



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) PE 13	(2) TENNIS	(3) 1
Number	Title	Units

<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td colspan="3">(4) Lecture / Lab Hours:</td> </tr> <tr> <td colspan="3">Total Course Hours</td> </tr> <tr> <td style="width:20%;">Total Lec hours:</td> <td style="width:10%;"></td> <td style="width:10%; text-align: center;">0</td> </tr> <tr> <td>Total Lab hours:</td> <td></td> <td style="text-align: center;">2.00</td> </tr> <tr> <td>Total Contact hours:</td> <td></td> <td style="text-align: center;">36.00</td> </tr> <tr> <td colspan="3">Lec will generate <u>0</u> hour(s) outside work.</td> </tr> <tr> <td colspan="3">Lab will generate <u>0</u> hour(s) outside work.</td> </tr> <tr> <td colspan="3">(5) Grading Basis:</td> </tr> <tr> <td>Grading Scale Only</td> <td></td> <td></td> </tr> <tr> <td>Pass/No Pass option</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>Pass/No Pass only</td> <td></td> <td></td> </tr> <tr> <td colspan="3">(6) Advisories:</td> </tr> <tr> <td colspan="3">Eligibility for English 125 or 126</td> </tr> <tr> <td colspan="3">(7) Pre-requisites(requires C grade or better):</td> </tr> <tr> <td colspan="3">Corequisites:</td> </tr> </table>	(4) Lecture / Lab Hours:			Total Course Hours			Total Lec hours:		0	Total Lab hours:		2.00	Total Contact hours:		36.00	Lec will generate <u>0</u> hour(s) outside work.			Lab will generate <u>0</u> hour(s) outside work.			(5) Grading Basis:			Grading Scale Only			Pass/No Pass option		X	Pass/No Pass only			(6) Advisories:			Eligibility for English 125 or 126			(7) Pre-requisites(requires C grade or better):			Corequisites:			<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td colspan="3">(8)Classification:</td> </tr> <tr> <td style="width:20%;"></td> <td style="width:20%;"></td> <td style="width:20%;"></td> </tr> <tr> <td>Degree applicable:</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>Non-degree applicable:</td> <td></td> <td></td> </tr> <tr> <td>Basic skills:</td> <td></td> <td></td> </tr> <tr> <td colspan="3">(9)RC Fulfills AS/AA degree requirement: (area)</td> </tr> <tr> <td colspan="3" style="text-align: center;">Physical Education</td> </tr> <tr> <td colspan="3">General education category:</td> </tr> <tr> <td>Major:</td> <td colspan="2">PHYSICAL EDUCATION</td> </tr> <tr> <td>Certificate of:</td> <td colspan="2">COACHING</td> </tr> <tr> <td>Certificate in:</td> <td colspan="2"></td> </tr> <tr> <td>(10)CSU</td> <td>Baccalaureate:</td> <td style="text-align: center;">X</td> </tr> <tr> <td>(11)Repeatable: (A course may be repeated three times)</td> <td></td> <td style="text-align: center;">3</td> </tr> </table>	(8)Classification:						Degree applicable:		X	Non-degree applicable:			Basic skills:			(9)RC Fulfills AS/AA degree requirement: (area)			Physical Education			General education category:			Major:	PHYSICAL EDUCATION		Certificate of:	COACHING		Certificate in:			(10)CSU	Baccalaureate:	X	(11)Repeatable: (A course may be repeated three times)		3
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(12) Catalog Description: A course in the instruction of tennis fundamentals, techniques and strategies, including singles and doubles play.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

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

- I. Integrate tennis into a habitual, life-long physical activity.
- II. Apply the basic rules of both singles and doubles play.
- III. Employ the basic terminology and abide by the rules of tennis etiquette.
- IV. Differentiate between effective and ineffective techniques and shots.
- V. Select and utilize effective strategies for both singles and doubles matches.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- I. Perform the fundamental skills of the game, in particular the forehand, backhand, volley, serve, overhead and lob.
- II. Learn the rules and etiquette of tennis.
- III. Describe the four major professional tournaments that comprise the Grand Slam, and discuss the appropriate strategies for each surface.
- IV. Practice both singles and doubles play.
- V. Understand and utilize proper scoring systems, including traditional, no-ad scoring, and tiebreakers.
- VI. Evaluate the strengths and weaknesses of other participants.

IV. COURSE OUTLINE:

Lab Content:

- A. Groundstroke—Forehand
 1. Grip
 2. Body positioning, footwork, racquet path
 3. Crosscourt vs. down the line
 4. Drills and practice
- B. Groundstroke—Backhand
 1. Grip; Two Handed
 2. Body Position, footwork, racquet path

- 3. Crosscourt vs. down the line
- 4. Drills and practice
- C. Volley
 - 1. Ready Positioning
 - 2. Footwork, Swing, and follow through
 - 3. Drills and practice
- D. Serve
 - 1. The toss
 - 2. Develop a routine
 - 3. Body position, footwork, and racquet path
 - 4. Grip
 - 5. Drills and practice
 - 6. Types of serves: Flat, Topspin, Slice, American Twist
- E. Return of Serve
 - 1. Ready position and routine
 - 2. Cues
- F. Lob
 - 1. Technique, strategy and practice
 - 2. Offensive vs. Defensive
- G. Overhead
 - 1. Body Positioning, Footwork, and racquet path
 - 2. Tracking ball
 - 3. Offensive vs. Defensive
- H. Tiebreakers
- I. Drop Shot
- J. Singles Strategy
- K. Double Strategy
 - a. Mixed Doubles
- L. Class Tournament

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

- I. Sample Text Title:
 - 1. Recommended - Matsuzaki *Tennis Fundamentals*, Human Kinetics, 2004,
- II. Other Readings
 - 1. Recommended - *Instructor prepared handouts.*

- Global or international materials or concepts are appropriately included in this course
- Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

The four major professional tennis tournaments (which also comprise the "Grand Slam") consist of three tournaments held outside of the United States. Those tournaments are as follows: The French Open (France), the Australian Open (Australia), and Wimbledon (England). Also, discussed are the surfaces used in these tournaments and their differences. For example, The French Open is played on clay, which is more common in Europe and South America than in the United States (which consists primarily of hard or asphalt courts). Also, the unique surface of Wimbledon, grass is also discussed. The differences in surfaces are analyzed.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing	
Check either 1 or 2 below	
<input type="checkbox"/>	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.
<input checked="" type="checkbox"/>	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.
<input type="checkbox"/>	a) essay exam(s)
<input type="checkbox"/>	d) written homework

<input type="checkbox"/>	b) term or other paper(s)	<input type="checkbox"/>	e) reading reports
<input type="checkbox"/>	c) laboratory report(s)	<input type="checkbox"/>	f) other (specify)

Required assignments may include but are not limited to the following:

B. Problem Solving			
Computational or non-computational problem-solving demonstrations, including:			
<input type="checkbox"/>	a) exam(s)	<input type="checkbox"/>	d) laboratory reports
<input type="checkbox"/>	b) quizzes	<input type="checkbox"/>	e) field work
<input type="checkbox"/>	c) homework problems	<input type="checkbox"/>	f) other (specify):

Required assignments may include but are not limited to the following:

C. Skill demonstrations, including:			
<input checked="" type="checkbox"/>	a) class performance(s)	<input checked="" type="checkbox"/>	c) performance exams(s)
<input type="checkbox"/>	b) field work	<input type="checkbox"/>	d) other (specify)

Required assignments may include but are not limited to the following:

1. Serve, volley, and groundstrokes pre and post test.
2. Rules and scoring test
3. Strategy test
4. Techniques Test
5. Class Tournament

D. Objective examinations including:			
<input checked="" type="checkbox"/>	a) multiple choice	<input checked="" type="checkbox"/>	d) completion
<input checked="" type="checkbox"/>	b) true/false	<input checked="" type="checkbox"/>	e) other (specify):
<input checked="" type="checkbox"/>	c) matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

50% Participation 25% Skills Tests 25% Written Tests

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	YES	NO
Textbook	<u> X </u>	<u> </u>
Reference materials	<u> </u>	<u> X </u>
Instructor-prepared materials	<u> X </u>	<u> </u>
Audio-visual materials	<u> X </u>	<u> </u>

Indicate Method of evaluation:

- Used readability formulae (grade level 10 or higher)
- Text is used in a college-level course X
- Used grading provided by publisher
- Other: (please explain; relate to Skills Levels)

<i>Computation Level</i> (Eligible for MATH 101 level or higher where applicable)	<u> </u>	<u> X </u>
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	<u> X </u>	<u> </u>
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	<u> X </u>	<u> </u>
Requires independent thought and study	<u> X </u>	<u> </u>
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	<u> X </u>	<u> </u>

List of Reading/Educational Materials

Recommended - Matsuzaki *Tennis Fundamentals*, Human Kinetics, 2004,

Comments:

- This course requires special or additional library materials (list attached).
- This course requires special facilities:
 - Tennis courts with nets and regulation boundary lines.

Attached Files:

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

(eligibility for English 125)
(as outcomes for English 252)

- Writing complete English sentences and avoiding errors most of the time.
- Using the conventions of English writing: capitalization, punctuation, spelling, etc.
- Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.
- Expanding and developing basic sentence structure with appropriate modification.
- Combining sentences using coordination, subordination, and phrases.
- Expressing the writer's ideas in short personal papers utilizing the writing process in their development.

Students must be able to complete writing

Students must be able to compare and contrast information as it relates to the sport of tennis.

Students must be able to organize short answers regarding tennis, and express them clearly on written assignments and exams.

(eligibility for English 126)
(as outcomes for English 262)

- Using phonetic, structural, contextual, and dictionary skills to attack and understand words.
- Applying word analysis skills to reading in context.
- Using adequate basic functional vocabulary skills.
- Using textbook study skills and outlining skills.
- Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.

Student must be able to read and comprehend instructor handouts and reading materials.

Students must be able to understand basic terminology commonly used in the sport of tennis.

Students must be able to learn from reading assignments, and subsequently apply that knowledge to the overall learning of the sport of tennis.

Check the appropriate spaces.

- Eligibility for Math 101 is advisory for the target course.
- Eligibility for English 126 is advisory for the target course.
- Eligibility for English 125 is advisory for the target course.

If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

CONTENT REVIEW

REQUISITES
No requisites