

Beginning Tennis
PHED 140A (1 unit)
Department of Physical Education

USC Dornsife
Physical Education Program

Phone: 213-740-2496
Class Room: Tennis Courts
Office Hours: MW 11-1

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COURSE DESCRIPTION

This is an introductory course teaching the fundamental skills of tennis. Development of tennis skills and basic stroke fundamentals, rules, scoring, etiquette, singles and doubles strategy of play for beginning to advanced players.

LEARNING OBJECTIVES Upon completion of course students will be able to:

- ❖ Acquisition of skills and strokes in tennis with proficiency and the ability to apply these skills.
- ❖ To improve student's skill of the basic strokes: forehand; backhand; serve; volley; lob; and overhead.
- ❖ To introduce or reacquaint each student to the basic rules, scoring, and etiquette of tennis.
- ❖ To gain sufficient knowledge of basic tennis rules, scoring, etiquette, singles and doubles tactics.
- ❖ To develop knowledge and competence about tennis fundamentals, equipment and activity.
- ❖ To offer each student an opportunity to apply their skill and knowledge in actual match play.
- ❖ To make each student aware of the basic differences in strategy for singles and doubles and provide an opportunity to apply this information in actual match play.
- ❖ Development, appreciation and commitment to movement (**tennis**) activity for lifetime fitness.

PHYSICAL EDUCATION PROGRAM OBJECTIVES

- ❖ **Students will understand the importance of sound health and fitness principles as they relate to better health and will be able to:** Recognize the physical and mental benefits of increased physical activity.
- ❖ **Students will be exposed to a variety of activities providing them the opportunity to:** Apply learned fundamental skills.
- ❖ **Students will demonstrate proficiency through knowledge and acquired skills enabling them to:** Understand and utilize various training methods. Develop an appreciation of physical activity as a lifetime pursuit and a means to better health.

Grading Criteria	Points	Week	Dates	Course Content
Participation 30%	60	1-15	Weeks 1-15	Regular and active participation is vital to course
Assignment 10%	20	8	Week 4	Tennis NTRP assignment due
Midterm 20%	40	8	Week 8	Singles, skills, etiquette, scoring, rules and terms
Skill Assessment 15%	30	14	Weeks 14,15	Assessment of skills and fundamentals using NTRP criteria
Exam 25%	50	15	TBA	Comprehensive Final exam
Total 100%	200 points	*No class-make ups, missed exams. Late assignments will be reduced 10% each day past due date.		

GRADING: A (188+pts), A- (187-180pts), B+ (179-174pts), B (173-168pts), B- (167-160pts), C+ (159-154pts), C (153-148pts), C- (147-140pts), D+ (139-134), D (133-128pts), D- (127-120pts), F (119-0 pts) **Pass (140+ pts)**

* Course may be taken as a Letter Grade, Pass/Fail or Audit.

STUDENT RESPONSIBILITIES

1. Each student is responsible for bringing one (1) new, unopened can of tennis balls before the third week of class. Appropriate attire and tennis shoes are expected.
2. Attending class and being on time are extremely important. In order to demonstrate improvement requires regular participation in class activities and to develop appropriate skills necessary. Two tardies equals 1 absence. Excuses will need to be good and funny.
3. Failure to attend class regularly may affect your ability to obtain certain required performance levels and thus may lower your grade. In case of absence, you are accountable for all work missed.
4. You will be held accountable for being properly prepared for class as well: proper equipment, attire and attitude.
5. Course Reader will be available through BlackBoard
6. Rainy days, class will meet in the PHED Building lobby.

COURSE SCHEDULE

Week

1	Course Outline and Orientation Skill Evaluation Basic Fundamentals
2	Skill Evaluation Basic Fundamentals Forehand fundamentals
3	Forehand fundamentals and practice Backhand fundamentals
4	Backhand fundamentals and practice Combined skills Backhand and forehand Serve Fundamentals
5	Serve Fundamentals Service return Singles
6	Rules, Scoring, Etiquette Review: rules, scoring, etiquette Singles continued Individual
7	Practice combined Skills Singles strategy Singles Strategy and Play Volley Fundamentals and practice Tie breaker
<i>*Schedule subject to change</i>	

Week

8	Volley Fundamentals and practice Review tennis terms, practice all material, Tennis Assignment Due: NTRP Midterm,
9	Handicap matches Practice ground strokes, serve and volley Begin Doubles
10	Doubles positioning Doubles strategy Lob fundamentals and practice
11	Lob fundamentals and practice Overhead fundamentals and practice Doubles matches
12	Combined skills all strokes Special rule situations Play doubles /singles games Various Matches
13	Equipment information and selection Games and Doubles Tournament Various matches
14	Skills Test Skills Test
15	Review and practice Final Exam review Final Exam

Additional Policies

USC Physical Education IS NOT responsible for any lost, stolen or damaged property. If you choose to bring any valuables to class, it is strongly recommended that they be locked up during class. Lockers are available in the PE building and the Lyons Center.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP:

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/departement-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>,

which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs*

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

