



## Course outline

COURSE : **Badminton**

PROGRAM : 280.C0 Aircraft Maintenance



DISCIPLINE : 109 Physical Education Block 2

WEIGHTING : *Theory* : 0      *Practice* : 2      *Personal Study* : 1

Teacher(s)	Office	 extension	 e-mail ou website
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### Office hours

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
11AM – 1PM				

Coordinator(s)	Office	 extension	 e-mail
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## 1 CONTEXT OF THIS COURSE WITHIN THE PROGRAM

### - 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.

– Students must keep this course outline for the duration of their studies as it will be useful for the comprehensive assessment at the end of the program.

**Transport Canada** : This course outline meets the requirements of Training Organisation Certification Manual (MCF) of Transport Canada. The Department applies Transport Canada standard which allows a maximum absence of 5% for the course (theory and laboratory). The department compiles absences of all students enrolled in Aircraft Maintenance (280.C0) according to Transport Canada requirements. The application of Transport Canada policies regarding absences is available on the [Ma réussite à l'ÉNA](#) website under the heading « Privilèges accordés par Transports Canada ».

## 2 COMPETENCIES OF THE EXIT PROFILE (STUDENT SKILL PROFILES)

– N/A

## 3 MINISTERIAL OBJECTIVE(S) AND COMPETENCIES

4EP1 To improve one's effectiveness when practising a physical activity

## 4 TERMINAL OBJECTIVE OF THE COURSE (FINAL COURSE OBJECTIVE)

At the end of the semester, the student will be able to demonstrate an improvement of effectiveness when practising a physical activity.

## 5 TEACHING AND LEARNING STRATEGIES

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. <https://mareussite.cegepmontpetit.ca/ena/>

## 6 COURSE PLAN

### LEARNING OBJECTIVES

1. Plan a process leading to improved efficiency in the practice of a physical activity.
2. Apply the rules inherent to the practice of a physical activity.
3. Analyze the improvement in efficiency in performing simple and complex motor skills, techniques, tactics and/or strategies required by the physical activity performed.
4. Demonstrate improved efficiency in performing simple and complex motor skills, techniques, tactics and/or strategies required by the physical activity being performed.

Class	Learning objectives	CONTENT	MODE OF INSTRUCTION AND LEARNING ACTIVITIES	DOCUMENTATIONS, RESOURCES, TECHNOLOGICAL TOOLS AND URL ADDRESS	To do for next week
1 23/01	2	Course Outline, Get Active Questionnaire, rules single and double, raquet grip, basic attitude, shorts game with rules.	<ul style="list-style-type: none"> <li>• Proper clothing for playing badminton.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Course Manual (on LÉA)</li> <li>✓ Get Active</li> <li>✓ Pen</li> </ul>	Retrieve the badminton reference document from LÉA. Read the rules and play doubles. (Pages 3 to 11)
2 30/01	1	Technical gestures tests, Basic skills, directed game in single and double.	<ul style="list-style-type: none"> <li>• Practice of gesture and basic skills with specific drills.</li> <li>• Initial gesture tests with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>✓ Course Manual (on LÉA)</li> <li>✓ Technical sheet</li> <li>✓ Pen</li> </ul>	Bring what you need to film at the next class (camera, phone)
3 06/02	1	Technical gesture tests (continued), work on the degage (filming), basic attitude in doubles and directed play. Presentation of the work on the objectives and summary planning.	<ul style="list-style-type: none"> <li>• Continuation of the initial gestures tests with the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cellphones for video shoot of the technical gesture.</li> <li>✓ Technical sheet</li> <li>✓ Pen</li> <li>✓ Course Manual (on LÉA)</li> </ul>	<p><b><u>Complete work on objectives and summary planning (15%)</u></b></p> <p>Use p. 14 to 21 of ref. (Ensure the quality of the videos)</p>
4 13/02	1	<p><b>Submission of homework on the objectives and on the summary planning. (15%)</b></p> <p>Review of technical gestures and learning project, directed game in pairs.</p> <p>Presentation of the work: <b>Diagnosis and prescription 10%</b></p>	<ul style="list-style-type: none"> <li>• Directed practice</li> </ul>	<ul style="list-style-type: none"> <li>✓ Technical sheet</li> <li>✓ Pen</li> <li>✓ Course Manual (on LÉA)</li> </ul>	<p><b><u>Complete Diagnosis and Prescription homework (10%)</u></b></p>
5 20/02	3	<p><b>Submission of homeworkwork: Diagnosis and prescription (10%)</b></p> <p>Work on technical gestures, learning project, directed game in doubles.</p>	<ul style="list-style-type: none"> <li>• Directed practice</li> </ul>	<ul style="list-style-type: none"> <li>✓ Technical sheet</li> <li>✓ Pen</li> <li>✓ Course Manual (on LÉA)</li> </ul>	<p><b><u>Study for the exam (15%)</u></b></p> <p>On the rules and the game in singles and doubles (Pages 1 to 11 and 23 to 26)</p>
6 27/02	2	<p><b>Theoretical exam on rules and strategies single and double (15%)</b></p> <p>Doubles directed games</p>	<ul style="list-style-type: none"> <li>• Theoretical examen on inherents rules of badminton.</li> <li>• Directed practice</li> </ul>	<ul style="list-style-type: none"> <li>✓ Technical sheet</li> <li>✓ Pen</li> <li>✓ Course Manual (on LÉA)</li> </ul>	

7 06/03	4	Intermediate tests, basic skills and elements of strategy in singles, directed game in singles.	<ul style="list-style-type: none"> <li>• Intermediate gestures tests in teams</li> <li>• Directed games</li> </ul>	✓ Technical sheet ✓ Pen	
<b>Break week</b>					
8 20/03	3	Work on basic skills, strategic intention exercise, directed play.	<ul style="list-style-type: none"> <li>• Directed practice and drills for basic attitude/skills.</li> </ul>	✓ Technical sheet ✓ Pen	
9 03/04	2-3	Workshop on technical gestures, basic skills, directed game.	<ul style="list-style-type: none"> <li>• Directed practice and drills for basic attitude/skills.</li> </ul>	✓ Technical sheet ✓ Pen	
10 11/04 <b>TUESDAY</b>	2-3	Workshop on technical gestures, basic skills, directed game.	<ul style="list-style-type: none"> <li>• Directed practice and drills for basic attitude/skills.</li> <li>• Preparation for Evaluation in play (25%)</li> </ul>	✓ <b>Understand the theoretical content (course manual) and practical content (directed practice).</b>	
11 17/04	1-4	Workshop on technical gestures, basic skills, directed game.	<ul style="list-style-type: none"> <li>• Overview of technical gestures and purposes.</li> <li>• Overview of strategies according to formative evaluations on strategies and basic skills.</li> </ul>	✓ Technical sheet ✓ Pen	Out of class practice (lunch time) <b><u>Prepare the Submission of Technical Sheet and Learning Sheet 10%</u></b>
12 24/04	3-4	<b>Submission of Technical Sheet and Learning Sheet 10%</b> Début des tests finaux, jeu dirigé, <b>Final evaluation of gesture test (15%)</b>	<ul style="list-style-type: none"> <li>• Final gesture tests with the teacher</li> </ul>	✓ Technical sheet ✓ Pen	Out of class practice (lunch time)
13 01/05	4	<b>Final evaluation of gesture test (15%)</b> Directed games/tournament	<ul style="list-style-type: none"> <li>• Final gesture tests with the teacher</li> <li>• Preparation for Evaluation in play (25%)</li> </ul>	✓ Technical sheet	Out of class practice (lunch time)
14 08/05	4	<b>Beginning of the tournament in singles and first evaluation in play (25%)</b> <b>Presentation and explanation of Final Assessment 10%</b>	<ul style="list-style-type: none"> <li>• Final tournament for In play evaluation.</li> </ul>	✓ Technical sheet	Out of class practice (lunch time) <b><u>Complete final assessment 10%</u></b>
15 15/05	4	<b>Submission of the Final Assessment 10%</b> <b>End of the tournament in singles and first evaluation in play (25%)</b>	<ul style="list-style-type: none"> <li>• Final tournament for In play evaluation</li> </ul>		<b>Enjoy your vacation !!</b>

## 7 SYNTHESIS OF SUMMATIVE EVALUATION METHODS

Description of Evaluation Activity		Context	Learning objective(s)	Evaluation Criteria1	Due Date	Weighting (%)
Technical and learning sheet		Individual in class and out of class	1	Analysis of technical elements, grid observations and proposed objectives.	Week 1 to 4	15 %
Theoretical exam		Individual, in class	2	Multiple-choice and short-answer questions Respect for the inherent rules and strategies used in doubles and singles badminton	Week 6	15%
Diagnosis and prescription *		Individual out of class	3	Analysis of Clear gesture and proposition of an approach to improve the targeted technical elements and basic abilities.  Analysis of progress and adjustments of objectives.	Week 5	10%
Learning document/sheet		Individual in class			Week 1 to 12	10%
<b>Terminal Evaluation</b>	<b>Practical evaluation of the technical gestures to be improved</b>	Individual in class	4	Final gestures tests : Evaluate the approach quantitatively and/or qualitatively (post tests).	Week 12-13	15%
	<b>Basic abilities Evaluation (in game)</b>	Individual during tournament		Observes, analyzes and evaluates motor skills, techniques, tactics or strategies related to the games played during a tournament.	Week 14-15	25%
	<b>Final assessment</b>	Individual out of class		Final assessment: Evaluate the effectiveness in the practical scenario relating to the activity.	Week 15	10%
* Evaluation will consider the quality of the language.					<b>TOTAL</b>	100%

## 8 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.

## 9 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

## 10 REQUIREMENTS TO PASS THE COURSE

### 1. Passing Mark

The passing mark for this course is 60% by adding the marks for the theory and practical work for the course.

### 2. Attendance for Summative Evaluations

Students must be present for summative evaluations and must comply with the instructions given by the instructor to carry out the evaluation activity and written in the course outline. Unexcused tardiness for a summative evaluation could result in being excluded from the activity. Any absence from a summative evaluation that is not due to serious reasons (illness, death in the family, etc.) could result in a mark of zero (0) for the activity.

Students are responsible for meeting with the instructor before an evaluation activity is held or immediately upon returning to ENA to explain the reason for an absence. Proper documentation, such as a medical certificate, a death certificate, legal papers, etc., must be shown if the reason for absence is serious and recognized as such by the instructor(s), arrangements will be made between the instructor(s) and the student to make up the activity.

### 3. Submitting Assignments

All assignments must be submitted by the date, hour and location designated by the instructor(s). Late assignments will be penalized 10% per day that they are late and will receive a mark of zero (0) after one week.

### 4. Presentation of Written Work

The instructor(s) will provide students with information and guidelines regarding the presentation of written work. When the presentation of an assignment is unacceptable, the work will be penalized as a late assignment until an acceptable version is submitted. In this case, the penalties for late work will be applied.

Students must follow the standards adopted by the Cégep for written work (« *Normes de présentation matérielle des travaux écrits* »). These can be found at : <http://rmsh.cegepmontpetit.ca/normes-de-presentation-materielle-des-travaux-ecrits-du-cegep/>.

## 11 METHODS OF COURSE PARTICIPATION

The student is asked to be actively involved in the course process by giving his participation a dynamic and enthusiastic look. The student must establish a positive and respectful communication with the teacher and the other participants of his group, failing which, he will be asked to change his language or his behavior otherwise he will have to leave the course. The professor may refuse access to the course to a student who does not have the appropriate clothing or the required equipment as indicated in the course outline. A student invited by his teacher to leave the room must collect his belongings and leave immediately.

## 12 OTHER DEPARTMENTAL REGULATIONS

### 1. Class attendance is mandatory

Any absence will be recorded in the student’s file regardless of the reason. Class attendance cannot be recorded if the student is present but is not able to actively participate. The student cannot accumulate more than 4 hours of absence; from the 5<sup>th</sup> hour of absence, the student is excluded from the course. If the student can justify his 5<sup>th</sup> hour of absence for a major reason (death, illness, case of force majeure), he will have to make up the missed course. This special measure can only be used once.

## 2. Catching up on a missed course

The instructor will erase the absence in the student’s file when the student makes up the missed class according to the conditions and specifications provided by the teacher.

The teacher will encourage to retake the class whenever possible.

## 3. Tardiness

Lateness is considerate as one hour of absence. The teacher can refuse access to the class. Lateness is noted from the very beginning of the course if the student is not present or not ready to work.

## 4. Early departure

The student must be present from the beginning of the course to its end for the attendance to be registered.

# 13 INSTITUTIONAL POLICIES AND REGULATIONS

All students enrolled at Cégep 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* (PIEA), la *Politique institutionnelle de la langue française* (PILF), la *Politique pour un milieu d’études et de travail exempt de harcèlement et de violence* (PPMÉTEHV), les *Conditions d’admission et cheminement scolaire*, la *Procédure concernant le traitement des plaintes étudiantes dans le cadre des relations pédagogiques*.

The full text of these policies and regulations is accessible on the Cégep web site at the following address: <http://www.cegepmontpetit.ca/ena/a-propos-de-l-ecole/reglements-et-politiques>. 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.

# 14 STUDENT ACCESSIBILITY CENTER - FOR STUDENTS WITH DISABILITIES

Students having received a professional diagnosis of impairment (motor skills, neurological, organic, sensory, learning difficulties, mental health, autism spectrum disorder or other) or suffering from a temporary medical condition may request special accommodations.

Students seeking these accommodations must forward their diagnosis to the CSA by either MIO to “Service, CSA-ENA” or email to “servicesadaptesena@cegepmontpetit.ca”.

Students already registered with the CSA must communicate with their teachers at the beginning of the semester to discuss those accommodations they have been awarded by the CSA.

# 15 ANNEX

Quality of the language

English correcting table		
<b>Excellent</b>	<ul style="list-style-type: none"> <li>- The ideas are clear. The point is coherent.</li> <li>- Very good use of vocabulary related to the discipline.</li> <li>- In general, respect of the spelling and grammatical code (few or no mistakes).</li> </ul>	<b>10/10</b>

<b>Average</b>	<ul style="list-style-type: none"><li>- The ideas are relatively clear. The point is generally coherent.</li><li>- Most of the time, the choice of vocabulary related to the discipline is judicious.</li><li>- The text contains a number of grammatical or spelling errors.</li></ul>	<b>6/10</b>
<b>Poor</b>	<ul style="list-style-type: none"><li>- The text is difficult to understand; the content is affected.</li><li>- Misuse of vocabulary related to the discipline.</li><li>- The text has too many grammar or spelling mistakes.</li></ul>	<b>0/10</b>