I. Course Description

The course KINE 1113.001 - Tennis is designed to instruct and practice the techniques, skills, and strategy involved in tennis. NOTE: Will need white soled or light colored soled tennis shoes meant for tennis courts. No running shoes etc.

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, weight 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:
A. Methods and Percentage of Final Course Grade each Assessment Constitutes

The total number of assignments in categories 2 and 3 is tentative.
1. Attendance and participation 40%
   a. Disposition† 10%

2. Skills test (2 * 12.5) 25%

3. Knowledge / Quizzes (5 * 5) 25%

100%

† 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.

B. 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


9/1/2014 – Labor day

Names of the lines and areas of the court. Basic technique. Intro to ready positions and forehand drive.

9/10/2014 - Ready Position (Importance of balance). The Forehand Drive: The grip, backswing, footwork, contact & follow-through (practice from the service line and baseline).

9/15 – 9/17/2014 - 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)

□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.

9/29 – 10/1/2014 - The Return of the Serve. Stance and steps (movement on return)

10/6- 10/8/2014 - Forehand and backhand drives: Handling the deep, short & wide shots; the low & high bouncing shots. The Rules of the Game (singles) – scoring rules.

10/15/2014 - The backhand Volley: Grip, Stance, Backswing, Forward Swing to Contact, Follow-Through and Finish.

10/20 – 10/22/2014 - Forehand & backhand Skills Test 1 (Ball machine and/or coach feeding) Serve Skills Test 2 (Ball machine and/or coach feeding)

10/27/2014 - Singles play and strategies. Mental toughness (self-talk, visualization, relaxation and breathing control)


12/1/2014 – Last Day of Class

12/10/2014 - Final Exam Day

B. Class Policies
Attendance/tardiness

Attendance is required and expected. Three (3) 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.

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.

Not participating in class activities will constitute an unexcused absence.

Makeup days may be made by attending any TAMUCC sporting event, preferably a tennis game, and showing proof of attendance.

Late Work and Make-up Exams
You are responsible for the material covered in class regardless if your absence is excused or not.

Extra Credit
There is no extra credit.

Cell Phone/Electronic Device Usage
Cell phones are not to be used in class and must be either turned off or set to vibrate during class

Academic Integrity/Plagiarism.
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved.

Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:
1. Written reprimand.
2. Requirement to re-do work in question.
3. Requirement to submit additional work.
4. Lowering of grade on work in question;
5. Assigning grade of 'F' to work in question;
6. Assigning grade of 'F' for course;
7. Recommendation for more severe punishment, such as dismissal from the program or from the University.

See the University Catalog for more information.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 7, 2014 is the last day to drop a class with an automatic grade of “W” this term.

Preferred methods of scholarly citations

Classroom/professional behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect
that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

**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 Corpus Christi Hall 116. 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.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**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. List of Supplies**
Exercise is a major part of this class; proper attire will be required (Tennis racket,
TENNIS SHOES (not running shoes), athletic shorts/sweat pants, t-shirt). If you don’t have a tennis racket, ask me for one.

Will need white soled or light colored soled tennis shoes meant for tennis courts. No running shoes etc.