



PE-132B: INTERMEDIATE TENNIS

Effective Term

Fall 2024

Discipline

PE - Physical Ed

Course Number

132B

Course Title

Intermediate Tennis

Short Title

Intermediate Tennis

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lab Units**

1.00

Total Units

1.00

Hours**Lab Contact Hours**

48-54

Out of Class Hours Lab

0.00

Total Contact Hours

48 - 54

Total Out of Class Hours

0 - 0

Total Student Learning Hours

48 - 54

Is this an existing Extensive Lab?

No

Do you want to propose this for Extensive Lab?

No

Distance Education

No

Catalog Description

This course is designed for students having some tennis playing experience. Course content includes review and continued development of basic ground strokes for improved power and control, service and service-return, net/midcourt volleys, smashes and lobs. Offensive and defensive tactics will be introduced for singles and doubles play. Students will participate in frequent matches.



Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

PE-132 (with a grade of C or better) or instructor consent through the demonstration of the basic skills and knowledge of tennis.

Codes

TOP Code (CB 03)

0835.00 - Physical Education

CIP Code

31.0501 - Health and Physical Education/Fitness, General.

Student Accountability Model (SAM) Priority Code (CB 09)

E - Non-Occupational

Noncredit Category (CB 22)

Y - Credit Course

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Physical Education (Masters Required)	Or
Kinesiology (Masters Required)	End

CSU Area(s)

IGETC Area(s)

Learning Objectives

Learning Objectives

Learning Objective

1. Differentiate between the flat and slice serves.
2. Demonstrate down the line and cross court shots using both forehand and backhand ground strokes.
3. Demonstrate service return using topspin and underspin.
4. Develop the volley using forehand and backhand in combination with approach play.
5. Demonstrate the smash from the forecourt and midcourt.
6. Demonstrate basic lob using both underspin and topspin techniques.
7. Analyze and contrast offensive tactics in singles and doubles play.
8. Analyze and contrast defensive tactics in singles and doubles play.
9. Interpret and implement all rules, etiquette and formalities of intermediate level play while participating in complete singles and doubles matches.
10. Demonstrate knowledge how diversity, equality, and inclusion has effected the tennis culture.
11. Demonstrate knowledge of historic and structural barriers to tennis across different communities, especially communities of color.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
Students will demonstrate fundamental forehand and backhand strokes.
Students will demonstrate the correct serving technique.
Students will exhibit and define the USTA rules of play and court etiquette.
Students will demonstrate the following advanced techniques: smash, volley, half-volley, and serves.
Students will feel compelled, enthusiastic, and passionate about learning, inquiring, and mastering.
Students will engage team members in ways that facilitate their contributions by both constructively building upon or synthesizing the contributions of others.
Students will demonstrate knowledge how diversity, equality, and inclusion has effected the tennis culture.
Students will demonstrate knowledge of historic and structural barriers to tennis across different communities, especially communities of color.

Program Learning Outcomes

Learning Outcome
Students will demonstrate proficiency, knowledge, skills and abilities to compete in various individual and team sports as an athlete, official, or a coach.
Students will design and perform a safe and appropriate practice program to increase and measure the six components of sport performance (agility, balance, ordination, speed, reaction time and power) for diverse populations.
Students will develop the body, mind, social connections and spirit through human movement.

Institutional Learning Outcomes

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lab Content

Small groups with a diverse student population will review of basic strokes

1. Ground strokes
 - a. Forehand
 - b. Backhand
 - c. Volley
 - d. Forehand Backhand Lob
 - e. Smashes
2. Serves
 - a. Serve
 - b. Service Return
3. Introduce ball spins
 - a. Top-spin
 - b. Under-spin
4. Development of stroke power
5. Development of footwork and set up
6. Strategic Development
7. Managing Pressure

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8. Targeting skills
 - a. Backcourt play
 - b. Midcourt play
 - c. Forecourt play
 9. Serve Placement for doubles/singles
 - a. Topspin/backspin
 10. Introduction to specific tactics
 - a. Serve and Volley
 - b. Offense Defense
 - c. Strengths vs. weaknesses
 11. Fitness for intermediate level of play will be split up based on the student's initial fitness test and put students in groups of different levels in order to demonstrate cultural awareness and humility by working in an environment with a variety of fitness levels, ages, and gender.
 12. Rules and Etiquette
 - a. Singles
 - b. Doubles
 13. Overall Health
 - a. Mental
 - b. Emotional
 - c. Physical

Methods of Instruction

Method

Activity

Integration

Participation in drills incorporating the use of basic and advanced strokes to develop the following advanced techniques: smash, volley, half-volley, and serves.

Method

Individualized Instruction

Integration

Individualized instruction will be accomplished by observing and instructing students individually while using the tennis ball machine and instructor ball fed techniques to develop the volley using forehand and backhand in combination with approach play.

Method

Lab Activities

Integration

The lab portion of the class provides students opportunities to physically perform the skills presented and compete in an actual tennis match.

Method

Observation and Demonstration

Integration

Observe the correct and incorrect strokes and demonstrate correct execution of forehand, backhand, volley, smashes, lobs, serves and strategies to feel compelled, enthusiastic, and passionate about learning, inquiring, and mastering.

Methods of Evaluation

Method

Class Participation

Integration

Student participation will be evaluated through group and individual skill drills, basic conditioning, and match play. A point system can be used for daily completion of the objectives for that particular day's lesson.

Method

Class Performance

Integration

Class performance will be evaluated using specific skills tests that reflect correct technique presented throughout class instruction. A performance rubric can be used to determine skill acquisition.

Method

Exams/Tests

Integration

Knowledge acquisition will be evaluated through written exams that reflect information presented in class regarding basic rules, etiquette, and singles and doubles strategies. Skills tests will also be given to determine the level of competency. Students will need to pass the written exam with a 70%. Rubrics can be used to determine skill performance.

Method

Papers

Integration

Class will turn in a paper on how diversity, equality, and inclusion has effected the tennis culture through the eyes of a historically marginalized tennis player

Assignments

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Assignment #1 Watch a tennis match Television College match High school match Recreational match Observe the following: What offensive tactics were used for the match? Did the tactics change throughout the match? What defensive tactics were used during the match? Did these tactics change? Who won the match and why? Who lost the match and why? Submit a 2 page typewritten report, using the MLA format, reflecting your observations. Assignment #2 Compete in a singles or doubles match Submit the following observations in a 2 page typewritten report using the MLA format. What was your score upon the completion of the match? What singles/doubles tactics did you apply to your match? What were your strengths? What were your weaknesses? How would you improve your strategies/strokes?



Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Assignment #2 Research paper on how diversity, equality, and inclusion has effected the tennis culture through the eyes of a historically marginalized tennis player. A three page paper that has work cited and MLA format. The students will learn historic and structural barriers to tennis across different communities, especially communities of color.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Assignment #3 Compete in a singles or doubles match Submit the following observations in a 2 page typewritten report using the MLA format. What was your score upon the completion of the match? What singles/doubles tactics did you apply to your match? What were your strengths? What were you weaknesses? How would you improve your strategies/strokes?

Course Materials**Textbooks**

Office, J (2017). John Officer's Advanced Stroke Mechanics and Tactics- XLIBRIS. ISBN:9781543426045

Class Size Information**Class Size**

32

Class Size Category

G - Large lab 32

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Diversity and inclusion is infused into this course by offering instruction and tennis programs that meet a variety of learning levels based on ability, gender, age, culture, and sexuality.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

To promote divers learning for an equitable course instructors will use the following teaching strategies: offering modifications based off fitness abilities, providing engaging drills/matches/instruction that are inclusive to all genders, races, cultures, ages, providing evaluation tools for a variety of tennis abilities based on improvement.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course will incorporate student-to-student interaction by group workouts, drills and discussions along with double matches.

Explain how the course will incorporate instructor-to-student interaction.

This course will incorporate instructor-to-student interaction by verbal lectures, demonstrations, and feedback/motivation during tennis activities.

Explain how the course will incorporate student-to-content interaction.

This course will incorporate student-to-content interaction by performing tennis drills and techniques properly and assessment improvement.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course will incorporate student-to-self interaction by providing them a realistic description of their current tennis skills and knowledge.

Key: 2521