

## Badminton: Beginning

### PHYSWELL 20



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#### Instructor Information

**Instructor:** Dr. Jin H. Yan

**Office Hours:** Before and after class

**Email:** [jhyan@stanford.edu](mailto:jhyan@stanford.edu)

#### Course Information

**Time & Location:** M/W 9:30 am – 10:20 am – ACSR Basketball Court 2 & 3

**Terms:** Aut, Win, Spr, Sum. | **Units:** 1 | **Repeatable for credit** | **Grading:** Satisfactory/No Credit

**Prerequisite:** None

#### Course Description

This course is designed to teach the basic skills necessary to play the game of badminton. Fitness and training principles will be discussed as well as singles and doubles strategy. This course will utilize class discussions, class assignments and student participation to *enable students to:* (1) Understand basic components of skill-related and health-related physical fitness (2) Develop physical fitness and motor skills, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle.

#### Course Objectives

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

- Properly set up and take down a badminton net.
- Identify the terms, etiquette, and rules associated with badminton.
- Apply the essential biomechanical body awareness of badminton.
- Explain the importance of spine stability and utilize the techniques necessary to align the body to maintain a healthy spine (**posture and movement patterns**).
- Properly perform strengthening and conditioning exercises to decrease the risk of injuries associated with badminton.
- Perform appropriate warm-up and cool-down routines to reduce the risk of injury during badminton.
- Properly perform the basic footwork and strokes (serve, drive, smash, lift, clear, smash) needed to play badminton (**Skill assessments**).
- List the common injuries associated with the game of badminton and ways to decrease the risk of those injuries (warm-up, strengthening, conditioning, and cool-down exercises)
- Apply the essential biomechanical body awareness as it applies to Badminton, **posture/movement patterns**.

- Explain the **importance** of spine stability and utilize the techniques necessary to align the body to maintain a healthy spine.

**Spine hygiene** refers to the practice of maintaining a healthy spine through proper posture, exercise, and overall body mechanics. A healthy spine is essential for overall body function and can help prevent back pain and other spinal conditions. Some tips for maintaining good spine hygiene include:

- 1. Practice good posture: Keep your back straight and shoulders relaxed, especially when sitting or standing for long periods.
- 2. Exercise regularly: Gentle stretching and strengthening exercises can help improve spinal flexibility and strength.
- 3. Maintain a healthy weight: Excess weight can put extra strain on the spine and contribute to back pain.
- 4. Use proper lifting techniques: When lifting heavy objects, bend at the knees and hips, and avoid twisting or jerking motions.
- 5. Get enough rest: Adequate sleep and regular breaks can help reduce stress on the spine and promote overall body health.

### **Course Assignments**

Check the assignments tab on Canvas for more information and to submit work.

### **Wellness Journal**

Throughout the quarter, students will keep a journal. Students should add an entry to their journal each week. The journal is meant to be a space to reflect on what you have been working on and learning in class. Keeping a weekly journal will help you document your progress throughout the course and will help you determine if you need to modify the goals that you set at the beginning of the quarter based on your needs, interests, and pre-assessment scores. In addition to logging your goals and practice/exercise time (30-45 minutes/week outside of class), you will also write down how you are feeling and what you are grateful for (mini gratitude journal). **Journals are due during the 9<sup>th</sup> week.**

**Below are reflection questions you may address each week.**

- *How did you feel today?*
- *What did you enjoy?*
- *Which exercises did you like and what did you find challenging?*
- *Are you making progress toward your goals? Do you need to modify your goals?*
- *What are you grateful for?*

### **Self-Care Assignment**

Self-care is crucial for our physical, emotional, and mental well-being. This assignment gives you the opportunity to take care of yourself and write your own self-reflection. Identify something that you enjoy, makes you feel good, or something you've been wanting to try or do, and write **a short self-reflection paragraph**. Check Canvas for examples of self-care under various categories. Note, you do not have to choose any of the items listed if you'd rather focus on something else. **The self-care should be included in your wellness journals (Due week 9).**

### **Video Analysis.**

Choose a skill in badminton that you'd like to improve and have a friend videotape you performing the skill. Compare the skill being performed to a current professional. Write a few

paragraphs identifying changes you can make to your posture, footwork, balance, racquet preparation, contact point, and follow through to hit the ball more consistently.

**Course Attendance, Requirements, and Grading**

See PHYSWELL *Course Policies below.*

**Dress and Equipment**

- Athletic clothing/shoes should be worn at all times.
- Student ID is required to enter AOERC.
- Backpacks should be placed in day lockers.
- Bring your own racket if you have one, loaner rackets will be provided for those without.
- **Please bring a water bottle to every class...hydration is crucial!**

**Tentative Class Schedule**

<b>Week</b>	<b>Skills</b>	<b>Knowledge (self-study)</b>
<b>1</b>	On your Own – Review Syllabus, Syllabus Assignment, Review materials under the week 1-2 module on Canvas	<b>Homework:</b> Syllabus Assignment
<b>2</b>	Standard Postural Alignment, Neutral Spinal Alignment, Importance of Core Stability and Spine Stiffness, Spine Hygiene  Warm-up and cool-down exercises.  Equipment setup, racket skills, grip basics. If time permits rally.	Highlight parts of the Syllabus.  Dynamic vs Static Stretching
<b>3</b>	Drive, clear, and lift drills. Ladder footwork and badminton lower body training.	Rules, terms, and etiquette.
<b>4</b>	Serve and return drills. Conditioning - Resistance band training.	History
<b>5</b>	Smash and drop drills. Conditioning Exercises	Strength and conditioning exercises.
<b>6</b>	<i>Singles strategy and play.</i>	Shot selection factors.
<b>7</b>	<i>Doubles strategy and play.</i>	Side by side vs one up one back formations. Team movement.
<b>8</b>	Singles tournament	Sportsmanship during competition.
<b>9</b>	Singles tournament	
<b>10</b>	Stroke review and doubles round robin.	

**Stanford University  
PHYSWELL Policies and Procedure**

**Attendance and participation**

Students must attend the first week of class to stay registered for PE courses.

Attendance and participation are crucial, as is doing all reading and assignments to be able to participate in the discussions. A huge amount of learning in this course happens in real-time, during class. If you **MUST** be absent, please let the instructor know *in advance*. You may not be able to make up the work. If a course is pass/fail, students need to achieve a 70% attendance to pass the course.

Respect your instructors and your classmates, and we will return the favor. Respect includes creating (and being part of) an environment conducive to learning, which includes but is not limited to: being on time, turning off cell phones, listening, and contributing. Listening and contributing involves hearing other opinions, crafting respectful rebuts, transferring opinions from readings/course experiences, and actively participating in high-quality discussions.

### **Late Policy**

Students, who arrive 5 minutes late to class, will be counted late for the day (2 late arrivals = 1 absence).

### **Assignments, submission policies, evaluation and grading criteria**

There are a handful of assignments utilized that will help instructors monitor student learning during the course. Feedback gathered from your assignments is used to identify where you might be struggling so that instructors can adjust teaching, and students can adjust studying. These might involve written reflections, checks for understanding, reflection questions, activities in class, quizzes, online tests, projects during class, journals, presentations, exams, or papers. Pending the type of assignment, grading will be done utilizing a rubric specific to that project/paper/presentation (and conveyed in advance by the instructor) and valued in the syllabus.

**Grades will be based on attendance, participation and assignment completion. Grading basis is Satisfactory/No Credit and will be reflected as S/NC on your transcripts. Therefore, you must have a 70% or higher in all the requirements to have a satisfactory in this course.**

For a S/NC course, you must complete all assignments at 70% or higher to pass the course. Homework assignments are to be submitted as indicated on Canvas. Each assignment receives 100% when completed on time. Late homework will be penalized at a rate of 10% per day late (one letter grade for every 24-hour period an assignment is late, including weekends). Any assignment turned in after 3 days of the due date will receive 70% (or lower), which results in the student receiving a N/C for the course.

Writing assignments should have a font no smaller or bigger than 12-point and should be spaced in an appropriate format for the assignment. *Each should have a cover sheet listing:*

- Name and number of course
- Student's name
- Assignment title

Meet APA Publication Manuscript style and format, i.e., references, citing (direct and paraphrasing quotes, headings, etc.)

### **Dress and Equipment:**

Appropriate "workout attire" is to be worn. Appropriate attire includes close-toed shoes, and non-restrictive, breathable clothing. Bringing a water bottle and towel is highly recommended.

## **Office Hours**

Please come talk if you have questions or concerns about the course. The scheduled office hours are the best time to meet with instructors; instructors are happy to make appointments with students who are unable to stop by during these times. If applicable, the TA(s) for the course and their office hours will be announced during the first week of class.

## **Electronic Mail and Canvas Website**

Students are expected to have access to email and to check it frequently. Instructors will use email to send announcements as needed. The syllabus, lecture slides, some of the readings and other pertinent information will be stored on the Canvas website. Please notify the TAs or instructor if there are technical problems with the materials on the website, otherwise, it is assumed that all students have access to readings and other course materials.

## **Field Based Experiences**

If the course you are participating in has field-based experiences, there will be special policies beyond the usual ones listed here. The policies for these instances will be distributed and covered prior to going into the field for clarification.

## **Honor Code**

The Honor Code articulates University expectations of students and faculty in establishing and maintaining the highest standards in academic work. Examples of conduct that have been regarded as being in violation of the Honor Code (and are most relevant for this course) include copying from another's examination paper or allowing another to copy from one's own paper; unpermitted collaboration; plagiarism; revising and resubmitting a quiz or exam for regarding, without the instructor's knowledge and consent; representing as one's own work the work of another; and giving or receiving aid on an academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted.

See <http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm> for more information on the Honor Code.

## **Access and Accommodations**

Stanford is committed to providing equal educational opportunities for disabled students, who are a valued and essential part of the Stanford community.

Students approved for academic accommodations through the Office of Accessible Education (OAE) are responsible for requesting accommodation letters via OAE | CONNECT, and sharing those letters with instructors as early in the quarter as possible. Timely notification is necessary to implement approved accommodations in this course, and they do not apply retroactively.

In addition, accommodations cannot fundamentally alter the essential elements of a course or program. OAE will engage with students, faculty, and staff in the interactive process to identify options and possible solutions to remove or mitigate barriers to access.

To initiate services with OAE, visit [oae.stanford.edu](http://oae.stanford.edu).

## **Student Mental Health**

College can be stressful. Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work. If so, please speak with me. However, relationships, family worries, loss or a personal struggle or crisis can also contribute to decreased academic performance and well-being.

Stanford University provides counseling resources to support students, faculty and staff. Some of your options include approaching Residence Deans, Sexual Assault and Relationship Abuse Office, Bridge Peer Counseling Center, the Office of Religious Life, and CAPS (Counseling and Psychological Services) to speak with an on-call clinician at 650-723-3785 for both urgent and emergent matters.

In the event I suspect you need additional support, expect that I will express my concerns (and the reasons for them) to you and remind you of the resources that might be helpful. My intention is to let you know that I am concerned and that help, if needed, is available.

### **Affordability of Course Materials**

Stanford University and its instructors are committed to ensuring that all courses are financially accessible to all students. If you are an undergraduate who needs assistance with the cost of course textbooks, supplies, materials and/or fees, please feel free to contact the Diversity & First-Generation Office for assistance.