

**SPORT SCIENCE & MANAGEMENT
SS9101 BADMINTON**

Pre-requisites	None required
No of AUs	3
Contact Hours	39

Course Aims

The course aims to provide you with opportunities to acquire the knowledge, understanding and experience necessary to develop an appreciation of, and play, the sport of badminton. The course will provide the pedagogy and practice to attain the essential skills necessary to play the sport.

Intended Learning Outcomes (ILO)

By the end of this course, you (as a student) would be able to:

1. Play badminton competently as recreational activity
2. Apply the laws, regulations of the sport, as well as observe the etiquette necessary for playing badminton at both recreational and competitive levels.
3. Identify the fitness requirement for the game.
4. Assist others to advance the technical or tactical aspect of their badminton skills.
5. Articulate the development of badminton as a sport within the context of the commercialisation of sports.

Course Content

The following topics will be covered:

1. Introduction to the history, main competitive events, and current trends of badminton
2. Familiarisation activities and initial assessment of abilities relevant for badminton including grips, hand-eye coordination, footwork, and movement abilities related to badminton stroke-execution.
3. High serve, low serve, basic footwork to rear-court and overhead clear
4. Overhead drop, basic footwork to front-court and net shot
5. Cross-court net shot, underhand clear, and holding the shuttle
6. Drive shot, smash, and half-smash
7. On-court fitness development – incorporating the elementary skills and footwork
8. Basic singles play and strategies
9. Basic fitness and conditioning for badminton using free-weights and resistance training machines
10. Net smash, round-the-head stroke, flick serve and drive serve
11. Basic doubles play and strategies
12. Team-based competition with singles, doubles, and mixed doubles

Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
1. Practical Skills (strokes)	1, 2 & 4	A1, A2, B2, C1 & C2	60%	Individual/ Partner	Appendix 1
2. Class Participation	4 & 5	A1, A2, B1, C1, C2, D2, & E2	10%	Individual	Appendix 1
3. Written Test	2, 3 & 5	A1, A2, A3 B1	30%	Individual	
Total			100%		

Graduates of the SSM programme should show:

Competence

A1: {Understanding}

process and interpret information, evidence and methodologies related to sport science or sport management

A2: {Self-discipline}

independently apply themselves to solve relevant problems

A3: {Modern Tool Usage}

use technology to communicate and provide feedback on sports activities, improve sports performance, monitor and increase physical activity, provide exercise prescription, solve problems for disadvantaged athletes/sportspeople, and commercialize and innovate sports products, events and services

Creativity

B1: {Critical Thinking}

critically assess the applicability of sport science and sport management tools toward problems and in the workplace

B2: {Analytical Thinking}

critically analyse data from a multitude of sources

B3: {Interdisciplinary Thinking}

connect the subfields of sport science and sport management to tackle problems

B4: {Innovation}

be able to develop new applications or improve existing techniques

B5: {Entrepreneurship}

develop new ideas and plans for sport science, businesses and events

Communication	
C1: {Effective Communication}	present findings or ideas from sport science and sport management research logically and coherently at the appropriate level for the intended audience and in all forms of communication
C2: {Teamwork}	work in teams on projects that require sport science or sport management application, and communicate results via demonstration, verbally and in written form
Civic-Mindedness	
D1: {Professionalism}	act in a manner that respects the profession and meets the expectations of the sport science and sport management industry
D2: {Inclusiveness}	promote sport and physical activity in all individuals to bring people together and improve physical, social and psychological outcomes
Character	
E1: {Ethical behaviour}	act with integrity and in a socially responsible and ethical manner in line with societal and legal expectations in relation to collecting and analysing data of people and protecting personal data with appropriate computer security
E2: {Sportsmanship}	demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity
Formative Feedback	
<p>Feedback for learning will be verbal provided during each class session where you have the opportunity to learn techniques and tactics of game. There will also be opportunity to apply yourselves to problems related to game.</p> <p>Instructors will be available for weekly consultations, however appointments for such consultations will need to be pre-arranged.</p> <p>Written feedback will be provided to the class for the test via the Blackboard</p> <p>Throughout the course, you may have opportunity to use recording devices (such as video) to help record your fellow classmates demonstrating movements for observation and analysis. During the learning process, you will receive verbal feedback on the techniques and mistakes in observation and analysis. Suggestions for improvement will be provided.</p>	
Learning and Teaching Approach	

Approach	How does this approach support students in achieving the learning outcomes?
Direct Teaching styles	The direct teaching style enables you to follow and learn through demonstration and pointers provided in order to achieve competency in both the technical and tactic aspect of the game. This is done through demonstration of skills and participation of modified games and drills.
Deliberate practice with feedback	You are encouraged to practice the skills through modified games and drills to refine your own performance. Instructors will from time to time moderate the practice and provide the necessary feedback based upon their observations.
Collaborative Approach	You will also be ask to observe your peers' performances and provide necessary feedback on the techniques and tactics of the game.

Reading and References

1. Chen, G. and Chen, C. (2009) Coaching Badminton. Coaches Choice: Monterey, CA.
2. Hughes J.D. (2003) No standing around in my gym. Human Kinetics: Champaign, IL
3. Kim, S. & Walker, M. (2002) Badminton Today. Belmont: Wadsworth / Thomson Learning.
4. Wetton, P. (1987). Bright Ideas Games for PE, Scholastic Ltd: Warwickshire, GB.

Additional References

1. International Badminton Federation (IBF) - <http://www.internationalbadminton.org/>
2. Singapore Badminton Assn - www.singaporebadminton.org.sg/

Course Policies and Student Responsibilities

1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes – lecture and laboratory - punctually and submit the scheduled assignment by the due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions missed. You are expected to participate in all discussions and class activities unless there is a valid medical reason not to do so.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

(3) Absence Due to Medical or Other Reasons

If you are sick and not able to complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science & Management (or Home School) administration to obtain official leave. Without this, the missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Collaboration is encouraged for your work in the class and laboratories because peer-to-peer learning helps you understand the subject better and working in a team trains you to better communicate with others. Working together and exchanging ideas and experiences will help improve the quality of your assessed presentation. It is important to credit others for their contribution to your work which promotes ethical practices and academic integrity.

Course Instructors

Instructor	Office Location	Phone	Email

Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	Introduction to the history, competitive events, and current trends of badminton	LO5	
2	Familiarisation activities and initial assessment of abilities relevant for badminton including grips, hand-eye coordination, footwork, and	LO1, LO3	To be announced by the assigned instructor (TBA)

	movement abilities related to badminton stroke-execution.		
3	High serve, low serve, basic footwork to rear-court and overhead clear	LO1, LO2, LO3	TBA
4	Overhead drop, basic footwork to front-court and net shot	LO1, LO2, LO3,	TBA
5	Cross-court net shot, underhand clear, and holding the shuttle	LO1, LO2, LO3,	TBA
6	Drive shot, smash, and half-smash	LO1, LO2, LO3,	TBA
7	On-court fitness development – incorporating the elementary skills and footwork	LO3	TBA
8	Basic singles play and strategies	L2 & L4	TBA
9	Basic fitness and conditioning for badminton using free-weights and resistance training machines	LO3	TBA
10	Net smash, round-the-head stroke, flick serve and drive serve	LO1, LO2 & LO4	TBA
11	Basic doubles play and strategies	LO2 & LO4	TBA
12	Team-based competition with singles, doubles, and mixed doubles	LO2, LO4 & LO5	TBA
13	Review and Practical Assessment	LO1, LO2& LO5	TBA

Appendix 1: Assessment Criteria

The objective of the Practical Assessment is for you to show your proficiency in executing the badminton skills. The criteria for Match Play (Tactics) Assessment is for you to demonstrate your knowledge of the rules and tactics of the badminton game in competition. The class participation is to assess the class participation and your effort in collaborative learning with the other students throughout the course. It is possible that when you are assessed as a pair that you may get a different mark from your partner if you have not demonstrated the same level performance based upon the criteria.

Criteria	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Practical Assessment (60%): Practical Skill	Performs all the badminton (technical and tactical) skills consistently with confidence and attention to quality of movement required in badminton game.	Performs most of badminton (technical and tactical) skills consistently with confidence and attention to quality of movement required in badminton game.	Performs most badminton (technical and tactical) skills most of the time with confidence and attention to quality of movement required in badminton game.	Performs some badminton (technical and tactical) skills some of the time with confidence and attention to quality of movement required in badminton game.	Unable to perform any of the badminton (technical and tactical) skills with confidence and attention to quality of movement, required in badminton game.
Class participation (10%) Active participation and peer support	Demonstrates consistently high degree of enthusiasm in class participation and active peer support throughout the course.	Demonstrates adequately high degree of enthusiasm in class participation and active peer support throughout the course.	Demonstrates a sufficient degree of enthusiasm in class participation and active peer support throughout the course.	Demonstrates a low degree of enthusiasm in class participation and active peer support throughout the course.	Demonstrates little or no enthusiasm in class participation and active peer support throughout the course.