

**SPORT SCIENCE & MANAGEMENT
SS9106 NETBALL**

Pre-requisites	Nil
No of AUs	3
Contact Hours	39

Course Aims

Netball is one of the sport courses offered under the Sport Electives@SSM. This course aims to equip you with the knowledge and skills of Netball so that you are able to demonstrate the techniques of the game, and play the game.

Intended Learning Outcomes (ILO)

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

1. Recall the fundamental rules of the game
2. Demonstrate the techniques of the game
3. Explain the concepts of the game
4. Demonstrate the skills of the game during gameplay
5. Employ the concepts of the game during gameplay
6. Apply the rules of the game during gameplay

Course Content

1. Rules of the game
2. Concepts of the game
3. Techniques and skills of the game

Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
1. Theory Test	1 & 3	A1, C1	30%	Individual	N.A.
2. Technique Assessment	2	A1, A2	30%	Individual	Appendix 1
3. Gameplay Assessment	2, 4, 5 & 6	A1, C2, D2, E2	30%	Team	Appendix 2

4. Professional Qualities	1, 2, 3, 4, 5 & 6	D1, E1, E2	10%	Individual	Appendix 3
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: {Sportpersonship}	demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity

Formative Feedback

Instructor will provide verbal feedback to you on your techniques, skills and gameplay during the situational games and developmental focus tasks.

Instructor will respond to your queries during/after the presentations on rules and concepts of the game.

Learning and Teaching Approach

Approach	How does this approach support students in achieving the learning outcomes?
Presentation	Instructor will present and explain the rules and concepts of the game to you.
Situational games	You will participate in situational games that are designed to highlight a concept associated with the game. After each situational game, instructor will lead a Q&A session with you to elicit the concept.
Developmental focus tasks	You will participate in developmental focus tasks to practice the techniques and skills needed to enact the concept elicited in the situational games.

Reading and References

1. The Netball Handbook by Jane Woodlands, Human Kinetics 2006
2. <http://netball.org/game/the-rules-of-netball/> (download the 2016 Rules in English)
<http://netball.org/wp-content/uploads/2016/11/International-Rules-of-Netball-English.pdf>

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	<ul style="list-style-type: none"> • Passes and footwork • Rules – playing the ball & footwork • Street Netball 	- Focusing rules on stepping (footwork), obstruction and contact	2
2	<ul style="list-style-type: none"> • Timing • Landing • Obstruction and contact rule • Shooting posture – one handed vs two handed shooting 	- Mini games	2
3	<ul style="list-style-type: none"> • Playing positions and understanding the court – offside rules • Full court game to experience different positions 	- Full court game and understanding 7 positions	2, 4, 5, 6
4	<ul style="list-style-type: none"> • Center pass strategies • Timing for attacking • Inside and Outside Pivot • Running into space & Dodging 	- Stack, screen, wide and other centre passes set-up	2, 4, 5, 6
5	<ul style="list-style-type: none"> • Shooter movement in the goal circle • Blocking vs moving • Feeding at the goal circle 	- Attacking drills	2, 4, 5, 6
6	<ul style="list-style-type: none"> • Throw in by shooters • Throw in at attacking goal third and center third 	- Recapping all lessons (summary for half-way mark)	2, 4, 5, 6

	<ul style="list-style-type: none"> • Throw in at defending third 		
7	<ul style="list-style-type: none"> • Defensive skills and footwork • Defending center pass • Defending inside the goal circle • Man to man defence – denying and channelling 	<ul style="list-style-type: none"> - Defending drills 	2, 4, 5, 6
8	<ul style="list-style-type: none"> • Special Situations • Full game with alternate throw-in instead of center pass • Technique assessment 	<ul style="list-style-type: none"> - Game play - Landing (footwork) - Passes - Catching 	2, 4, 5, 6
9	<ul style="list-style-type: none"> • Game Practice • Player's Positioning 	<ul style="list-style-type: none"> - Game play - Summary 	2, 4, 5, 6
10	<ul style="list-style-type: none"> • Theory Lesson • Written Test 	<ul style="list-style-type: none"> - Test 	1 and 3
11	<ul style="list-style-type: none"> • Game Play Assessment 1 	<ul style="list-style-type: none"> - Game (defending and attacking) 	2, 4, 5, 6
12	<ul style="list-style-type: none"> • Game Play Assessment 2 • Course Evaluation 	<ul style="list-style-type: none"> - Game (defending and attacking) 	2, 4, 5, 6

Appendix 1: Technique assessment (30 marks, 2 marks per pointer)

Passing

- Using the correct pass – chest pass, shoulder pass, lob pass, bounce pass
- Passing accuracy
- Passing into space
- Choosing good passing options
- Strength of passes

Catching

- Forming L-shape with fingers and thumb
- Eyes following the ball through the hands
- Able to catch firmly and prepare for release
- Adhere to replay rule of netball
- Strong takes

Footwork

- Able to land with correct footwork after catching the ball
- Able to pivot
- Able to face attacking area
- Able to balance after landing
- Able to demonstrate single dodge, receive and land properly

Appendix 2: Gameplay assessment (30 marks, based on positions and general play)

As a team, you will be assessed on the performance of the concept-related behaviors during gameplay. The concepts and its related behaviors are detailed in the table below, and the team's performance is rated on a 5-point scale ranging from "very effective (always)" to "very ineffective (never)". The weighting for this gameplay assessment is 30%.

Concepts	Behaviors	Very effective (always) 2	Effective (usually) 1.5	Moderately effective (sometimes) 1	Ineffective (rarely) 0.5	Very ineffective (never) 0
Center Pass	<ul style="list-style-type: none"> Using of space between WA, GA, GD & WD 					
C	<ul style="list-style-type: none"> Timing of drive by WA, GA, GD & WD Accuracy of pass by Center Successful center passes 					
Shooter movement	<ul style="list-style-type: none"> Ability to get rid of the defender in the circle to receive a pass 					
GA / GS	<ul style="list-style-type: none"> Ability to work with the other shooter Ability to get into a good shooting position Rebound / Conversion 					
Feeding at goal circle	<ul style="list-style-type: none"> Ability to pass accurately to the shooter 					
WA	<ul style="list-style-type: none"> Ability to lead the shooter to receive a pass near the post Variety of passes to shooters Availability for center passes 					
Defending in the goal circle	<ul style="list-style-type: none"> Usage Man to man defence 					
GD / GK	<ul style="list-style-type: none"> Usage of area defence / split circle Ability to work with the other defender Rebound / Denying shots 					
Denying	<ul style="list-style-type: none"> Supporting from defending to attacking third 					
WD	<ul style="list-style-type: none"> Ability to delay the entry of attacker Ability to help cover the passing lane Denying the center pass options 					
Turn over (general)	<ul style="list-style-type: none"> Ability to link the ball down court Knowing their positions on court during turnover 					

	<ul style="list-style-type: none"> • Knowing when to drive for the pass 					
Defending (general)	<ul style="list-style-type: none"> • Use of outer hand to defend • Ability to channel opponents 					
	<ul style="list-style-type: none"> • Ability to read attacking moves and intercept 					
	<ul style="list-style-type: none"> • Ability to shut down attacking drives 					
Attacking (general)	<ul style="list-style-type: none"> • Strong lead to receive passes • Decisiveness to make good passes 					
	<ul style="list-style-type: none"> • Able to clear and not congest playing area 					
	<ul style="list-style-type: none"> • Timing of runs (successfully or clearing) 					

Appendix 3: Professional qualities

As an individual, you will be assessed on the effective demonstration of appropriate qualities as befitting a student. The considerations are detailed in the table below, and the individual's performance is rated on a 2-point scale ranging from "Above Expectation" to "Below Expectation." The weighting for these considerations is 10%.

Qualities for consideration	Expectation		
	Above	Met	Below
Punctuality and regularity of attendance			
Appropriate attire and participation			
Adequate effort in participating in all activities with others			
Willingness to accept responsibility and learn			
Good sportsmanship			