



**SPORT SCIENCE & MANAGEMENT  
SS5202 SOCCER**

<b>Academic Year</b>	2019-20	<b>Semester</b>	1
<b>Course Coordinator</b>			
<b>Course Code</b>	SS5202		
<b>Course Title</b>	Soccer		
<b>Pre-requisites</b>	Nil		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	39		

**Course Aims**

In this course, you will learn the proper execution of the various techniques of the game, the tactics of the game, the Laws of the game, and apply them in gameplay. You should participate in this elective course if you are interested in developing your knowledge and skills in Soccer.

**Intended Learning Outcomes (ILO)**

By the end of this course, you (as a student) would be able to:

1. Recall the Laws of the game
2. Apply the Laws of the game during gameplay
3. Explain the principles of play and tactics of the game
4. Apply the principles of play and tactics of the game during gameplay
5. Demonstrate the techniques of the game
6. Apply the skills of the game during gameplay

**Course Content**

1. Laws of the Game
2. Principles of play and tactics of the game
3. Techniques and skills of the game

**Assessment (includes both continuous and summative assessment)**

<b>Component</b>	<b>Course LO Tested</b>	<b>Related Programme LO or Graduate Attributes</b>	<b>Weighting</b>	<b>Team/ Individual</b>	<b>Assessment Rubrics</b>
1. Theory: Written test	1 & 3	Understanding, critical thinking & analytical thinking	30%	Individual	N.A.
2. Practical: Assessment of techniques	5	Understanding	30%	Individual	See Appendix 1
3. Practical: Assessment of gameplay performance	2, 4 & 6	Understanding, effective communication & teamwork	30%	Individual	See Appendix 2
4. Participation	1, 2, 3, 4, 5 & 6	Professionalism, inclusiveness, ethical behavior & sportspersonship	10%	Individual	See Appendix 3
Total			100%		

Graduates of the SSM programme should show:

<b>Competence</b>	
A1: {Understanding}	process and interpret information, evidence and methodologies related to sport science or sport management
A2: {Self-discipline}	independently apply themselves to solve relevant problems
A3: {Modern Tool Usage}	use technology to communicate and provide feedback on sports activities, improve sports performance, monitor and increase physical activity, provide exercise prescription, solve problems for disadvantaged athletes/sportspeople, and commercialize and innovate sports products, events and services
<b>Creativity</b>	
B1: {Critical Thinking}	critically assess the applicability of sport science and sport management tools toward problems and in the workplace
B2: {Analytical Thinking}	critically analyse data from a multitude of sources
B3: {Interdisciplinary Thinking}	connect the subfields of sport science and sport management to tackle problems
B4: {Innovation}	be able to develop new applications or improve existing techniques
B5: {Entrepreneurship}	develop new ideas and plans for sport science, businesses and events
<b>Communication</b>	
C1: {Effective Communication}	present findings or ideas from sport science and sport management research logically and coherently at the appropriate level for the intended audience and in all forms of communication
C2: {Teamwork}	work in teams on projects that require sport science or sport management application, and communicate results via demonstration, verbally and in written form
<b>Civic-Mindedness</b>	
D1: {Professionalism}	act in a manner that respects the profession and meets the expectations of the sport science and sport management industry

D2: {Inclusiveness}	promote sport and physical activity in all individuals to bring people together and improve physical, social and psychological outcomes
<b>Character</b>	
E1: {Ethical behaviour}	act with integrity and in a socially responsible and ethical manner in line with societal and legal expectations in relation to collecting and analysing data of people and protecting personal data with appropriate computer security
E2: {Sportspersonship}	demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity

### **Formative Feedback**

Instructor will respond to your questions regarding the Laws of the game, principles of play, and tactics of the game during/after the presentation.

Instructor will provide verbal feedback to you on your performance during/after the technique practices, skill practices, small-sided games, and squad practices.

### **Learning and Teaching Approach**

<b>Approach</b>	<b>How does this approach support students in achieving the learning outcomes?</b>
Presentation	Instructor will present the Laws of the game, principles of play, and tactics of the game to you in a lecture format.
Technique practice	You will participate in practices that are simple and unopposed; focus of such practices is on the correct execution of technique
Skill practice	You will participate in practices that emphasize on application of correct techniques when opposed; focus of such practices is on decision making in a dynamic environment
Small sided games	You will participate in small sided games that emphasize on application of correct techniques and tactics; focus of such games is on decision making in a dynamic environment based on the principles of play
Squad practice	You will participate in squad practices that emphasize on group or team tactics; focus of such games is to link small sided games to full squad practice (e.g., 11 vs. 11)

### **Reading and References**

The International Football Association Board. (2017). Laws of the Game 2017/2018. Retrieved from [http://resources.fifa.com/mm/document/footballdevelopment/refereeing/02/90/11/67/lawsofthegame2017-2018-en\\_neutral.pdf](http://resources.fifa.com/mm/document/footballdevelopment/refereeing/02/90/11/67/lawsofthegame2017-2018-en_neutral.pdf)

### **Course Policies and Student Responsibilities**

#### (1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes – lecture and laboratory - punctually and submit the scheduled assignment by the due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions missed. You are expected to participate in all discussions and class activities unless there is a valid medical reason not to do so.

#### (2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

### (3) Absence Due to Medical or Other Reasons

If you are sick and not able to complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science & Management (or Home School) administration to obtain official leave. Without this, the missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

## Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Collaboration is encouraged for your work in the class and laboratories because peer-to-peer learning helps you understand the subject better and working in a team trains you to better communicate with others. Working together and exchanging ideas and experiences will help improve the quality of your assessed presentation. It is important to credit others for their contribution to your work which promotes ethical practices and academic integrity.

## Course Instructors

Instructor	Office Location	Phone	Email

## Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	<ul style="list-style-type: none"><li>Fun Games</li><li>Course objectives and expectation</li></ul>	5 & 3	<ul style="list-style-type: none"><li>Classroom-based activities</li><li>Practical</li></ul>

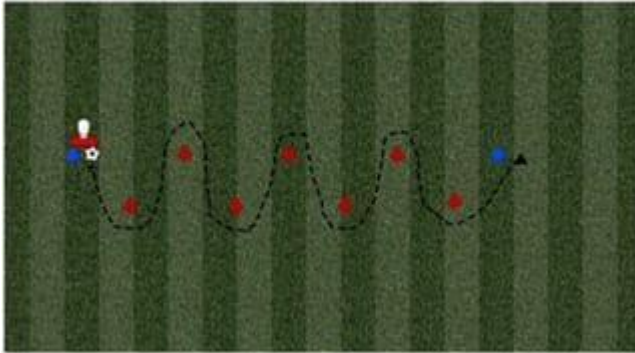
2	<ul style="list-style-type: none"> <li>• Dribbling</li> <li>• Attacking principles of play</li> </ul>	5 & 3	<ul style="list-style-type: none"> <li>• Classroom-based activities</li> <li>• Practical</li> </ul>
3	<ul style="list-style-type: none"> <li>• Running with the ball</li> <li>• Current tactical trend</li> </ul>	5 & 3	<ul style="list-style-type: none"> <li>• Classroom-based activities</li> <li>• Practical</li> </ul>
4	<ul style="list-style-type: none"> <li>• Shooting</li> <li>• Demands of a modern football player</li> </ul>	5 & 3	<ul style="list-style-type: none"> <li>• Classroom-based activities</li> <li>• Practical</li> </ul>
5	<ul style="list-style-type: none"> <li>• Passing</li> <li>• Players profile (positioning)</li> </ul>	5 & 3	<ul style="list-style-type: none"> <li>• Classroom-based activities</li> <li>• Practical</li> </ul>
6	<ul style="list-style-type: none"> <li>• Group Attacking</li> <li>• (5 vs 5)</li> <li>• Teambuilding</li> </ul>	5 & 3	<ul style="list-style-type: none"> <li>• Classroom-based activities</li> <li>• Practical</li> </ul>
7	<ul style="list-style-type: none"> <li>• Basic Defending</li> <li>• Defending principles of play</li> </ul>	5 & 3	<ul style="list-style-type: none"> <li>• Classroom-based activities</li> <li>• Practical</li> </ul>
8	<ul style="list-style-type: none"> <li>• Group Defending</li> <li>• (5 vs 5)</li> <li>• Laws of the game</li> </ul>	5 & 1	<ul style="list-style-type: none"> <li>• Classroom-based activities</li> <li>• Practical</li> </ul>
9	<ul style="list-style-type: none"> <li>• Group attacking</li> <li>• Group defending</li> <li>• (5 vs 5)</li> </ul>	5	<ul style="list-style-type: none"> <li>• Classroom-based activities</li> <li>• Practical</li> </ul>
10	<ul style="list-style-type: none"> <li>• Skills Test</li> </ul>	2, 4 & 6	<ul style="list-style-type: none"> <li>• Practical</li> </ul>
11	<ul style="list-style-type: none"> <li>• Assessment of gameplay performance</li> </ul>	2, 4 & 6	<ul style="list-style-type: none"> <li>• Practical</li> </ul>

12	<ul style="list-style-type: none"><li>• Assessment of gameplay performance</li></ul>	2, 4 & 6 5	<ul style="list-style-type: none"><li>• Practical</li></ul>
13	<ul style="list-style-type: none"><li>• Theory Test</li></ul>	5 1 & 3	<ul style="list-style-type: none"><li>• Classroom-based activities</li></ul>



## Appendix 1: Assessment of techniques

### Dribbling



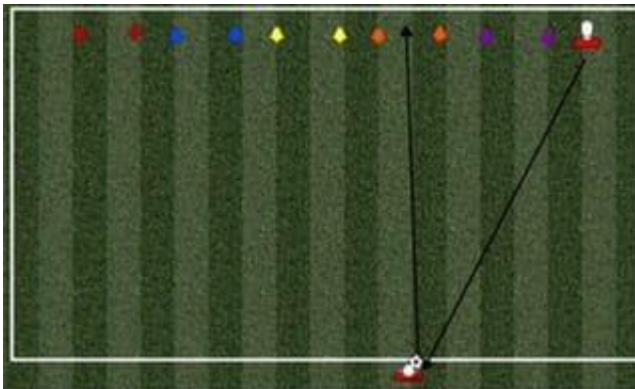
1. Participant to dribble pass the obstacle course.
2. Time will start when participant moves ball forward.
3. Time will stop upon them dribbling past the last cone and stopping the ball using their sole.

### Scoring for dribbling

Points	1	2	3	4	5	6	7	8	9	10
Secs	32	30	28	26	24	22	20	18	16	14

1. Additional 1 second will be added to their time if they hit a cone.
2. Immediate failure if they hit three or more cones.

### Passing



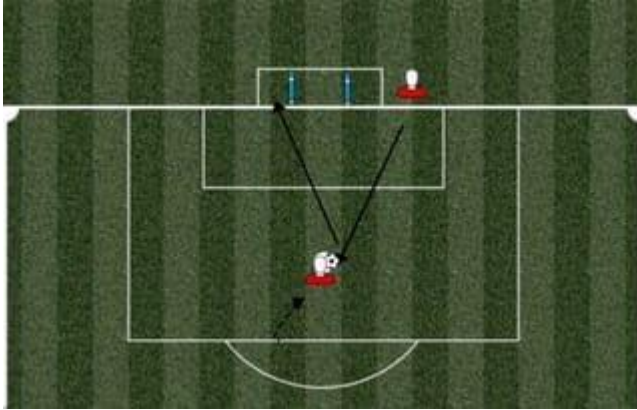
1. There are 5 passing lanes in front of the participant.
2. Distance between participant and passing lane are 8 meters.
3. Participant will receive the ball from a server who is stationed opposite the participant.
4. Participant must control the ball with their 1st touch.
5. With their 2nd touch, participant is to pass the ball into 1 of the 5 passing lanes.

### Scoring for passing

1. Each participant has 5 attempts.
2. Participants will get 2 points for passing the ball successfully in new passing lane.

3. Participant will get 1 point if he passes the ball successfully in an already attempted lane.

### Shooting



1. Participant will start at the edge of penalty box.
2. Upon receiving a pass from server, participants will take a shot at goal.
3. No goalkeeper.

### Scoring for shooting

1. Each participant has 5 attempts.
2. 2 points if shot is successfully placed at the sides of the goal.
3. 1 point if shot is successfully placed in the middle zone.

## Appendix 2: Assessment of gameplay performance

### Gameplay

1. Participants are divided into 4 teams
2. Each team has 7/ 8 players
3. 5 vs 5 game
4. Teams will play against each other in round robin format
5. Each game is 15 minutes per half

### Scoring for gameplay

Participants will be individually assessed on the following criteria.

<b>Criteria</b>	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>
Attacking	1	2	3	4	5
Defending	1	2	3	4	5
Communication	1	2	3	4	5
Leadership	1	2	3	4	5
Teamwork	1	2	3	4	5
Awareness	1	2	3	4	5

### Appendix 3: Assessment of participation

<b>Criterion</b>	<b>8-10</b>	<b>6-7</b>	<b>3-5</b>	<b>0-2</b>
Pre-class readings and/or participation in activities during class	Completes all the required readings and/or actively participates in all activities during class	Completes most of the required readings and/or actively participates in most of the activities during class	Completes some of the required readings and/or actively participates in some of the activities during class	Does not complete the required readings and/or actively participate in activities during class