TEXAS A&M UNIVERSITY-CORPUS CHRISTI  
Tennis

Course Number and Section: KINE-1113_001  
Name of Instructor: Israel Monteiro

Class meeting time and location: 2pm – 2:55pm MTWR  
Office: Kinesiology Dept.360

Summer I 2013  
Office Hours: By appointment only

Office Telephone: NA  
E-Mail: isramonteiro@gmail.com

I. Course Description

The course Kine-1113_001 - Tennis is designed to instruct and practice the techniques, skills, and strategy involved in tennis.

II. Rationale

The purpose of this course is to cover the fundamental skills and mechanical principles of tennis, which include, but are not limited to: basic strokes such as the forehand and backhand drives, the serve, volley, overhead, lob, rules, scoring system, court etiquette, and game strategies (singles and doubles). In addition, the course will cover warm-up and cool-down procedures, conditioning, and basic nutrition for sports.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors

A. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

B. Learner-Centered Instruction: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements and assesses instruction using technology and other resources.

C. Equity in Excellence for all Learners: The teacher responds appropriately to diverse groups of learners.

D. Learner-Centered Communication: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

E. Learner-Centered Professional Development: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession and to maintain ethics and personal integrity.

IV. TExES Competencies

Competency 001 – The teacher understands and applies principles of motor development and motor learning.

Competency 002 – The teacher understands principles and practices for developing, combining and integrating motor skills.
Competency 003 – The teacher understands and applies knowledge of movement concepts and biomechanical principles.

Competency 004 – The teacher understands and applies knowledge of individual, dual and team sports and activities.

Competency 005 – The teacher understands principles, techniques, skills and safety practices for dance, personal performance activities, cooperative and nontraditional games, recreational activities and outdoor pursuits.

Competency 006 – The teacher understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.

Competency 007 – The teacher understands principles and activities for developing and maintaining cardiovascular endurance.

Competency 008 – The teacher understands principles and activities for developing and maintaining flexibility, posture, and muscular strength and endurance.

Competency 009 – The teacher understands health and wellness concepts, including those related to nutrition, weigh control and stress management and analyzes ways in which personal behaviors influence health and wellness.

Competency 010 – The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.

Competency 011 – The teacher understands factors relevant to learning and performance in physical education and uses this knowledge to create learning environments and opportunities that promote students’ development in various domains (e.g., cognitive, social, emotional).

Competency 012 – The teacher understands the structure, organization, goals and purposes of physical education programs.

Competency 013 – The teacher understands legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, safety, first aid and risk management.

V. Course Objectives/Learning Outcomes

This course is designed to enable students to:
A. Gain knowledge of the stroke fundamentals, rules, strategies, and behavior/etiquette involved in tennis.
B. Demonstrate the fundamental skill mechanics required to play tennis including groundstrokes, volley, and serves.
C. Recall the basic terminology, vocabulary of tennis, and scoring system.
D. Learn to apply course material in match situations.
E. Exposure to singles and doubles play and its strategies.
F. Develop an understanding of tennis as a lifelong physical/social activity.

VI. Course Topics

The major topics to be considered are:
- Mechanics of the forehand drive
- Mechanics of the backhand drive
Mechanics of the serve
Mechanics of the volley
Mental skills for tennis
Tennis rules and scoring
Tennis strategy
Nutrition for tennis
Physiological demands of tennis
Specific conditioning for tennis

VII. Instructional Methods and Activities

Methods and activities for instruction include:
A. Traditional Experiences (lecture/discussion; demonstration; drill; guest speaker; on-line deliveries; video, etc)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play; lab exercise; value clarifications)
C. Field Experiences (field teaching; field trips; community resource use; case studies; internship; student teaching; practicum)

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:
(Be specific on type of assessments)

The methods of evaluation and the criteria for grade assignments are:
A. Requirements and point values. The total number of assignments in categories 2 and 3 is tentative.
1. Attendance and participation 40 points
   a. Disposition† 10 points
2. Skills test (2 * 12.5) 25 points
3. Knowledge / Quizzes (2*12.5) 25 points
   100 points

† Disposition: As educators and role models, how we conduct our behavior in a learning environment is of the utmost importance. Disposition includes your class preparation, state of readiness, commitment, and attitude, and marks the quality of your participation.

Grading Scale

90-100% = A
80-89% = B
70-79% = C
60-69% = D
Below 60% = F
IX. Course Schedule and Policies

A. Tentative course schedule

CONTENT

Class# 1 - Orientation, Introduction, Equipment, syllabus.

Class# 2 - Warm-up. Dynamic versus Static stretching techniques. Names of the lines and areas of the court. Basic technique.

Class# 3 - Ready Position (Importance of balance). The Forehand Drive: The grip, backswing, footwork, contact & follow-through (practice from the service line and baseline).

Class# 4 - The Backhand drive: Two handed versus the one handed backhand drive. The grip, backswing, footwork, contact & follow-through (practice the one-hit rally from the service line). The backhand drive: cross-court and down-the-line shots. Emphasis on dept and accuracy (practice the two hit rally from the baseline).

Class# 5 - The Serve: The grip, Stance, Ball Toss, Backswing, Forward Swing to Contact, and follow-Through. Strength and conditioning principles for Tennis (reaction time, agility, power, balance, anaerobic and aerobic systems used in tennis). The Spin Serve. The grip, Stance, Ball Toss, Backswing (L position), Forward Swing to Contact, and follow-Through. Serve Placement and accuracy.

Class# 6 - The Return of the Serve. Stance and steps (movement on return)

Class# 7 - Forehand and backhand drives: Handling the deep, short & wide shots; the low & high bouncing shots. The Rules of the Game (singles) – scoring rules.

Class# 8 - The Forehand Volley: Grip, Stance, Backswing, Forward Swing to Contact, Follow-Through and Finish.

Class# 9 - The backhand Volley: Grip, Stance, Backswing, Forward Swing to Contact, Follow-Through and Finish.

Class# 10 - Forehand & backhand Skills Test 1 (Ball machine and/or coach feeding) Serve Skills Test 2 (Ball machine and/or coach feeding)
Class#11 - Singles play and strategies. Mental toughness (self-talk, visualization, relaxation and breathing control)

Class#12 - Singles Play. The Approach Shot. Games.
Singles Play. The Lob: Defensive and Offensive strokes. Games.
Singles play. The Overhead or Smash.

Class#13 to 16 - Singles Tournaments – Round Robin format.

Class#17 to 20 - Doubles play and strategies.
Doubles tournament/Playing the net and poaching. Doubles tournament.


B. Class Policies

1. Attendance is required and expected. One (1) unexcused absence will be allowed for the semester and any unexcused absences after that will result in a deduction of two (2) points per absence from your FINAL grade. (Example 5 absences = 10 points lost.) Excused absences can be arranged with proper notification. If you have a problem that prohibits prior notification please see me in person.
2. Cell phones are not to be used in class and must be either turned off or set to vibrate during class
3. You are responsible for the material covered in class regardless if your absence is excused or not.
4. Exercise is a major part of this class; proper attire will be required (Tennis racket, tennis shoes, athletic shorts/sweat pants, t-shirt). If you don’t have a tennis racket, ask me for one.
5. Not participating in class activities will constitute an unexcused absence.
7. Tardy - Please do not come to class late. However if you arrive within ten minutes of the class starting time do so in an appropriate and polite manner. Students arriving after the ten minute window will not be allowed into class.
8. “Conditions that Affect Participation”
   It is the student’s responsibility to inform the instructor if you have a condition that may impair or influence full participation in this class. Also, if your condition is severe enough to require special modifications to course requirements students should contact the Students with Disabilities Office (825-5816).

X. Textbook(s)
The textbook(s) adopted for this course is/are: N/A
Recommended but not required supplementary textbook(s) is/are: N/A

XI. Bibliography
The knowledge bases that support course content and procedures include:
XII. Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS

Slightly revised again by Jack Cassidy, co-chair Curriculum Coordinating Committee, 11/10/10.