

P.E. 125
Badminton
Mr. Harris, Instructor
Fall 2013

Goals/Purpose

It is the purpose of this course to develop the basic skills of badminton. These skills include but are not limited to backcourt clear, backcourt drop, high-clearing serve, short-low serve, net clear, net drop, service return, smash, smash return, drive, and all related movement.

Course Description

This course is designed for the student with very little knowledge of the game of badminton with all students considered as beginners. Skills and elementary strategy will be taught for both singles and doubles play with the discussion of all rules and regulations.

Text

All study materials will be provided by the instructor.

Dress/Equipment

Students should wear tennis or basketball shoes. Jogging shoes, cross trainers, and hiking boots **are not** permitted. Students with improper footwear will not be allowed to participate. Shoeless participation is prohibited. Comfortable, loose-fitting, athletic wear is encouraged. Students are expected to furnish their own badminton rackets.

Attendance

Divisional Attendance Policy

MWF (3) TTH (2) attendance policy

Class Attendance Policy:

A. Religious holidays approved by the college may be observed without penalty but your instructor must be informed in writing of your intention to do so at least 48 hours in advance of the holiday.

B. You are expected to attend all classes at the scheduled time; therefore, tardiness and absences affect your final grade. A maximum of three (MWF)/two (TTH) absences are allowed without penalty. There are no excused absences in this class. If you have to miss a class due to unusual circumstances (serious illness/emergencies), you must communicate your reasons to your instructor prior to the absence via email or voice message; if that is impossible, you must communicate with your instructor as soon as you are able.

If you miss three consecutive days, it is the instructor's responsibility to report your name to the Office of Academic Services.

C. After the allowed absences (3/2), each following absence will result in a 5% reduction of your final grade, e.g.,

MWF: 4 absences = 5% reduction; 5 absences = 10% reduction; 6 absences = 15% reduction; 7 absences = 20% reduction; 8 absences = 25% reduction; 9 absences = automatic final grade of F.

TTH: 3 absences = 5% reduction; 4 absences = 10% reduction; 5 absences = 15% reduction; 6 absences = 20% reduction; 7 absences = 25% reduction; 8 absences = automatic final grade of F.

D. You are expected to be on time for class. If you arrive after roll call, you are responsible to confirm your presence with your instructor. A student who is late for class on two occasions will be considered absent on one occasion.

E. Any student attending all classes during the semester will have 2 points added to his/her final grade.

Grading

Skills Component	30%	Grading Scale
Written Tests	50% (Mid-term 25%; Final 25%)	A = 90 – Above B = 80 – 89 C = 70 – 79 D = 60 – 69 F = 59 – Below
Homework-Practice	20%	

Skills Test

High clearing serve, forehand clear, overhead drop-forehand, short-low serve, smash, net drop-net clear (forehand and backhand).

*There are possible 10 good shots per test:

10 good shots = 100	5 good shots = 72
9 good shots = 94	4 good shots = 67
8 good shots = 88	3 good shots = 60
7 good shots = 82	2 good shots = 54
6 good shots = 77	1 good shot = 49
	0 good shot = 40

The skills test will be administered at mid-term and again at the end of the semester. Each skill is to be graded individually with only the best score for each skill to be graded.

***All skills testing will be at level 4 ability.**

Written Exam

Mid-Term	All beginning Physical Skills Relevant to Singles Play
Final Exam	Rules, Regulations, Procedures for Playing Singles and Doubles

Extra Credit

An opportunity for extra credit exists in the form of spontaneous class presentations, skill demonstrations, and specified outside participation in badminton-related activities. These points will be added to the student's final grade.

Homework

Each session of homework is to be performed in 30-minute minimum increments. A student is encouraged to spread the homework sessions over the three-week period. It is preferred that not more than one homework session be performed on any given day. A student is allowed to perform an additional homework session provided there exists a morning/afternoon/evening separation between the homework sessions. Only those skills that have been taught in class should be practiced at any given time. An attended help session will count as two homework sessions. *Homework slips may be picked up from the equipment-room manager or from security. Homework slips must be filled out correctly in order to receive credit.*

Homework Sessions/per 3-Week Period

<u>Session</u>	<u>Grade</u>
6	100
5	80
4	60
3	50
2	30
1	20

Honor Code

The Honor Code is to be adhered to at all times.

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BADMINTON - FALL 2013**

DATES		REQUIREMENTS
Th	Aug 29	Overview of Skills, Class and Film
Tu	Sept 3	Putting the Shuttle in Play, Overhead Clear
Th	Sept 5	Forehand Clear, Net Drop, Movement to Front of Court
Tu	Sept 10	Net Clear, Net Drop, Movement to Front of Court
Th	Sept 12	Overhead Drop, Movement, Net-Clear - Overhead Drop Drill
Tu	Sept 17	Smash, Movement, Smash, Return, Clear Drop - Drop Clear Drill
Th	Sept 19	High Clearing Serve, Smash-Drop - Clear Drill, Movement
Tu	Sept 24	Short-Low Serve, Review All Drills/Skills, Service Return
Th	Sept 26	<i>Homework Due / Backhand Mechanics (Clear, Drop Smash)</i>
Tu	Oct 1	Controlled Point Play, Practice Skills Test
Th	Oct 3	<i>Skills Test 1</i>
Tu	Oct 8	<i>Skills Test 1, Review for Mid-Term Exam</i>
Th	Oct 10	Mid-Term Exam
Th	Oct 17	Rules, Regulations Procedure, Mechanics of Play-Singles
Tu	Oct 22	<i>Homework Due</i>
Th	Oct 24	Singles Play
Tu	Oct 29	Singles Play
Th	Oct 31	Singles Play
Tu	Nov 5	Singles Play
Th	Nov 7	Singles Play
Tu	Nov 12	Singles Play
Th	Nov 14	<i>Homework Due / Procedure, Mechanics of Play-Doubles</i>
Tu	Nov 19	Doubles Play
Th	Nov 21	Doubles Play
Tu	Nov 26	<i>Skills Test II</i>
Tu	Dec 3	<i>Skills Test II</i>
Th	Dec 5	<i>Skills Test II</i>
Tu	Dec 10	Final Written Exam
Instructor: Tony Harris antdrewhar@aol.com (678) 625-8187		

Level	Motor and Sports Skills	Health and Fitness	Knowledge of Movement	Knowledge and Practice of Safety	Sports-related Values and Attitudes	Aesthetic Sensitivity
1	Acquire visual concepts of striking through the shuttle and of all strokes.	Understand the benefits, both aerobically and anaerobically, of continuous play.	Acquire the understanding of specific movement patterns of badminton	Knows the stretches related most to badminton. Understands the need for proper footwear and dress.	Enjoys the social value of playing and those qualities that accompany competition.	Acquires the appreciation of the sounds of well-hit clears and the beauty of touch.
2	Acquire the ability to contact the shuttle repeatedly above and below shoulder height.	Through rallying, recognizes the demands on the body, both aerobically and anaerobically.	Can duplicate specific movement patterns, beginning and ending with racket foot, in shadow-type drills	Through experience of drills, now understands that specific, infrequently used muscles might become strained through overuse. Example: pronating of the forearm rotators.	Through rallies, a sense of accomplishment creates a desire to become more skilled.	Analyze the skill levels of peers in order to understand that changes in technique must sometimes occur in order to develop proper stroke form.
3	Understands and inconsistently contacts the shuttle with both power and touch above shoulder height. Consistently hits the shuttle with depth using service-type motion.	Rallies well enough to feel the demands placed on the body during movement to the shuttle and other movements necessary to the implementation of correct badminton techniques.	Can make correct returns of shuttles that are of easy to moderate difficulty in terms of being balanced and on correct racket foot.	Understands court coverage in relationship to strategic positioning of self (and of partner in doubles play) in order to facilitate safe play.	Comparing one's skill acquisition to that of classmates causes one to work harder to become more proficient.	Analyze the skill levels of peers in order to understand that changes in technique must sometimes occur in order to develop proper stroke form.
4	Uses core strength, body torque, proper timing and correct striking surfaces on most easy-to-play returns.	Rallies well enough to feel the demands placed on the body during movement to the bird and other movements necessary to the implementation of correct badminton techniques.	Movement begins and ends on racket foot in all controlled drills and many of the shots in a rallies.	Understands court coverage in relationship to strategic positioning of self (and of partner in doubles play) in order to facilitate safe play.	Comparing one's skill acquisition to that of classmates causes one to work harder to become more proficient.	Has an understanding of skill performance and is able to recognize technique flaws of others.

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5	<p>Exhibits power and touch during the course of play on most shots. Generates torque with less motion. Begins to develop an defensive <i>offensive</i> mindset.</p>	<p>Rallies well enough to feel the demands placed on the body during movement to the bird and other movements necessary to the implementation of correct badminton techniques.</p>	<p>On racket foot during the course of play.</p> <p>Uses correct movement patterns to most shots in rallies.</p>	<p>Understands court coverage in relationship to strategic positioning of self (and of partner in doubles play) in order to facilitate safe play.</p>	<p>Comparing one's skill acquisition to that of classmates causes one to work harder to become more proficient.</p>	<p>Has an understanding of skill performance and is able to recognize technique flaws of others.</p>
6	<p>Executes explosive power shots; exhibits fine touch on drop shots.</p> <p>Has the ability to clear shuttle at will and draw opponent to front of court at any time.</p> <p>Smashes with angle and lateral location of shuttle.</p>	<p>Sustained rallies and explosive shots and movement with a short duration between points taps both aerobic and anaerobic bodily demands.</p>	<p>Understands the need to contour movement to protect backhand.</p> <p>Understands the need to attack or remain offensive with each contact.</p>	<p>Understands court coverage in relationship to strategic positioning of self (and of partner in doubles play) in order to facilitate safe play.</p>	<p>Comparing one's skill acquisition to that of classmates causes one to work harder to become more proficient.</p>	<p>Has an understanding of skill performance and is able to recognize technique flaws of others.</p>
7	<p>Exhibits the ability to hit clears, smashes, drops, etc. by making adjustments in air rather than adjusting the total body's relationship in terms of depth to the shuttle.</p> <p>Possesses deceptive abilities on all shots through all ranges of racket application.</p> <p>Competitive player.</p>	<p>Lifetime competitive sport.</p> <p>Trains to improve skills.</p> <p>Seeks competition.</p>	<p>Fluid, specific, on-balance movement allowing optimum plays on shuttles.</p> <p>Quick/explosive to the drop point.</p> <p>Always on balance.</p>	<p>Understands court coverage in relationship to strategic positioning of self (and of partner in doubles play) in order to facilitate safe play.</p>	<p>Recognizes and respects the difficulty of the acquisition of the skills of the sport of badminton</p> <p>Understands how competitive play can be between truly skilled players.</p>	<p>Understands that the ballet-like movements of badminton are most related to fencing, gliding and similar dance-related movements; all are extremely efficient.</p>

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