

Course Acronym:*

PE

Course Number:* 132abc

Descriptive Title:* Women's Intercollegiate Badminton Team

Division: Health Sciences and Athletics

Department:*

Physical Education

Course Disciplines: Coaching, Physical Education

Catalog Description:*

This course provides instruction, training, and practice in the advance techniques of badminton and the opportunity for intercollegiate competition. Student athletes will compete against conference schools and other colleges.

Note: This course is only offered in the spring semester.

Conditions of Enrollment:

Prerequisite:

Co-requisite:

Recommended Preparation: High school varsity experience or equivalent skill.

Enrollment Limitation:

Course Length: Full Term

Hours Lecture (per week): 0

Hours Laboratory (per week): 10

Outside Study Hours:* 0

Total Course Hours:* 180

Course Units:* 3

Grading Method: Letter Grade only

Credit Status: Credit, degree applicable

Transfer UC: Yes

Effective Date:

General Education:
ECC

Term:

Other:

CSU GE:

Term:

Other:

IGETC:

Term:

Other:

II. Outcomes and Objectives

A. Student Learning Outcomes (SLOs) (The course student learning outcomes are listed below.)
SLO revisions are completed via the SLO Change Form available on the College Curriculum Committee website.

Student Learning Outcomes:

SLO #1 High Serve

Student will develop and demonstrate proficiency and accuracy in the high, deep service, predominately used in badminton singles game.

SLO #2 Low "short" Service

Students will develop and demonstrate proficiency and accuracy in the low, short backhand service, predominately, but not exclusively, used in badminton doubles matches.

SLO #3 Rules

Student will apply the "Laws of Badminton", and explain the rules and regulations covering the sport.

B. Course Objectives (The major learning objective for in this course are listed below.)

Course Objectives:

1. Differentiate court positioning and strategy between doubles and singles play.
2. Recognize strengths and weaknesses of technical skills related to badminton, e.g., overhead strokes, service, backhand strokes, net play and deep drives.
3. Analyze individual and team tactics of an opponent and evaluate appropriate strategies to counter tactical strengths and weaknesses.
4. Prepare a specific conditioning program for the badminton team to improve play and prevent injury.

III. Outline of Subject Matter

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

Example:

- I. Main Topic (3 hours, lecture)
 - A. Sub topics
 - B. Sub topics
 - 1. Super sub topic
 - 2. Super sub topic

Major Topics:

I. Orientation (10 hours, lab)

1. Team policies and school policies
2. Skill evaluation
3. Rules

II. Overhead Strokes (15 hours, lab)

1. Clear
2. Drop-shot
3. Smash

III. Service (15 hours, lab)

1. High serve
2. Low serve
3. Flick serve
4. Tournament competition begins

IV. Backhand Strokes (40 hours, lab)

1. Clear
2. Drop-shots
3. Smash
4. League competition begins

V. Singles and Doubles Strategy (10 hours, lab)

1. Attacking
2. Defending

VI. Net Play (30 hours, lab)

1. Drop-shot
2. Cut-drop shot
3. Cross court drop

VII. Drives (20 hours, lab)

1. Forehand
2. Backhand

VIII. Conditioning training for intercollegiate competition (40 hours, lab)

Total Lecture Hours: 0

Total Laboratory Hours: 180

Total Hours: 180

IV. Primary Method of Evaluation and Sample Assignments

A. Primary Method of Evaluation (choose one):

- 1) Substantial writing assignments
- 2) Problem solving demonstrations (computational or non-computational)
- 3) Skills demonstrations

Primary Method of Evaluation: 3) Skills demonstration

B. Typical Assignment Using Primary Method of Evaluation

Typical Assignment Using Primary Method of Evaluation: Analyze the defensive formation of the opponent and demonstrate the appropriate serve while in doubles.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1: Explain proper player positioning to maximize the effectiveness during doubles play competition

Critical Thinking Assignment 2: After reviewing and analyzing serving mechanics of low backhand service, verbally identify faults and provide corrective action.

D. Other Typical Assessment and Evaluation Methods

Examples: Class Performance, Objective Exam, Clinical Evaluation, Oral Exams, Completion, Other Exams, Embedded Questions, Performance Exams, Essay Exams, Presentation, Fieldwork, Quizzes, Homework Problems, Reading Reports, Journal kept throughout course, Term or Other Papers, Laboratory Reports, True/False, Matching Items, Written Homework, Multiple Choice, Other (specify)

Other Evaluation Methods: Class Performance, Performance Exams

V. Instructional Methods

Examples: Lecture, Group Activities, Lab, Role play/simulation, Discussion, Guest Speakers, Multimedia presentations, Field trips, Demonstration, Other (specify)

Instructional Methods: Demonstration, Multimedia presentations

If other: Video analysis of each athlete's skill performance during training and competition.
 Structural drills that encourage covert skill performance through repetition and self-analysis.
 Video demonstrations of skills performed by elite athletes.

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. Work Outside of Class

Work Outside of Class:* Course is lab only - minimum required hours satisfied by scheduled lab time, Skill practice

If Other: Compete in intercollegiate competitions

VII. Texts and Materials

A. Up-to-date Representative Textbooks: Please use the following format(s):

Printed Text - Author, Title, Edition, Publisher, Year.

Digital Text (OER Text) - Author (last name first). Title. Edition or Version (if beyond 1st). Publisher, Publication year or Revision date. URL. License.

Sample: Dillon, Dave. *Blueprint for Success in College and Career. Version 1.3. Rebus Community, 2018. press.rebus.community/blueprint2/. Licensed under CC BY 4.0.*

If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.

***Multiple textbooks may be listed.**

Up-To-Date Representative Textbooks: Bernd-Volker Brahm, [Badminton Handbook](#) published by Meyers & Meyers 2014 (discipline standard)

B. Alternative Textbooks: Please use the following format(s): if applicable

Printed Text - Author, Title, Edition, Publisher, Year.

Digital Text (OER Text) - Author (last name first). Title. Edition or Version (if beyond 1st). Publisher, Publication year or Revision date. URL. License.

Sample: Dillon, Dave. *Blueprint for Success in College and Career. Version 1.3. Rebus Community, 2018. press.rebus.community/blueprint2/. Licensed under CC BY 4.0.*

If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.

***Multiple textbooks may be listed.**

C. Required Supplementary Readings

**Required
Supplementary
Readings:** Handouts on techniques i.e. strokes, serves, returns, positioning

D. Other Required Materials

**Other Required
Materials:** Badminton racquets
Team uniforms
Shuttles

VIII. Conditions of Enrollment

A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite:

Category:

Requisite course(s):
List both
prerequisites and
corequisites in this
box.

**Requisite and
Matching skill(s):** Bold
the requisite skill.
List the
corresponding course
objective under each
skill(s).

B. Requisite Skills: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite Skill:

**Requisite Skill and
Matching Skill(s):**
Bold the requisite
skill(s). If applicable

C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite course:

Requisite and Matching skill(s):**Bold the requisite skill.**
List the corresponding course objective under each skill(s).

D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite Skill: High school varsity experience or equivalent skill.

Requisite Skill and Matching skill(s): **Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable**
Students who have demonstrated the skills and abilities for enrollment in the athletic development course will have a greater ability to succeed based on the following areas. Student will have a comprehensive understanding of the rules and regulations of the athletic sport. The student will understand tactics, alignments and strategies of play. This individual will also be aware of phases of conditioning, and proper implementation of health and safety requirements.

E. Enrollment Limitations

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Course Created by: John Britton

Date: 10/09/1999

Original Board Approval Date: 12/13/1999

Last Reviewed and/or Revised by: John Britton

Date: 10/15/2021

Last Board Approval Date: