

**GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF PHYSICAL EDUCATION & ATHLETICS**

**PA 1350  
Physical Activity Course Level I (Tennis)**

**Course Outline Fall 1999**

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**I. General Information**

**Instructor:** Harry Stevens  
**Office:** K218  
**Phone:** 539-2974  
**Class Time:** September 9 to October 19; M, R, F; 14:30 - 16:20

**Credit:** 1.5 Credits  
Equivalent to PAC 135 (1.5 credits)--U of A.  
PEAT 243 (1.5 credits)-- U of C.  
PHAC 1635 (1.5 credits)-- U of L.

**II. Course Objectives**

1. To develop the basic psychomotor skills of the game of tennis.
2. To introduce students to a number of theoretical aspects of tennis.
3. To promote participation and development of a positive attitude toward the life long sport of tennis.

**III. Resources**

**Required Text:** Brown, Jim, Teaching Tennis: Steps to Success, Champaign, IL; Leisure Press, 1989,

IV. Class Format

The mark breakdown for the course will be as follows:

Learning Behavior	10%
Video Analysis	10%
Quizzes	5%
Final Exam (October 19/99)	15%
Basic skills assessment and game play	<u>60%</u>
	100%

\*\*\* Regular attendance and participation are expected at ALL sessions as much of the information provided cannot be obtained in any other way. Students who miss more than 10% of the total number of classes may NOT be granted permission to write the final exam, and/or asked to withdraw from the course. Students who miss class due to medical reasons MUST present medical verification to their instructor. Last day to withdraw with permission is October 1, 1999.

V. Course Evaluation

Grade point 9 - equates to 90% +, this is the highest level of achievement and therefore classifies as **excellent**.

1. In terms of **tennis ability** this would require the student to be able to demonstrate the following strokes, in testing situations, in game play, and in practice.
- ✓ forehand
  - ✓ backhand
  - 60% ✓ volley (forehand & backhand)
  - ✓ serve (top spin, flat and slice)
  - ✓ approach shot
  - ✓ overhead
  - ✓ lob (backhand and forehand)

All of these strokes should be executed with consistency regardless of the pace or placement of the incoming ball.

- 30%
2. In terms of **tennis knowledge**, the student should be able to show their understanding of the rules, history, strategies, skill progression, warm up activities, lead up games, and learning strategies of tennis. This will be measured in 3 ways, a short quiz, a written final exam, and a video analysis. Each of these should receive a grade of 8 or 9 supporting a high degree of understanding of these components of tennis.
- 10%
3. Finally the student seeking the excellent rating should be able to illustrate a **good learning behavior**, by being appropriately dressed, punctual, considerate towards others, have a good work ethic, and help to create a good learning environment for the tennis class. This will be determined by attendance records, and in-class observation of each student.

The three elements of evaluation are weighted to indicate the emphasis placed on each element. If the weighting's create an unreasonable chance of success then the student, through consultation with the instructor, can change the percentages by adding elements like a second video analysis, a research paper, or a practical teaching session. The 10 - 20 % of marks reallocated will hopefully realign the weighting's to the student's benefit. Students seeking this kind of evaluation need the instructor's approval prior to September 24. As any of the three elements results in less than the excellent rating, the student will be given frequent opportunities to be evaluated in the skills element. Practice outside of class time is highly recommended. The test items will not be allowed retakes, nor the video analysis assignment. Please ask if you are not clear as to what is expected of you in regards to how you will be evaluated in this class.