



**SPORT SCIENCE & MANAGEMENT
SS9206 TCHOUKBALL**

Pre-requisites	Nil
No of AUs	3
Contact Hours	39

Course Aims

In this course, you will learn to properly execute the various skills of the game, apply the tactics, and adhere to the rules during gameplay. You should participate in this elective course if you are interested in developing your knowledge and skills in Tchoukball.

Intended Learning Outcomes (ILO)

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

1. Recall the rules of the game
2. Apply the rules of the game during gameplay
3. Explain the tactics of the game
4. Apply the tactics of the game during gameplay
5. Demonstrate the skills of the game
6. Apply the skills of the game during gameplay

Course Content

1. Rules of the game
2. Tactics of the game
3. Skills of the game
4. Gameplay

Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
1. Theory: Written test	1 & 3	Understanding, critical thinking & analytical thinking	30%	Individual	N.A.
2. Practical: Assessment of skills	5	Understanding	30%	Individual	Appendix 1

3. Practical: Assessment of gameplay performance	2, 4 & 6	Understanding, effective communication & teamwork	30%	Individual	Appendix 2
4. Participation	1, 2, 3, 4, 5 & 6	Professionalism, inclusiveness, ethical behavior & sportspersonship	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: {Sportspersonship}	demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity

Formative Feedback

Instructor will respond to your questions regarding the rules of the game, and tactics of the game during/after the presentation.

Instructor will provide verbal feedback to you on your performance during/after the technique practices, skill practices, and gameplay.

Learning and Teaching Approach

Approach	How does this approach support students in achieving the learning outcomes?
Presentation	Instructor will present the rules and tactics of the game to you in a classroom setting.
Skill practice	Instructor will set the task, demonstrate the skill, observe your performance and provide feedback.
Game play	Instructor will plan and schedule a series of games for you to participate in, observe your gameplay performance and provide feedback.

Reading and References

1. International Tchoukball Federation. (2009). The Official Tchoukball Rules. Retrieved from http://www.tchoukball.org.sg/sites/default/files/ER-01_OfficialTchoukballRules_en.pdf
2. Shen-Szu Fang (2010). *Tchoukball, Technical Teaching Training Method - Tchoukball Basics & Tactics*. Great Door Design International, Ltd Inc.

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"> • Introduction to Tchoukball • Overarm passing and proper stance • Open palm catching/receiving • Shooting (Javelin style) • Safe play 	<ul style="list-style-type: none"> • 1, 2, 3, 4, 5 & 6 	<ul style="list-style-type: none"> • Skill practice • Game play
2	<ul style="list-style-type: none"> • Underarm passing and proper stance • Catching: Grip & cushioning • Shooting (Bowling shot & side shot) 	<ul style="list-style-type: none"> • 1, 2, 3, 4, 5 & 6 	<ul style="list-style-type: none"> • Skill practice • Game play
3	<ul style="list-style-type: none"> • Philosophy of Tchoukball and its Charter • Overview of Tchoukball Rules • Referee Hand Signals • Introduction to team formation and position 	<ul style="list-style-type: none"> • 1, 2, 3, 4, 5 & 6 	<ul style="list-style-type: none"> • Skill practice • Game play
4	<ul style="list-style-type: none"> • Principle of attack: Entry pass to CP, FP & Wings • Principle of Defence: 1st line 	<ul style="list-style-type: none"> • 1, 2, 3, 4, 5 & 6 	<ul style="list-style-type: none"> • Skill practice • Game play
5	<ul style="list-style-type: none"> • Principle of attack: 3 passes • Principle of Defence: 2nd line 	<ul style="list-style-type: none"> • 1, 2, 3, 4, 5 & 6 	<ul style="list-style-type: none"> • Skill practice • Game play
6	<ul style="list-style-type: none"> • Principle of attack: Cross court switching • Principle of Defence: 3rd line 	<ul style="list-style-type: none"> • 1, 2, 3, 4, 5 & 6 	<ul style="list-style-type: none"> • Skill practice • Game play

7	<ul style="list-style-type: none"> • Principle of attack: Feint • Principle of attack: Cross Court Triangle 	<ul style="list-style-type: none"> • 1, 2, 3, 4, 5 & 6 	<ul style="list-style-type: none"> • Skill practice • Game play
8	<ul style="list-style-type: none"> • Principle of attack: 2-step passing • Principle of attack: Cross Court Rectangle • Quick transition to attack 	<ul style="list-style-type: none"> • 1, 2, 3, 4, 5 & 6 	<ul style="list-style-type: none"> • Skill practice • Game play
9	<ul style="list-style-type: none"> • Assessment of skill performance 	<ul style="list-style-type: none"> • 5 	<ul style="list-style-type: none"> • Skills test
10	<ul style="list-style-type: none"> • Assessment of gameplay performance 	<ul style="list-style-type: none"> • 2, 4 & 6 	<ul style="list-style-type: none"> • Game play
11	<ul style="list-style-type: none"> • Assessment of gameplay performance 	<ul style="list-style-type: none"> • 2, 4 & 6 	<ul style="list-style-type: none"> • Game play
12	<ul style="list-style-type: none"> • Assessment of gameplay performance • Written test 	<ul style="list-style-type: none"> • 2, 4 & 6 • 1 & 3 	<ul style="list-style-type: none"> • Game play • Written test

Appendix 1: Assessment of skill performance

Criteria	5	4	3	2	1	0
Passing Number of successful attempts in doing a baseline pass to a teammate in the midcourt (to Centre Pivot position).						
Long Passes Number of successful attempts in doing a baseline pass to a teammate at $\frac{3}{4}$ of the court (to opposite Forward Pivot position).						
Receiving Number of successful attempts in firmly receiving a pass from the baseline.						
Attack Number of successful attempts in scoring from at least 3 different angles.						
Defence Number of successful attempts in receiving a rebound from various angles.						

Appendix 2: Assessment of game play

Criterion	7-8	5-6	3-4	1-2	0
Application of Skills	Student demonstrates proper skills with few observable errors	Student demonstrates a few skills in a game	Student demonstrates ineffective and inconsistent skills	Student demonstrates little or no skills	Student does not participate
Application of Strategy	Student demonstrates play and transitions from offense to defense smoothly	Student demonstrates play but transitions from offense to defense is slower and less decisive	Student demonstrates little or no strategy in movement from offense to defense	Student does not assist in either scoring or defending	Student goes out of his/her way to let opponent score
Leadership	Student demonstrates ability to coordinate teammates at both ends of the court smoothly	Student demonstrates ability to coordinate teammates at both ends of the court with a few difficulty	Student demonstrates ability to coordinate teammates at one end of the court smoothly	Student demonstrates ability to coordinate teammates at one end of the court with a few difficulty	Student does not attempt to coordinate with teammates
Application of Rules and Conventions	Student plays with few or no errors in scoring, terminology, etiquette and rules of game	Student applies major rules, but makes minor errors in rules, scoring and/or terminology	Student demonstrates an understanding of general concepts but needs to correctly apply rules	Relies on others to play and score correctly. Incorrect application of rules, terminology and strategy	Shows no regard to rules and strategies involved to be successful
Personal / Social Responsibility and Safety	Demonstrates appropriate team / individual behavior. Prevents or resolves conflicts without teacher interventions	Demonstrates appropriate team/individual behavior while showing respect for others	Maintains self-control but is inconsistent in energy and fair play	Lacks self-control. Needs others' encouragement to play in a safe and energetic manner	Has no empathy for others' safety or feelings

Appendix 3: Assessment of participation

Criterion	8-10	6-7	3-5	0-2
Pre-class readings and/or participation in activities during class	Completes all the required readings and/or actively participates in all activities during class	Completes most of the required readings and/or actively participates in most of the activities during class	Completes some of the required readings and/or actively participates in some of the activities during class	Does not complete the required readings and/or actively participate in activities during class