</tr>
<tr>
<td>99 - 91</td>
<td>119 - 110</td>
<td>17.5 points</td>
</tr>
<tr>
<td>80 - 90</td>
<td>100 - 109</td>
<td>15 points</td>
</tr>
<tr>
<td>60 - 70</td>
<td>80 - 99</td>
<td>10 points</td>
</tr>
<tr>
<td>50 - 59</td>
<td>70 - 80</td>
<td>5 points</td>
</tr>
<tr>
<td>49 - Below</td>
<td>69 - Below</td>
<td>0 points</td>
</tr>
</tbody>
</table>

C. Attendance and participation: 25 points

   After two absences, 4 points will be subtracted from each student's grade for each unexcused absence. Students with eight or more unexcused absences will not pass this course.

D. Extra Credit:  5 points

   View a televised Bowling tournament, then submit a 2 page typed report on bowling tournament.

E. Grading Scale:

   A  100 - 93 points
   B+ 92 - 89 points
   B  88 - 82 points
   C+ 81 - 78 points
   C  77 - 72 points
   D+ 71 - 68 points
   D  67 - 62 points
   F  > 61 points

VI. Policies:

A. Attendance Policy:

   Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meeting in order to receive credit for the course. Individual department/programs/disciplines, with the approval to the vice president to Academic and Student Affairs, may have requirements that are more stringent.

B. Make-up Policy:

   1. After one week, students will not be allowed to make-up written examinations.
   2. With documentation and the instructor’s approval, students will be allowed to make-up games.

C. Injury Policy:
Students injured during class must inform the instructor immediately. An accident/incident report must be filed. This applies to all injuries, no matter how minor.