



**SPORT SCIENCE & MANAGEMENT  
SS5203 HOCKEY**

<b>Academic Year</b>	2019/20	<b>Semester</b>	1
<b>Course Coordinator</b>			
<b>Course Code</b>	SS5203		
<b>Course Title</b>	Hockey		
<b>Pre-requisites</b>	None		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	Total hours: 39 Lecture: 4 Practical: 35		

**Course Aims**

This lecture/practical course is designed to provide a basic framework that will aid first year students in acquiring knowledge and practical skills pertinent to Hockey. This course will cover the fundamentals skills and techniques of hockey and tactics used in the game. The practical sessions enhance knowledge and skills to enable you to understand and attain fundamental demonstration skills of hockey.

**Intended Learning Outcomes (ILO)**

By the end of the course, you should be able to:

1. Identify and demonstrate the steps to balance with hockey stick and manoeuvre stick with ball
2. Perform footwork drills with hockey stick
3. Demonstrate the concept of attacking and defending during a in hockey game
4. Apply various game tactics used during a hockey game
5. Analyse and make proper decisions during a hockey game to score goals

**Course Content**

**1. Fundamentals of Hockey**

- Identify and demonstrate steps to proper balance with hockey stick
- Identify and demonstrate steps to stick handling and performing footwork drills
- Identify and demonstrate steps to other hockey stick handling skills

**2. Attacking and Defending**

- Understanding the rules and regulations while attacking, decide when and where to pass ball to
- Sustain possession till team scores a goal
- Decide the best strategies to defend and prevent opponent from scoring goals

### **3. Scoring Goals**

- Identify tactics and find opportunities to score a goal

**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. Practical Assessment	All	A1, A2, A3, B1, B2, D1	60%	Individual	Appendix 1
2. Written Test	All	A1, A3, C1, C2, D1	30%	Individual	Appendix 2
3. Participation	All	A1, A2	10%	Individual	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

Feedback is central to this course. You will receive verbal feedback from the lecturer about your practical techniques. The lecturer will also receive soft or hard copies of your assignment. You will receive verbal feedback through in-class discussion on the assignment. You will receive summative group feedback on the test following the conclusion of the module.

### Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Practical	This approach supports you to learn independently on how to use

Sessions	track and field equipment for demonstration and training purposes. This supports you in applying the theories into practical. This will also help you to develop your individual learning abilities and attitudes toward active learning.
Group Work Report	This approach supports you in learning independently through practical sessions. In groups, you will interpret the results and findings to compile a report. This allows you to make a comparison between your findings and the theories. You will also learn how to work and cooperate well with each other in your groups.

## Reading and References

Recommended Required Course Texts:

- Anders, E., & Myers, S. (2008). *Field hockey: Steps to success*. Human Kinetics.

Supplemental Additional Reference Text:

- Mitchell-Taverner, C. (2005). *Field Hockey Techniques & Tactics*. Human Kinetics.

## Course Policies and Student Responsibilities

### General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

### 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 lecturer via email prior to the start of the class.

### Absence Due to Medical or Other Reasons

If you are sick and not able to attend a quiz or a midterm, you have to submit the original Medical Certificate (or relevant document) to the administration to obtain official leave. In this case, the missed assignment component will not be counted towards the final grade. There are no make-up quizzes or make-up midterm.

### Attire and safety

You are expected to participate in practical laboratory activities. Some of these activities involve exercise. All of you are expected to wear appropriate attire for participation, obey laboratory safety rules, and take appropriate care of and return all equipment after use.

## 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.

### Course Instructors

Instructor	Office Location	Phone	Email

### Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	Hockey stick handling skills and balance	LO 1	Practical
2	Advanced hockey stick handling skills and balance	LO 1	Practical
3	Footwork drills with hockey stick	LO 2	Practical
4	Advanced footwork drills with change of movement with hockey stick	LO 2	Practical
5	Simple concept of attacking with no defender	LO 3	Practical
6	Concept of attacking with defender (overloading and no overloading)	LO 4	Practical
7	Concept of defending to prevent attackers from scoring	LO 4	Practical
8	E-Learning - Work on techniques and skills at own time	-	-
9	Fundamental strength training – hockey drills	LO 4	Practical
10	Concept of scoring	LO 5	Practical/Theory
11	Various concepts and tactics to score goals		
12	Written Test	LO 1 to 5	Theory
13	Practical Test	LO 1 to 5	Nil

**Appendix 1: Practical Assessment Criteria for Hockey Practical Assessment (60%)**

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
<b>Individual playing ability (60)</b>	Clearly demonstrates all techniques to a high standard and able to apply them effectively during game situations.	Demonstrates most techniques to a good standard and often able to apply them effectively during game situations.	Able to demonstrate most techniques well but struggles to apply them effectively during game situations.	Unable to demonstrate most techniques well and often ineffective during game play.	Very poor technique and ineffective play during game situations.
<b>Communication and teamwork (20)</b>	Consistently communicates clearly with team mates during play and makes a strong contribution to team play and success.	Most communication during play is clear and makes a regular effort and contribution to team play and success.	Communication with team mates during games not always clear or consistent and contribution to team play intermittent.	Rarely communicates with team mates during play and makes selective contributions to team play.	Fails to communicate with team mates during play and makes little contribution to team play.
<b>Playing knowledge (20)</b>	Demonstrates clear knowledge of game rules and situations as they occur and plays consistently to the rules.	Demonstrates good knowledge of game rules in most situations as they occur and typically plays to the rules.	Demonstrates some knowledge of game rules in some situations and mostly plays to the rules.	Selected knowledge of game rules and situations and play is not always to the rules.	Unclear knowledge of game rules and situations as they occur and often makes mistakes with the game rules.

## Appendix 2: Written Test Criteria for Hockey Practical Assessment (30%)

Grades	Criteria
A+ to A- 75 marks and above	Student demonstrates an excellent understanding of the concepts, strategies and rules as discussed in the module. A very good amount of effort and preparation is shown in the ability to apply the knowledge gained, answering the questions appropriately and critically. Answers are well structured and elaborated sufficiently. Illustrative examples are used effectively, and the quality of writing is generally very good.
B+ to B- 60-74 marks	A good understanding of the concepts, strategies and rules as discussed in the module is evident. Answers are appropriate and demonstrate some level of critical analysis and application of knowledge. Some points would benefit from further elaboration and/or more effective use of illustrative examples. The quality of writing is good and answers are fairly well-structured.
C+ to C 50-59 marks	Student shows some understanding of the concepts, strategies and rules as discussed in the module. Answers are basic and show some misconceptions at times. There is a limited degree of critical analysis and difficulties in application of knowledge can be seen. There is little elaboration of points and few illustrative examples given. The quality of writing is average.
D+ to D 40-49 marks	The overall quality of answers shows that the student has not done sufficient preparation and has a weak grasp of concepts, strategies and rules that have been discussed in the module. Answers are not always sufficient in addressing the questions effectively. There is no evidence of elaboration and/or illustrative examples. Some examples are also inappropriately used. Answers are poorly structured, and the quality of writing is below average, causing difficulty in comprehension at times.
F 39 marks and below	The student shows severe misunderstandings of both the content of the module and the aims of the test questions. Answers are either irrelevant or erroneous. The writing is of very poor quality and there is a lack of a coherent structure.



**Appendix 3: Participation Assessment Criteria for Hockey Practical Assessment (10%)**

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
<b>Class Participation (10)</b>	Participates actively in class, demonstrating a deep understanding of the content.	Participates actively in class, demonstrating a good understanding of the content.	There is some participation during class, demonstrating an adequate understanding of the content.	There is little participation in class.	There is an absence of any participation in class.