

## Course Outline

COURSE: **BADMINTON**

PROGRAM: **All Programs – General Education**

DISCIPLINE: **109 Physical Education – Block 2**

Weighting: | Theory: 0 | Practical: 2 | Personal Study: 1

Prerequisite: None

INSTRUCTOR	OFFICE	☎ Ext.	✉ Email or Web Site
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OFFICE HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning					
Afternoon					

DEPARTMENT COORDINATORS	OFFICE	☎ Ext.	✉ Email or Web Site
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## **2. COURSE'S PLACE IN STUDENT'S FORMATION**

### **BADMINTON COURSE PRESENTATION**

#### **All Physical Education Courses → 3 Blocks**

Courses offered in physical education are shared among three blocks. In order to receive credit for the three courses, students must pass one course in each block. There are no pre-requisites for courses in Block 1 and 2. However, passing the first two courses is a pre-requisite for taking a course in Block 3.

#### **Block 2**

Using personal goals as a methodology to work with, students operate successfully to improve their motor skills. They develop a sense of competence and efficiency in learning that they face with confidence and pleasure.

### **3. MINISTERIAL OBJECTIVE Block 2**

#### **4EPI Improve efficiency in the practice of a physical activity**

### **4. COURSE'S TERMINAL OBJECTIVE**

The badminton course is a laboratory that presents situations and activities (drills, exercises, games, observations, theory capsules, feedback) helping participants to identify their learning needs, to set objectives, to choose means for attaining success through stimulating and rewarding participation.

## **5. EDUCATIONAL ORIENTATION**

### **Information related to the weighting (0-2-1)**

0 → weekly time devoted to learning theory

2 → weekly time devoted to practicing physical activities

1 → weekly time devoted to personal work

### **Course Format**

A 30-hour course includes 2 consecutive hours per week and 15 hours (one hour per week) of personal work outside of class.

The proposed approach will allow the student to progressively develop appropriate skill perceptions and attitudes required by the activity (attention, vigilance, anticipation, cooperation, communication, courage, determination, calmness, agility, coordination, effort, intensity...) and also better perception of his/her learning needs. In addition to developing effectiveness and easiness, the participant will acquire methods, tools, and attitudes allowing him/her to intervene in an organized and efficient way improving his/her abilities and for all learning situations that he/ she is engaged in.

## 6. GENERAL INFORMATION

For more information on the college's physical education courses, refer to the Physical Education Department's web site:

<http://education-physique.cegepmontpetit.ca>

### Physical Education and General Education

Along with the other disciplines in the general education courses, physical education contributes to developing the abilities, knowledge and attitudes necessary to be a lucid, responsible and active member of society. In varying degrees, it contributes to the goals of general education:

- ◆ To be able to think autonomously and critique your own lifestyle and health.
- ◆ To develop an awareness of responsibilities toward yourself and others.
- ◆ To know how to use your knowledge to analyze situations and determine appropriate action.
- ◆ To develop an awareness of the importance of adopting habits that foster healthy living
- ◆ To be able to conceptualize
- ◆ To be able to analyze and synthesize
- ◆ To develop healthy work habits
- ◆ To develop autonomy
- ◆ To master the basic rules of argumentative discourse

### Characteristics of Physical Education Courses at Édouard-Montpetit

**Physical education courses do not replace the need for physical activity.** In order to perform better at school and to develop competency in physical education, you should seek out ways to be active on a regular basis outside of the physical education courses. This should be done from the very beginning of your college studies.

In order to combat the negative effects of being sedentary, all of the courses include an activity or exercise routine that require a vigorous and sustained effort with emphasis on the development of the cardiovascular component which you are also encouraged to manage outside of class.

By the end of Block 3, that is, by the end of your physical education courses at the college, you will need to demonstrate a cardiovascular condition that allows you to reach a base level in a criterion-referenced test.

## 7. COURSE PLAN

### Project 1: Plan and implement a structured learning approach

Project (Objectives, duration)	Strategy (Methodology and content)	Expected Results (Standards for mastery)	Preparatory Work (Personal work)	Evaluation (Methods, weighting, due dates)
Plan and implement an approach to improve the motor skills needed to play badminton effectively.	<p>Use tools (skills test, observation forms, self-assessment) to identify strengths and weaknesses in order to improve the necessary elements effectively.</p> <p>Work individually or with a partner, participate in learning workshops, receive correction from the instructor, structured play.</p> <p>Make proposals to assure progress for a chosen action</p> <p>Main trajectories studied:</p> <ul style="list-style-type: none"> <li>• Short service</li> <li>• Long service</li> <li>• Overhead drop shot</li> <li>• Net drop shot</li> <li>• Clear</li> <li>• Smash</li> </ul>	<ul style="list-style-type: none"> <li>• Establish realistic, measurable and time-based personal goals in connection with the learning needs, ability and initial skills</li> <li>• Identify technical moves that have been corrected and those that cause difficulty.</li> <li>• Establish revised or adjusted personal goals depending on the progress achieved or the difficulties encountered at the halfway point.</li> <li>• Communicate clearly and provide justification for the choice of learning plan according to the elements that need to be improved.</li> <li>• Evaluate goal achievement (improvement of trajectories) and review personal project at the end.</li> </ul> <p>Evaluation criteria:</p> <ul style="list-style-type: none"> <li>• Clarity of the proposal</li> <li>• Relevance and consistency of proposal</li> <li>• Use of appropriate terminology</li> <li>• Complete record of data for the personal project</li> </ul>	<p>Complete the section on establishing objectives on the learning form</p> <p>Complete the section of revised objectives on the learning form</p> <p>“Diagnosis and prescriptions”</p> <p>Complete assessment section of the learning form</p>	<p>Initial assessment and personal goals for 3 trajectories Week 4 <b>7 points</b></p> <p>Intermediate assessment and personal goals Week 7 <b>9 points</b></p> <p>Diagnosis and prescriptions <b>10 points</b></p> <p><b>Total points for this project: 26 points</b></p>

### Project 2: Apply rules inherent in practicing badminton

Project (Objectives, duration)	Strategy (Methodology and content)	Expected Results (Standards for mastery)	Preparatory Work (Personal work)	Evaluation (Methods, weighting, due dates)
<p>Demonstrate an understanding of the rules inherent in practicing the activity</p> <p>This <b>sub-project</b> is spread out over the entire session and helps with other projects to improve efficiency in practicing the activity.</p>	<p>Theory capsules and reading course notes allow participants to acquire the main rules inherent in practicing this activity.</p> <ul style="list-style-type: none"> <li>◆ Safety</li> <li>◆ Sports ethics</li> <li>◆ Rules of the game (singles and doubles)</li> <li>◆ Strategy (singles and doubles)</li> </ul>	<p>Participants demonstrate their ability to respect and apply rules during the activity or, at least, their knowledge of the main rules and elements of strategy for singles and doubles.</p> <p>Exam 1: Rules for singles and doubles</p> <p>Exam 2: Strategy in singles and doubles</p>	<p>Read course notes Co-op Manuel #27218</p>	<p>Theory Exam 1 Week 5 <b>10 points</b></p> <p>Theory Exam 2 Week 10 <b>10 points</b></p> <p><b>Total points for this project: 20 points</b></p>

## 6. COURSE PLAN (continued)

### Project 3: Improve effectiveness at controlling trajectory of shuttlecock using technical moves for badminton

Project (Objectives, duration)	Strategy (Methodology and content)	Expected Results (Standards for mastery)	Preparatory Work (Personal work)	Evaluation (Methods, weighting, due dates)
Improve motor skills significantly	The whole approach, i.e. the initial learning project and the interim adjusted project leads participants to significantly improve motor skills and the quality of their trajectories	Participants demonstrate improvements related to their personal objectives and motor skills required for the activity when the final assessment is compared to the initial assessment (pre-test, post-test). Improving the quality of the 3 trajectories of the learning project is the evaluation criterion.	Practice outside of class suggested	Initial test: Weeks 1 and 2, Midterm test: Weeks 7 and 8 <b>Final Summative Skill test</b> <b>Weeks 11, 12 and 13</b> <b>15 points</b>  <b>Technical evaluation</b> <b>9 points</b>  <b>Total points for this project:</b> <b>24 points</b>

### Project 4: Improve the ability to face an opponent in a game situation using badminton techniques and tactics

Project (Objectives, duration)	Strategy (Methodology and content)	Expected Results (Standards for mastery)	Preparatory Work (Personal work)	Evaluation (Methods, weighting, due dates)
Improve effectiveness at practicing the activity	Integrate abilities and basic attitudes in the game to allow participants to face an opponent in a game situation in an effective and stimulating manner.  Simple and complex elements of strategy and attitudes in connection with:  Serving and receiving Attacking opponent's space Defending own space Fair play	In a game situation, participants demonstrate effectiveness criteria such as:  <ul style="list-style-type: none"> <li>• Racket handling*</li> <li>• Readiness position*</li> <li>• Strategic return to center of court *</li> <li>• Appropriate use of various trajectories to make the opponent move *</li> <li>• Respect for game rules and sportsmanship *</li> </ul> * See criteria on the evaluation form	Study class notes  Practice outside of class  Train outside of class	Evaluation by observation of play <b>15 points</b>  Weeks 13, 14 and 15  Evaluation of the ability to face an opponent in a game situation in a singles tournament with players at variable skill level <b>15 points</b>  Weeks 13, 14 and 15  <b>Total points for this project: 30 points</b>

## 8. Summative evaluation methods - Synthesis

Description of the evaluation activity	Context	Learning Objective	Due Date (Date work is due or exam period)	Weighting (%)
Individual, at home	Initial assessment and goals	Project 1	Course 4	7 %
Individual, at home	Intermediate assessment and adjusted goals		Course 7	9 %
Individual, at home	Diagnosis et prescriptions		Course 8	10 %
Individual, in gym at the end of course	Theory Test 1 (objective and short answer)	Project 2	Course 5	10 %
Individual, in gym at the end of course	Theory Test 2 (objective and short answer)		Course 10	10 %
Individual skills test	Skills test	Project 3	Courses 1,2 and 3	Formative
Individual skills test	Skills test		Courses 7	Formative
Individual skills test	Skills test		Courses 11, 12 and 13	15 %
During the skills test	Technical Elements: Skills evaluation		Course 14	9 %
End of session tournament	Basic abilities: Play Evaluation	Project 4	Courses 13, 14 and 15	15 %
End of session tournament	Play Efficiency		Courses 13, 14 and 15	15 %
				<b>TOTAL: 100 %</b>

The passing mark for this course is 60% based on the total marks accumulated for all summative exams. This minimum mark is given to students who demonstrated that they have achieved the learning objectives of the specified benchmarks for the course. (PIEA, Article 6.5.2.1)

## 9. REQUIRED MATERIAL

- ◆ Lock, lead pencil, eraser, leaf sheets to take notes, portfolio, towel and personal hygiene accessories (shower)
- ◆ Course Notes Reference document found on Lea and Individual Learning Project document.

## 10. MEDIAGRAPHY

- ◆ *Manuel de règlements et d'arbitrage*, Fédération québécoise de badminton inc., 86 pages.
- ◆ *Badminton, manuel technique, niveau I, de l'apprentissage à la compétition*, Fédération québécoise de badminton, Québec, 1984, 183 pages.
- ◆ Fédération Française de badminton,  
<http://ffba.org>
- ◆ Fédération de Badminton du Québec  
[www.volant.qc.ca](http://www.volant.qc.ca)
- ◆ Serge Laferrière, *Réussir au badminton*, ERPI, Montréal 2003, 107 pages

## 11. INSTITUTIONAL POLICIES AND REGULATIONS - CONDITIONS FOR SUCCESS

### 1. Passing Mark

The passing mark for this course is 60%. (PIÉA, 5.1m)

### 2. Summative Evaluation Activities: Attendance

**Attendance to summative evaluation activities is mandatory.** (PIÉA 5.2.5.1)

Any absence from a summative evaluation activity, which is not excused do to a serious reason (illness, death in the family, major catastrophe), can lead to a zero (0) mark for the activity. Written excuses may be required.

If the instructor deems the reasons for absence are serious and justified, an arrangement for the mark will be made between the instructor and the student. (PIÉA 6.2.5.1)

### 3. Plagiarism

Any lack of intellectual honesty, even if it is a result of collaborative work, will receive a mark of « 0 » (zero) for the exam, assignment or evaluation activity in question. In this case, the instructor will send a written report to the department coordinator who will forward it to the Director of Studies (*Direction des Études*). (PIÉA, 5.6.1)

### 4. Mark Revisions

Students who believe they have received an unjustified mark on an evaluation, exam or final mark may request a revision of the mark during the semester or a final mark revision according to the provisions in Article PIÉA 5.6.2.

### 5. Right to Appeal

Students who believe that they have been treated unfairly may lodge a complaint with the appropriate administrator in Program Services in compliance with Article PIÉA 6.3.4.

### 6. Submitting Assignments and Corrections

Assignments must be submitted by the date, place and time determined by the instructor. Students will be informed in advance of the correction criteria and weighting of an assignment or exam.

#### Penalty for Late Submission

The penalty for assignments handed in late is 10% per day for assignments worth less than 10% of the final mark. For weekly activities, the penalty will be a loss of 1 (one) point per day that the assignment is late.

### 7. Presentation of Written Work

Before submitting an assignment the student must respect « Normes de présentation matérielle des travaux écrits » adopted by the Cégep. These norms are available under the heading « **Méthodologie** » in the Cégep's documentation center. Here is the adress : CRD du campus de Longueuil ou CRD de l'ÉNA (same for both campuses) : [www.cegepmontpetit.ca/normes](http://www.cegepmontpetit.ca/normes).

If not respected, the departmental penalties will be applied following the (PIÉA 5.3.2). See point 6 above.

## 8. Quality of written language

(PIÉA 5.3.1) Following the chart below, students must present their written assignments using proper English. If not followed, this authorizes the teacher to refuse or delay it's submission until judged acceptable. (PIÉA 6.3.1) This being the case, penalties for late submission will be applied as mentioned in point 5.

<b>Excellent</b>	<ul style="list-style-type: none"><li>◆ Ideas are clear. Statements are coherent.</li><li>◆ Good use of vocabulary in relation to subject.</li><li>◆ In general, respects spelling and grammatical codes (few to no errors).</li></ul>	<b>10/10</b>
<b>Average</b>	<ul style="list-style-type: none"><li>◆ Relatively clear ideas. Statements are generally coherent.</li><li>◆ Most of the time, vocabulary choices in relation to subject matter are appropriate.</li><li>◆ The text contains a certain number of spelling and grammatical errors.</li></ul>	<b>6/10</b>
<b>Poor</b>	<ul style="list-style-type: none"><li>◆ Difficult to comprehend text; meaning and content are affected.</li><li>◆ Misuse of specific vocabulary related to the discipline</li><li>◆ The text contains too many spelling and grammatical errors.</li></ul>	<b>0/10</b>

## 12. DEPARTMENTAL POLICIES AND REGULATIONS

### Attendance

Class attendance is mandatory.

### **Absence**

**Any and all** absences will be recorded in the student's file regardless of the reason. In each case, this is not an authorization to take a break but a mean that recognizes the limited right to be absent.

An absence may be registered if a student, although present in class, is unable to be physically active.

Students may not accumulate more than 4 course hours. **If the 5<sup>th</sup> hour is not justified for a serious reason, this will result in the student being excluded from the course. If the absence is justified, the student will attend another class in order to fulfill the class attendance requirements. The student may use this measure only once.**

### **Make-Up Work**

Instructors prefer that students make up work when possible. The instructor will erase the absence in the student's file when the student makes up the missed course according to the conditions and precise methods indicated by the instructor. Absences excused by the instructor for accepted serious reasons and for which no make up course is possible will not be penalized. However, if the student does not make up the course when it is possible, the absence will be unexcused and the student will be penalized.

### **Tardiness**

Tardiness is recorded. The instructor can refuse to allow late students to attend courses if tardiness is repetitive or abusive. In this case, an absence will be recorded in the student's file.

### **Early Departure**



Students must remain in class until the end of the course to be considered present.

### **13. COURSE PARTICIPATION - MODALITIES**

**Required clothing:** long shirt with short sleeves (no tank tops), shorts or sweat pants, support under-garments, socks, gym shoes with laces (tied and visible), no caps or jewelry

#### **Level of Involvement**

Students are expected to participate dynamically and enthusiastically in all courses. Students who demonstrate an unacceptable level of involvement could be asked to leave the course and refused entry if the behavior does not change. Students must establish positive and respectful communication with the instructor and other participants in the group; if not, they will be asked to change their language or behavior or leave the course.

Instructors can refuse access to the course if students are not appropriately dressed or if they have not brought with them the required material indicated in the course outline. An absence will be recorded.

Students, who are asked to leave by the instructor, must pick up their personal belongings and leave immediately.

## 14. WORK CALENDAR

Course	Content (Activities and Evaluations)	Homework for next class
1	Course outline, basic rules, racket grip, basic attitude and safety precautions for doubles game. <b>Preliminary skill tests for long game.</b>	Badminton manual: Read pages 4 to 10 See Lea" Documents distribués"
2	<b>Preliminary skill tests for short game.</b> Basic strategy for doubles game. Structured doubles game.	Read p.10 to 24 Badminton manual
3	<b>Skill review</b> How to develop personal objectives 7% Basic abilities and structured doubles game.	Complete learning sheet Use p. 25 to 30 Badminton manual
4	<b>Hand in work on objectives (7%)</b> Introduction to the learning project: Work on technical skills Structured doubles game.	<b>Study for Exam</b> Read p. 4 to 9 and 24 Badminton manual
5	<b>Theory exam on rules for double's game (10%)</b> Learning project Structured doubles game.	<b>Diagnostic and prescription assignment 10%</b> Bring your video camera or camera to next class
6	<b>Presentation of the Diagnostic and prescription assignment and <u>FILMING THE OVERHEAD CLEAR</u> (10%)</b> Learning project. Singles strategy and Structured singles game.	Complete work: <b>Diagnosis and prescription</b>
7	<b>Submit Diagnosis and prescription assignment (10%)</b> <b>Intermediate skill tests for long and short games.</b> Learning project Structured singles game.	<b>Adjusted objectives (9%)</b> Complete learning sheet p. 2 to 4
8	<b>Hand in homework on adjusted objectives (9%)</b> Structured singles game.	
9	<b>Workshop to review basic abilities and strategies.</b> Learning project and structured singles game.	<b>Study for Exam</b> Read p. 4 to 9 and 21 to 23 Badminton manual
10	<b>Theory exam on rules for singles game (10%)</b> End of learning project. Structured singles game.	Practice outside of class
11	<b>Final skill tests for long and short games (15%) + Skill technical evaluation (9%)</b> Structured singles game.	
12	<b>Final skill tests for long and short games (15%) + Skill technical evaluation (9%)</b> Structured singles game.	
13	<b>Final skill tests for long and short games (15%) + Skill technical evaluation (9%)</b> Structured singles game.	
14	<b>Singles tournament (30%)</b>	
15	<b>End of singles tournament and evaluation (30%)</b>	