1. **COURSE ID:** INDV 121.1  
   **TITLE:** Badminton I  
   **Semester Units/Hours:** 0.5 - 1.0 units; a minimum of 24.0 lab hours/semester; a maximum of 48.0 lab hours/semester  
   **Method of Grading:** Grade Option (Letter Grade or P/NP)

2. **COURSE DESIGNATION:**  
   **Degree Credit**  
   **Transfer credit:** CSU; UC  
   **AA/AS Degree Requirements:**  
   CSM - GENERAL EDUCATION REQUIREMENTS: E4: Physical Education  
   CSU GE:  
   CSU GE Area E: LIFELONG LEARNING AND SELF-DEVELOPMENT: E2

3. **COURSE DESCRIPTIONS:**  
   **Catalog Description:**  
   Rules and beginning strategies of badminton; instruction and practice in fundamentals of grip, strokes, footwork, and court coverage, drills and competition, tournaments in singles and doubles.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
   Upon successful completion of this course, a student will meet the following outcomes:  
   1. Demonstrate various skills applicable to the sport of badminton at a beginning level.  
   2. Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at a beginning level.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
   Upon successful completion of this course, a student will be able to:  
   1. Demonstrate an understanding of the rules of badminton at a beginning level.  
   2. Use critical thinking skills in demonstrating a beginning level understanding of strategies involved in badminton.  
   3. Competently execute the forehand, backhand, serving grips and shot-making at a beginning level.  
   4. Competently execute drop shots, clears, drives, smashes, and serves at a beginning level.  
   5. Describe proper footwork for all shots at a beginning level.  
   6. Exhibit critical thinking in analyzing fitness test results at a beginning level.

6. **COURSE CONTENT:**  
   **Lab Content:**  
   At the beginning level:  
   1. Introduction to grips used in beginning badminton- panhandle, forehand, backhand  
   2. Introduction to footwork used in beginning badminton- dominant foot leads, crossover or slide steps, retreating  
   3. Introduction to shots used in beginning badminton- drops, drives, clears, smash, serves  
   4. Beginning level strategy- singles, doubles, court coverage (front and back, sides)  
   5. Beginning level fitness and wellness topics: fitness testing program and self analysis  
   6. Daily skill progression drills  
   7. Daily dynamic warm up activities and static stretches  
   8. Skills tests  
   9. Singles and doubles tournaments

7. **REPRESENTATIVE METHODS OF INSTRUCTION:**  
   Typical methods of instruction may include:  
   1. Lecture  
   2. Lab  
   3. Activity  
   4. Discussion  
   5. Individualized Instruction  
   6. Observation and Demonstration
7. Other (Specify): Lectures, handouts and discussions on the beginning rules of badminton. Lectures, handouts and demonstrations on beginning strategies in both singles and doubles play [Instructor-guided sessions using critical thinking skills to apply beginning strategy to game-situations]. Demonstrations on proper badminton grips. Demonstrations and lectures on shot-making at a beginning level (drop, clear, drive, smash, serves). Demonstrations and drills for beginning-level footwork. Lectures/discussions/handouts on fitness test and general fitness principles which will allow students to use critical thinking skills in analyzing their own results. Demonstration of warm-up and stretching activities.

8. REPRESENTATIVE ASSIGNMENTS
Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:
- Comprehensive written exam on beginning-level strategies and skills.
- Written exam on various fitness/wellness topics
- Post-fitness test self-analysis of results; application of beginning-level fitness/wellness concepts to improve health

Reading Assignments:
- Various readings from instructor-generated handouts (5-10 pages)

9. REPRESENTATIVE METHODS OF EVALUATION
Representative methods of evaluation may include:
1. Class Participation
2. Class Performance
3. Exams/Tests
4. Lab Activities
5. Written examination
6. Evaluation of student participation in class discussions on beginning-level rules and strategies. Evaluation of critical thinking skills as they apply to the use of beginning-level strategy during game situations. Evaluation of student participation in daily skills enhancement drills. Evaluation of participation in warm-up and stretching. Evaluation of skills tests performance at a beginning level. Evaluation of fitness test performance and student self-analysis. Evaluation of written final examination to include students’ use of critical thinking skills as they pertain to strategy

10. REPRESENTATIVE TEXT(S):
Possible textbooks include:
Other:
1. Instructor-generated handouts

Origination Date: January 2013
Curriculum Committee Approval Date: February 2013
Effective Term: Fall 2013
Course Originator: Mikel Schmidt