



## CREDIT COURSE OUTLINE

### I. COVER PAGE

(1) PE 4	(2) BADMINTON	(3) 1
Number	Title	Units

(4) Lecture / Lab Hours:			(8) Classification:		
Total Course Hours					
	Total Lec hours:	0	Degree applicable:		X
	Total Lab hours:	2.00	Non-degree applicable:		
	Total Contact hours:	36.00	Basic skills:		
Lec will generate <u>0</u> hour(s) outside work.			(9) RC Fulfills AS/AA degree requirement: (area)		
Lab will generate <u>0</u> hour(s) outside work.			Physical Education		
			General education category:		
			Major: PHYSICAL EDUCATION		
(5) Grading Basis: Grading Scale Only			Certificate of:		
	Pass/No Pass option	X	Certificate in: COACHING		
	Pass/No Pass only				
(6) Advisories: Eligibility for English 125 and Eligibility for English 126			(10) CSU Baccalaureate:		X
			(11) Repeatable: (A course may be repeated three times)		3
(7) Pre-requisites (requires C grade or better):					
Corequisites:					

(12) Catalog Description:  
A course in badminton fundamentals, techniques, and strategies, including both singles and doubles play.

### II. COURSE OUTCOMES:

*(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)*

Upon completion of this course, students will be able to:

- A. Perform the fundamentals skills of the game, in particular the overhead clear, smash, and drop shots.
- B. Learn the rules of badminton.
- C. Practice both singles and doubles play.
- D. Understand and utilize proper scoring in badminton.
- E. Evaluate strengths and weaknesses of other participants.

### III. COURSE OBJECTIVES:

*(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)*

In the process of completing this course, students will:

- A. Integrate badminton into a habitual, life-long physical activity
- B. Apply the basic rules of both singles and doubles play.
- C. Employ the basic terminology and abide by the rules of badminton.
- D. Differentiate between effective and ineffective techniques and shots.

- E. Select effective strategies when participating in badminton.

#### IV. COURSE OUTLINE:

##### Lab Content:

- A. Skills Development
  - 1. Grip, stance, and body position
  - 2. Elements of swing
  - 3. Overhead clear shots
    - a. Getting depth
    - b. Hitting with power
  - 4. Overhead drop shots
    - a. Disguising drops shots
    - b. Keeping birdie low
  - 5. Overhead smash and drive
    - a. Body remains behind shot
    - b. Hitting downward
  - 6. Short Service
    - a. Rules of service
    - b. Elevation of service
  - 7. Long Service
    - a. Getting depth
    - b. Accuracy and location
  - 8. Net Shots
  - 9. Backhand
  - 10. Competitive Play
    - a. Feedback; observation and instruction

#### V. APPROPRIATE READINGS

*Reading assignments may include but are not limited to the following:*

- A. Sample Text Title:
  - 1. Recommended - Grice, Tony *Badminton: Steps to Success*, Human Kinetics, 2007,
  
- B. Other Readings
  - 1. Recommended - *Instructor prepared handouts.*

- Global or international materials or concepts are appropriately included in this course
- Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Topics discussed in the course include the interest and popularity of the sport of badminton on an international level. In particular, the play of National Teams (China for example) is discussed.

#### VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

<b>A. Writing</b> Check either 1 or 2 below
<input type="checkbox"/> 1. <i>Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</i>

X	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
	a) essay exam(s)		d) written homework
	b) term or other paper(s)		e) reading reports
	c) laboratory report(s)		f) other (specify)

Required assignments may include but are not limited to the following:

<b>B. Problem Solving</b>			
Computational or non-computational problem-solving demonstrations, including:			
	a) exam(s)		d) laboratory reports
	b) quizzes		e) field work
	c) homework problems		f) other (specify):

Required assignments may include but are not limited to the following:

<b>C. Skill demonstrations, including:</b>			
X	a) class performance(s)	X	c) performance exams(s)
	b) field work		d) other (specify)

Required assignments may include but are not limited to the following:

1. Serve Test (Pre/Post)
2. Rules and scoring Test
3. Strategy Test
4. Techniques Test
5. Class Tournament

<b>D. Objective examinations including:</b>			
X	a) multiple choice	X	d) completion
X	b) true/false	X	e) other (specify):
X	c) matching items		

**COURSE GRADE DETERMINATION:**

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

50% Participation 25% Skills Tests 25% Written Tests

**VII. EDUCATIONAL MATERIALS**

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	YES	NO
Textbook	<u>  X  </u>	<u>      </u>
Reference materials	<u>      </u>	<u>  X  </u>
Instructor-prepared materials	<u>  X  </u>	<u>      </u>
Audio-visual materials	<u>  X  </u>	<u>      </u>

Indicate Method of evaluation:

Used readability formulae (grade level 10 or higher) \_\_\_\_\_

Text is used in a college-level course   X    
 Used grading provided by publisher         
 Other: (please explain; relate to Skills Levels)       

*Computation Level* (Eligible for MATH 101 level or higher where applicable)          X    
 Content  
 Breadth of ideas covered clearly meets college-level learning objectives of this course   X           
 Presentation of content and/or exercises/projects:  
 Requires a variety of problem-solving strategies including inductive and deductive reasoning.   X           
 Requires independent thought and study   X           
 Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.   X         

List of Reading/Educational Materials  
 Recommended - Grice, Tony *Badminton: Steps to Success*, Human Kinetics, 2007,

Comments:

       This course requires special or additional library materials (list attached).

  X   This course requires special facilities:  
 Badminton Courts (Boundary Lines) and Nets

Attached Files:

<p><b><u>BASIC SKILLS ADVISORIES PAGE</u></b> The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least <u>three</u> major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.</p>	
<p>(eligibility for English 126)          (as outcomes for English 262)</p> <p><u>      </u> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.  <u>  X  </u> Applying word analysis skills to reading in context.  <u>  X  </u> Using adequate basic functional vocabulary skills.  <u>  X  </u> Using textbook study skills and outlining skills.  <u>      </u> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p>	<p>1. Students must be able to read and comprehend instructor handouts and reading materials.          2. Students must be able to understand basic terminology commonly used in the sport of badminton.          3. Students must be able to learn from reading assignments, and subsequently apply that knowledge to the overall learning of the sport of badminton.</p>
<p>(eligibility for English 125)          (as outcomes for English 252)</p> <p><u>  X  </u> Writing complete English sentences and avoiding errors most of the time.  <u>  X  </u> Using the conventions of English writing: capitalization, punctuation, spelling, etc.  <u>  X  </u> Using verbs correctly in present, past,</p>	<p>1. Students must be able to complete writing assignments and exams.          2. Students must be able to compare and contrast information as it relates to the sport of badminton.          3. Students must be able to organize short answers regarding badminton, and express them clearly on written assignments and exams.</p>

future, and present perfect tenses, and using the correct forms of common irregular verbs. _____ Expanding and developing basic sentence structure with appropriate modification. _____ Combining sentences using coordination, subordination, and phrases. _____ Expressing the writer's ideas in short personal papers utilizing the writing process in their development.	
---	--

Check the appropriate spaces.

\_\_\_\_\_ Eligibility for Math 101 is advisory for the target course.  
\_\_X\_\_ Eligibility for English 126 is advisory for the target course.  
\_\_X\_\_ Eligibility for English 125 is advisory for the target course.

*If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.*

<b>CONTENT REVIEW</b>
-----------------------

<b>REQUISITES</b>
No requisites