



**M:** Course Objectives / Learning Outcomes:

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

1. Properly situate European handball and fencing within the sport categorization model.
2. Demonstrate correct performance in selected skills and tactics involved in the performance of European handball and fencing.
3. Demonstrate the use of progressions and differentiated strategies during the teaching of selected skills and/or tactics for European handball and fencing.
4. Apply observation, analysis, and feedback methods and procedures to detect and correct errors in selected skills and tactics during game performance.
5. Integrate educational and coaching elements in the overall design of instructional and lesson plans for European handball and fencing.
6. Demonstrate interpretive knowledge of the rules and terminology for European handball and fencing.

**N:** Course Content:

## 1. Instructional strategies and professional development:

- 1.1 alternative teaching and coaching approaches
- 1.2 class management strategies
- 1.3 developmentally appropriate technical and tactical progressions and drills
- 1.4 principles of effective instruction

## 2. Fencing: fundamental techniques and tactics

Technical and tactical elements of effective individual performance including, but not limited to the following:

- 2.1 footwork – advance, appel, ballestra, flèche & In quartata
- 2.2 blade work - arrêt à bon temps, attaque au fer , beat & bompound-riposte
- 2.3 parry - counter-parry, neuvieme, octave & yielding parry
- 2.4 bouting – assault, corps-à-corps, salut des armes

## 3. European handball: fundamental techniques

Technical elements of effective performance including, but not limited to the following:

- 3.1 ready position
- 3.2 movement (i.e., body – feet, hands, head, etc.)
- 3.3 ball handling
- 3.4 passing
- 3.5 shooting
- 3.6 defensive fundamentals
- 3.7 set plays

## 4. European handball: tactical elements

## 4.1 Attack concepts (related to on-ball and off-ball elements):

- 4.1.1 mobility
- 4.1.2 variety / control
- 4.1.3 deception
- 4.1.4 offensive depth
- 4.1.5 improvisation
- 4.1.6 transition

## 4.2 Defensive concepts (related to On-Ball and Off-Ball Elements):

- 4.2.1 concentration
- 4.2.2 anticipate and adjust
- 4.2.3 read and react
- 4.2.4 communicate and commit
- 4.2.5 control and restraint
- 4.2.6 transition

<p>5. Observation and analysis methods and procedures</p> <p>5.1 analysis frameworks</p> <p>5.1.1 teaching: affective, cognitive, psychomotor dimensions of learning and game play in fencing and handball</p> <p>5.1.2 coaching: tactical, technical, psychological, physical</p> <p>5.1 scope: components of observation and analysis</p> <p>5.2 approaches: types and methods of observation and analysis</p> <p>5.3 qualitative and quantitative analysis</p> <p>5.4 error detection, prioritizing, and correction</p> <p>6. Rules and Terminology</p> <p>6.1. interpretive knowledge of the rules and terminology of fencing</p> <p>6.2 interpretive knowledge of the rules and terminology of European handball</p>										
<p><b>O:</b> Methods of Instruction:</p> <p>Lecture</p> <p>Discussion groups</p> <p>Practical applications and experiences</p> <p>Field observation</p> <p>Technology assisted learning</p>										
<p><b>P:</b> Textbooks and Materials to be Purchased by Students</p> <p>Textbooks and other course resources will be selected by the instructor. The following are presented as examples</p> <p>1) Fencing – Fencing/ Elaine Cheris / ISBN13: 9780873229722</p> <p>2) European handball - Team European Handball/ Reita Clanton, Mary Phyl Dwight/ ISBN13: 9780873224116</p>										
<p><b>Q:</b> Means of Assessment:</p> <p>Assessment in this course will be consistent with Douglas College evaluation and assessment policy. Assessments forms will be left to instructor discretion in relation to the following guidelines and with the understanding that all five of the following areas are relevant to course objectives and are to be included in the assessment processes stipulated by the instructor.</p> <table data-bbox="284 1260 974 1417"> <tr> <td>Theoretical Knowledge</td> <td>not more than 30%</td> </tr> <tr> <td>Instructional Knowledge &amp; Skill</td> <td>not more than 30%</td> </tr> <tr> <td>Game/Skill Analysis</td> <td>not more than 30%</td> </tr> <tr> <td>Practical Skills</td> <td>not more than 20%</td> </tr> <tr> <td>Lesson Planning</td> <td>not more than 20%</td> </tr> </table> <p style="text-align: right;">TOTAL: 100%</p>	Theoretical Knowledge	not more than 30%	Instructional Knowledge & Skill	not more than 30%	Game/Skill Analysis	not more than 30%	Practical Skills	not more than 20%	Lesson Planning	not more than 20%
Theoretical Knowledge	not more than 30%									
Instructional Knowledge & Skill	not more than 30%									
Game/Skill Analysis	not more than 30%									
Practical Skills	not more than 20%									
Lesson Planning	not more than 20%									
<p><b>R:</b> Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>Yes</p>										

---

 Course Designer(s)

---

 Education Council / Curriculum Committee Representative

---

 Dean / Director

---

 Registrar