



**SPORT SCIENCE & MANAGEMENT  
SS9107 TABLE TENNIS**

<b>No of AUs</b>	3
<b>Contact Hours</b>	39

**Course Aims**

Table-tennis is one of the sport courses offered under the Sport Electives@SSM. This course aims to equip you with the knowledge and skills of table-tennis 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 and explain the rules and regulations of the game
2. Demonstrate the essential techniques and skills (grip, footwork, spins, service, drive, push, loop, block, smash and lob)
3. Explain the basic biomechanics of different essential skills
4. Demonstrate the skills of the game during singles and doubles gameplay
5. Demonstrate the basic tactic of 'third ball attack' in singles play
6. Demonstrate the tactics in doubles game play
7. Apply the rules of the game during gameplay
8. Use of IT/video to identify personal skill for area of improvement, provide feedback and analyze strengths and weaknesses.
9. Communicate the strategies for self-improvement

**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)**

<b>Component</b>	<b>Course LO Tested</b>	<b>Related Programme LO or Graduate Attributes</b>	<b>Weighting</b>	<b>Team/ Individual</b>	<b>Assessment Rubrics</b>
1. Theory test	1,2 & 3	A1, B1,	30%	Individual	N.A.
2. Practical Assessment			60%		

a. Technique Skill (20%)	2,4,7	A1, A2, C2, D1		Individual	See Appendix 1
b. Gameplay (20%)	2, 4, 5, 6 & 7	C1, D1, D2, E2		Individual	See Appendix 2
c. Video Analysis (20%)	2, 3, 8 & 9	A2,A3,B1,B2,B4,C1		Individual	See Appendix 3
3. Professional Qualities	1, 2, 3 & 7	D1, E1, E2	10%	Individual	See Appendix 4
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

<b>Communication</b>	
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
<b>Civic-Mindedness</b>	
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
<b>Character</b>	
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: {Sportspersonship}	demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity
<b>Formative Feedback</b>	
<p>Instructor will provide verbal feedback you on your techniques, skills, tactics and gameplay during the demonstration, situational games and developmental focus tasks.</p> <p>Instructor will respond to your queries during/after the presentations on rules, basic biomechanics of different skills and concepts of the game.</p>	
<b>Learning and Teaching Approach</b>	

<b>Approach</b>	<b>How does this approach support students in achieving the learning outcomes?</b>
Presentation	Instructor will present and explain the rules and concepts of the game to you.
Demonstration	Instructor will first demonstrate the skill of the day, after which will ask critical questions and encourage you to provide the key teaching points and cues through observation
Situational games	You will participate in the table-tennis game that are designed to highlight the net-barrier concepts associated with the game. After which, the instructor will lead a Q&A session with you to elicit the understanding of the concepts.
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. McAfee, Richard. (2009). Table Tennis : Steps to success. Human Kinetics
2. Heaton, Jenny. (2009). Table Tennis : Skills, techniques, tactic. The Crowood Press

### **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 fundamentals of table-tennis <ul style="list-style-type: none"> <li>- Safe Play</li> <li>- Essential table tennis rules</li> <li>- Ready stance and position</li> <li>- Different Grips</li> <li>- Introduction to table tennis rubbers</li> <li>- Basic backhand and forehand drives.</li> </ul>	Introduction and brief Presentation on rules Movement focus tasks Developmental focus tasks Situational games	1,2
2	Revision of fundamentals (Drives)  <b>Learning how to serve / return serve and footwork</b> <ul style="list-style-type: none"> <li>- Service rules</li> </ul>	Demonstration Developmental focus tasks Situational games	2,3,7

	<ul style="list-style-type: none"> <li>- Positions (long / short serve)</li> <li>- Height of toss, receiving serve etc.</li> <li>- Topspin, backspin and sidespin</li> </ul> <p>Footwork (movement) – One Step, Side Step, Pivot Step and Crossover Step</p>		
3	<p>Revision of serves and footwork</p> <p>Backhand push / Forehand push</p> <p>Combine practice of backhand and forehand push</p>	<p>Demonstration</p> <p>Developmental focus tasks</p> <p>Situational games</p>	2,3,7
4	<p>Revision of push</p> <p>Forehand topspin loop / Backhand topspin loop</p> <p>Backhand block / Forehand block</p> <p>Combine practice of different strokes</p>	<p>Demonstration</p> <p>Developmental focus tasks</p> <p>Situation games</p>	2, 3,7
5	<p>Revision of topspin loop and block</p> <p>Counter backspin loop</p> <p>Defensive Lob and smash</p>	<p>Demonstration</p> <p>Developmental focus tasks</p> <p>Situational games</p> <p>Peer learning</p> <p>Presentation</p>	2,3,7
6	<p>Revision of topspin and counter backspin loop and block</p> <p>Third ball attacking using Forehand drive/smash/loop</p> <p>Combination of strokes (service and attack) and singles play</p>	<p>Demonstration</p> <p>Developmental focus tasks</p> <p>Situational games</p>	2-5, 7
7	<p>Revision of Singles play (third ball attack)</p> <p>Doubles – Rules and flow of games</p>	<p>Movements</p> <p>Developmental focus tasks</p> <p>Situational games</p> <p>Game play</p>	2-7
8	<p>Individual Technique Review</p>	<p>Individual Assessment</p>	2
9	<p>Gameplay Review</p>	<p>Gameplay Assessment</p>	2,4,5,7
10	<p>Gameplay Review</p>	<p>Gameplay Assessment</p>	2,4,5,7
11	<p>Gameplay Review</p>	<p>Gameplay Assessment</p>	2,4,5, 7-9

	Video Assignment Due Date	Hand In Video assignment	
12	Course conceptual Review	Theory Quiz	1,3

## Appendix 1: Technique Skill Assessment

As an individual, you will be assessed on the effective demonstration of individual techniques. The execution and its related behaviors are detailed in the table below, and the individual's performance is rated on a 5-point scale ranging from "very effective (always)" to "very ineffective (never)". The weighting for this individual assessment is 20%.

Techniques	General Principles and Consideration for Observation	Very effective (always)	Effective (usually)	Moderately effective (sometimes)	Ineffective (rarely)	Very ineffective (never)
		5	4	3	2	1
Forehand Drive	<p>Backswing</p> <ul style="list-style-type: none"> <li>- Weight on back foot</li> <li>- Forearm opens up</li> <li>- Upper body turns</li> <li>- Racket head at 90-degree angle from table and forearm</li> </ul> <p>Contact</p> <ul style="list-style-type: none"> <li>- Transfer weight from back foot to front foot</li> <li>- Turn hips</li> <li>- Snap forearm</li> <li>- Make contact with ball at top of bounce</li> <li>- Force contact, not friction contact</li> </ul> <p>Follow through</p> <ul style="list-style-type: none"> <li>- Finish with weight on front foot</li> <li>- Racket finish about head high in front of face (salute)</li> </ul> <p>Recovery</p> <ul style="list-style-type: none"> <li>- Relax forearm and let it drop</li> <li>- Feet back to ready position</li> </ul> <p>Perform 20 consecutive Forehand drive with 5 attempts</p>					
Backhand Drive	<p>Backswing</p> <ul style="list-style-type: none"> <li>- Weight evenly balanced</li> <li>- Forearm closes, bringing racket close to abdomen</li> <li>- Upper body turns</li> <li>- Racket head parallel to table</li> <li>- Short backswing</li> </ul> <p>Contact</p> <ul style="list-style-type: none"> <li>- Make contact with ball at top of bounce</li> </ul>					

	<ul style="list-style-type: none"> <li>- Force contact, not friction contact</li> <li>- Forearm snaps up and forward</li> <li>- Forearm pivots around elbow</li> </ul> <p>Follow through</p> <ul style="list-style-type: none"> <li>- Racket finishes forward and slightly right of centre of body</li> </ul> <p>Recovery</p> <ul style="list-style-type: none"> <li>- Relax forearm and let it drop</li> <li>- Feet back to ready position</li> </ul> <p>Perform 20 consecutive backhand drive with 5 attempts</p>					
Push	<p>Backswing</p> <ul style="list-style-type: none"> <li>- Bring racket back to centre of body</li> <li>- Racket in open position (45 degrees) to allow to contact bottom of ball</li> </ul> <p>Contact</p> <ul style="list-style-type: none"> <li>- Forearm extends to bring racket to ball</li> <li>- Racket contact ball as ball begin to descend from top of bounce</li> <li>- Wrist snap forward</li> <li>- Friction contact</li> </ul> <p>Follow through</p> <ul style="list-style-type: none"> <li>- Racket continues toward intended target</li> </ul> <p>Recovery</p> <ul style="list-style-type: none"> <li>- Back to ready position</li> </ul> <p>Perform 20 consecutive alternate forehand and backhand push with 5 attempts</p>					
Service	Perform 5 side top spin or side back spin to right top corner and 5 side top spin or side back spin to left top corner					

## Appendix 2: Gameplay Assessment

A mini tournament of singles play will be organized for the students by randomly assigning students to different groups. Round-robin games will be conducted with the elite players seeded to be in different groups. The weighting for this component is 20%.

All students will be assigned into 8 groups (A, B, C, D, E, F, G & H), with 4 students in each group.

Students will play Round Robin Game of 3 matches each among the students in the group assigned.

Top 2 positions for each Group (e.g A1, A2, B1, B2 ...) will be placed in Pool 1 and 3<sup>rd</sup> and 4<sup>th</sup> position (e.g A3, A4, B3, B4...) of each table will join Pool 2.

### Pool 1 (Table S, T, U, V)

Table S	Table T	Table U	Table V
A1	C1	E1	G1
A2	C2	E2	G2
B1	D1	F1	H1
B2	D2	F2	H2

### Pool 2 (Table W, X, Y, Z)

Table S	Table T	Table U	Table V
A3	C3	E3	G3
A4	C4	E4	G4
B3	D3	F3	H3
B4	D4	F4	H4

Students will play another Round Robin Game of 3 matches each. Scores will be awarded as follows:

All the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> positions from each table will play the last round of Round Robin Game within the same Pool.

### Pool 1

Table 1	Table 2	Table 3	Table 4
S1	S2	S3	S4
T1	T2	T3	T4
U1	U2	U3	U4
V1	V2	V3	V4

### Pool 2

Table 5	Table 6	Table 7	Table 8
W1	W2	W3	W4
X1	X2	X3	X4
Y1	Y2	Y3	Y4
Z1	Z2	Z3	Z4

Scores for each position after match play will be awarded as follow:

Table No.	Position	Score
1	1 <sup>st</sup> and 2 <sup>nd</sup>	20
	3 <sup>rd</sup> and 4 <sup>th</sup>	19
2	1 <sup>st</sup> and 2 <sup>nd</sup>	18
	3 <sup>rd</sup> and 4 <sup>th</sup>	17
3	1 <sup>st</sup> and 2 <sup>nd</sup>	16
	3 <sup>rd</sup> and 4 <sup>th</sup>	15
4	1 <sup>st</sup> and 2 <sup>nd</sup>	14
	3 <sup>rd</sup> and 4 <sup>th</sup>	13
5	1 <sup>st</sup> and 2 <sup>nd</sup>	12
	3 <sup>rd</sup> and 4 <sup>th</sup>	11
6	1 <sup>st</sup> and 2 <sup>nd</sup>	10
	3 <sup>rd</sup> and 4 <sup>th</sup>	9
7	1 <sup>st</sup> and 2 <sup>nd</sup>	8
	3 <sup>rd</sup> and 4 <sup>th</sup>	7
8	1 <sup>st</sup> and 2 <sup>nd</sup>	6
	3 <sup>rd</sup> and 4 <sup>th</sup>	5

### Appendix 3: Video Assignment

Using computer and video technology, students are required to produce a short video clip (a max duration of 3 mins) on his / her development of a selected skill. The considerations are detailed in the table below, and the individual's performance is rated on a 3-point scale ranging from "Above Expectation" to "Below Expectation." The weighting for this component is 20%.

Criteria for consideration	Expectation		
	Above (4-5)	Met (2-3)	Below (1)
Skill identified based on the analysis of the participant's strengths & area for development			
Explanations of the self-analysis			
Alternatives strategies considered to improve the selected skill			
Presentation Impact (visual quality and innovative / appropriate application of media) and overall clarity			

**Appendix 4: 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 3-point scale ranging from "Above Expectation" to "Below Expectation." The weighting for these considerations is 10%.

<b>Qualities for consideration</b>	<b>Expectation</b>		
	<b>Above (2)</b>	<b>Met (1)</b>	<b>Below (0)</b>
Punctuality			
Appropriate attire and participation			
Adequate effort in participating in all activities with others			
Willingness to accept responsibility and learn			
Good sportsmanship			