



## 1.0 INTRODUCTION TO THE BADMINTON COURSE

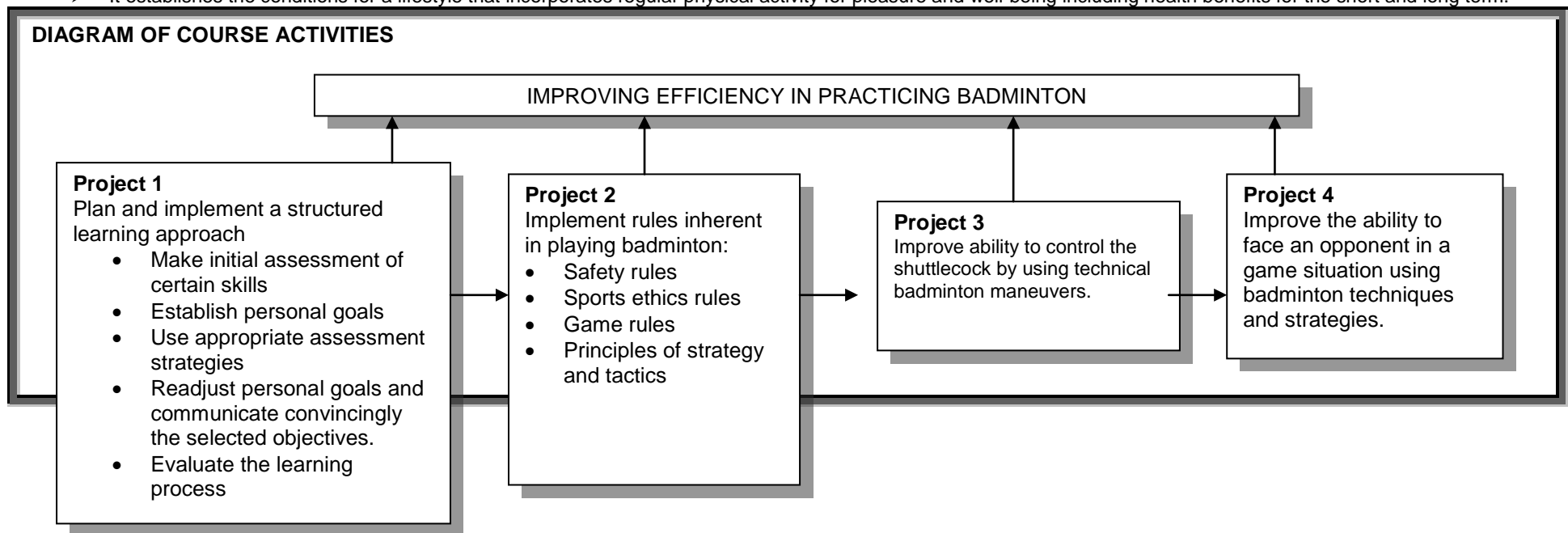
Block 2, *Efficiency and Physical Activity*, is designed to develop a sense of competence in learning a physical activity. It offers an approach that uses objectives so that participants can try various tools to help them improve their motor skills.

Passing the badminton course is a prerequisite for the Block 3 course.

In general, the badminton course aims to

Essentiellement, le cours de badminton vise le développement chez le participant de:

- ◆ Confidence in their ability to learn
  - ◆ Awareness of available tools
  - ◆ The right attitude to transform the stress participants may feel from difficult learning periods characterized by insecurity and imbalance into positive energy
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- Participants consider a current obstacle or difficulty as a step in the learning process—an opportunity to learn, a stimulating challenge, an interesting problem to solve and not as a confirmation of incompetence.
  - By the end of Block 2, participants are open to trying a new activity, they approach it with confidence and humour and accept their errors and difficulties which encourage rather than discourage them.
  - Practicing the activity gives participants pleasure and well-being
  - It increases the interest and motivation to practice physical activities
  - It establishes the conditions for a lifestyle that incorporates regular physical activity for pleasure and well-being including health benefits for the short and long term.



## 2.0 GENERAL INFORMATION

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

<http://blogues.college-em.qc.ca/education-physique/>

### 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

### 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 which they face with confidence and pleasure.

#### 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.

**MINISTERIAL OBJECTIVE** Block 2 (Code 4EPI)

**Improve efficiency in the practice of a physical activity**

**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.

**3.0 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)	Évaluation (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>“Diagnoses and prescriptions”</p> <p>Complete assessment section of the learning form</p>	<p>Initial assessment and personal goals for 3 trajectories Week 4</p> <p style="text-align: right;"><b>7 points</b></p> <p>Interim assessment and personal goals Week 7</p> <p style="text-align: right;"><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>

### 3.0 COURSE PLAN (continued)

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

Project (objectives, duration)	Strategy (methodology and content)	Expected Results (standards for mastery)	Preparatory Work (personal work)	Évaluation (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>

#### 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)	Évaluation (methods, weighting, due dates)
<p>Improve motor skills significantly</p>	<p>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</p>	<p>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.</p>	<p>Practice outside of class suggested</p>	<p>Initial test: Weeks 2 and 3, Midterm test: Weeks 7 and 8 <b>Final Summative Exam Weeks 11, 12 and 13</b> <b>15 points</b></p> <p><b>Technical evaluation</b> <b>9 points</b></p> <p><b>Total points for this project : 24 points</b></p>

### 3.0 COURSE PLAN (continued)

#### 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	<p>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.</p> <p>Simple and complex elements of strategy and attitudes in connection with:</p> <p>Serving and receiving Attacking opponent's space Defending own space Fair play</p>	<p>In a game situation, participants demonstrate effectiveness criteria such as :</p> <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> <p>* see criteria on the evaluation form</p>	<p>Study class notes</p> <p>Practice outside of class</p> <p>Train outside of class</p>	<p>Evaluation by observation of play <b>15 points</b></p> <p>Weeks 13, 14 and 15</p> <p>Evaluation of the ability to face an opponent in a game situation in a singles tournament with players at the same skill level <b>15 points</b></p> <p>Weeks 13, 14 and 15</p> <p><b>Total points for this project : 30 points</b></p>

#### 4.0 Synthesis of the summative evaluation methods

Learning Objective	Description of the evaluation activity	Context	Due Date (date work is due or exam period)	Weighting (%)
Project 1	Initial assessment and goals	Individual, at home	Course 4	7 points
	Interim assessment and adjusted goals	Individual, at home	Course 7	9 points
	Diagnoses et prescriptions	Individual, at home	Course 8	10 points
	Technical evaluation of skills	During the skills test	Course 14	9 points
Project 2	Theory Test 1 (objective and short answer)	Individual, in gym at beginning of course	Course 5	10 points
	Theory Test 2 (objective and short answer)	Individual, in gym at beginning of course	Course 10	10 points
Project 3	Skills test	Individual skills test	Courses 1,2 and 3	Formative
	Skills test	Individual skills test	Courses 7	Formative
	Skills test	Individual skills test	Courses 11, 12 and 13	15 points
Project 4	Evaluation of play	End of session tournament	Courses 13, 14 and 15	15 points
	Effectiveness of play	End of session tournament	Courses 13, 14 and 15	15 points

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)

## 5.0 Course Participation

**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

**Required material :** locks, lead pencil, portfolio for documents, towel and personal hygiene accessories (shower)

**Required documentation :** COOP Manuel # 27218

Students must :

- Be punctual, that is, they should arrive, dress appropriately and bring required material.
- Respect the rules and good sportsmanship in their reports and with classmates.
- Contribute to creating a safe environment for the activity.
- Contribute to creating an efficient, serious, relaxed and enjoyable atmosphere.
- Carefully follow instructions to carry out tests and exercises.
- Methodically record the observations needed for the forms.
- Meet their teachers during their posted office hours for any questions concerning the course.

## 6.0 INSTITUTIONAL AND DEPARTMENTAL POLICIES AND REGULATIONS

All students enrolled at Collège Édouard-Montpetit must become familiar with and comply with the institutional policies and regulations. In particular, these policies address learning evaluations, maintaining admission status, French language policies, maintaining a violence-free and harassment-free environment, and procedures regarding student complaints. The French titles for the policies are: *Politique institutionnelle d'évaluation des apprentissages, les conditions particulières concernant le maintien de l'admission d'un étudiant, la Politique de valorisation de la langue française, la Politique pour un milieu d'études et de travail exempt de harcèlement et de violence, les procédures et règles concernant le traitement des plaintes étudiantes.*

The full text of these policies and regulations is accessible on the College web site at the following address: [www.college-em.qc.ca](http://www.college-em.qc.ca). If there is a disparity between shortened versions of the text and the full text, the full text will be applied and will be considered the official version for legal purposes.

### 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.

### **Presentation of Written Work**

Assignments must be clean, typed and printed from a computerized word processor. Rough drafts will not be accepted. The instructor may refuse unacceptable work and impose late penalties until the presentation is satisfactory. The delay caused by resubmitting work in an acceptable format falls under the penalty for submitting late assignments. (PIÉA, 6.2.5.2)

### **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, 6.6.1)

### **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 6.6.2 of the PIEA.

### **Passing Mark**

The passing mark for this course is 60%. This minimum mark will be given if students demonstrate they have achieved the minimum learning objectives established for the course. (PIEA, 6.5.2.1)

### **Attendance**

Class attendance is mandatory.

### **Absence**

Any absence will be recorded in the student's file regardless of the reason.

Students may not accumulate more than 2 absences (equivalent to 4 course hours) **that are not justified for serious reasons.**

**A third absence that is not justified for a serious reason 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.**

A warning will be sent to the administrator responsible for Program Services.

Students can justify absences with a medical note indicating the reason(s) and the time of leave for the absence.

### **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.



### **Special Considerations**

The attendance policy applies only to courses and not to summative evaluation activities for which the PIEA applies. IN THE EVENT OF A PROLONGED ABSENCE FOR SERIOUS REASONS, and when it is not possible to make up the work, students must advise their academic advisor (API) as soon as possible. In certain situations, students will be eligible for a Temporary Incomplete or Permanent Incomplete in compliance with Article 6.5.1.4 of the PIEA to avoid failing the course.

### **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.

### **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 6.3.4.

### **Attendance at Summative Evaluation Activities**

#### **Attendance at summative evaluation activities is obligatory.**

Any absence from a summative evaluation activity that is not excused for a serious reason (illness, death in the family, major catastrophe) can lead to the mark of zero (0) 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)

## **7.0 MEDIAGRAPHY**

### **Required Material:**

- ◆ Course Notes 411/ COOP Manuel 25821;
- ◆ Learning Sheet

### **Reference Material:**

- ◆ *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

## 8.0 WORK CALENDAR

Course	Content (Activities and Evaluations)	Homework for the next class
1	Course outline, basic rules, holding the racket, basic attitude, Coop Manual #27218. Skills test, structured play in <u>singles</u>	Buy COOP manual Read p.4 to 9
2	Technical moves for long court, skills tests, elements of basic strategy in singles, structured play for <u>singles</u>	Read p. 10 to 24 COOP manual
3	Technical moves for short court, skills tests, development of personal objectives, structured play for <u>doubles</u>	Complete learning sheet Use p. 25 to 30 COOP manual
4	<b>Hand in work on objectives (7%)</b> , work on technical moves, structured play for <u>doubles</u>	<b>Study for Exam</b> Read p. 4 to 9 and 24
5	<b>Theory exam on rules for playing doubles (10%)</b> , work on technical moves, begin learning project, structured play for <u>doubles</u>	
6	Learning project, work on technical moves, structured play for <u>singles</u>	
7	Test retakes, <b>hand in homework on adjusted objectives (9%)</b> , structured play for <u>singles</u>	Complete work : Diagnosis and prescription
8	Work on technical moves, <b>submit project: Diagnosis and prescription (10%)</b> , structured play	
9	Work on technical moves, learning project, structured play	<b>Study for Exam</b> Read p. 4 to 9 and 21 to 23
10	<b>Theory exam on rules for playing singles (10%)</b> , end of learning project, structured play	Practice outside of class
11	Begin test retakes, structured play	
12	Continuation of tests, structured play	
13	<b>End of tests (15%), technical evaluation of skills (9%)</b> beginning of singles tournament	
14	Singles tournament	
15	<b>End of singles tournament and evaluation (30%)</b>	