

**Calendar: This schedule is subject to change due to weather or other unforeseen circumstances**

**PE 122 Spring, 2002**

**Dr. England**

**TESTING SCHEDULE**

February 11 (12)	Journal Due (four entries)
February 20 (21)	Test I Scoring and Rules
March 6 (7)	Journal Due (four entries)
March 18	Skills Testing Begins (order: FH & BH volley, FH, BH, Serve, Doubles)
March 25 (26)	Test II pages 1-11
April 8 (9)	Journal Due (four entries)
April 15 (16)	Subjective Skill Testing Begins—Form grades are finalized
April 29 (30)	Test III pages 12-22

**OTHER IMPORTANT DATES:**

March 11-15	No class: Spring break
April 24 (25)	Course/Instructor evaluations

**SKILLS TESTS:** Tests will be administered in the order listed above. Weather permitting, you should have more than one opportunity to take each skill test. Your score will be the higher of your scores. This will be the case only if all students have more than one opportunity. Your efficiency in taking these tests determines whether you have extra opportunities.

**Taking the skills tests is very similar to competing in an important tennis match. There is pressure. The pressure and intensity is part of what creates the challenge and enjoyment of competition.**

**FOREHAND AND BACKHAND VOLLEY and FOREHAND AND BACKHAND**

**SKILLS TESTS:** You will have three testing partners. One will run the ball machine and will count the balls for you. Another will stand at the net and call any “out” balls and will tell you your score when you finish. The other person will collect balls and return them to the ball machine as quickly as possible.

You will have the opportunity to return 10 balls into the singles boundaries. The first five will be for practice and adjusting to the machine **ONLY**. The machine will be stopped after the first five balls. Those first five shots will not count. Your scoring partner will score only the last five balls. When all of you have finished all four tests, all four partners will report scores for all tests.

**SERVE SKILL TEST:** You will serve five “points,” beginning in the deuce court. If you fault the first serve you get a second serve. If one of the serves is good you earn a point and serve to the other court. If not you serve to the other court. On the fifth point you may choose which court into which you serve.

**SCORING:**

5 in bounds=90; 4 in bounds=80; 3 in bounds=70; 2 in bounds=60;  
1 in bounds=50

**Later in the semester your score on each test may be improved by up to ten (10) points if you consistently demonstrate proper form and mechanics while controlling the ball.**

**DOUBLES STRATEGY AND POSITIONING TEST:** You will demonstrate your knowledge of doubles positioning, strategy, and scorekeeping during a mini-set (two conventionally scored games plus one tie-break). You will demonstrate this knowledge while also avoiding hitting the ball into the net and providing your playing partners with the same opportunities by keeping the ball in bounds.

**YOU ARE SUBJECT TO THE OXFORD COLLEGE HONOR CODE DURING ALL TESTS, INCLUDING THE SKILLS TESTS.**

**EMORY UNIVERSITY**



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## THE DIVISION OF PHYSICAL EDUCATION AND DANCE

Students at Oxford College are required to enroll in three courses in the Division of Physical Education and Dance. The faculty of Oxford College has directed the students be acquainted with a capacity which is fundamental to all human beings. That capacity is one's physicality. Physicality pertains to the body and is linked to but differentiated from the mind and spirit. Physicality includes but is not wholly limited to:

7. The refinement of the senses.
8. The maintenance of health, physical strength and stamina.
9. The management and control of body based emotions.
10. An appreciation of kinesthetic awareness, which includes the joy of movement and exploration of human movement as a form of expression.
11. The acquisition and refinement of perceptual motor skills.
12. An awareness that there is an intrinsic relationship between body, mind and spirit and that inadequacies in one of these affects the other two.

Each course offered by the Division of Physical Education and Dance emphasizes at least four of the elements of physicality with some elements being emphasized more than others. By enrolling in three different courses students will be exposed to all six elements of physicality to one degree or another.

Oxford College is and has always been committed to the liberal arts. The liberal arts curriculum for centuries has included the study of the body and its relationship to mind and spirit. From Plato's Academy to the present, institutions which espouse the study of the liberal arts make physical education and dance an integral part of the curriculum. Oxford College is no exception.

**Course Title: BEGINNING Tennis, Spring, 2002**

**Instructor:** Dr. England **Email:** [penglan@emory.edu](mailto:penglan@emory.edu) or type in Penny England for LearnLink

**Phone:** 4-8350, Williams Gymnasium

**Office Hours** MW 12:30-1:45, 3:30-4

TTH 9:30-10, 2:30-3

I am on campus many other hours and available for appointments at other times.

*Physical activity for this class may be quite vigorous at times and may require good flexibility and mobility. If there is any medical condition which would cause you undue risk or prevent your full participation in such activity, it is your responsibility to inform me immediately. If you have a chronic condition which limits your potential for fulfilling the requirements for this class, have your physician FAX (770/784-4677) a letter stating the nature of your limitation(s) and) recommendations for adapting tennis class so that it can be beneficial to you.*

**Overview:**

Each person comes to this class with differing backgrounds in movement. Some have had much more experience in motion than others. Some have had little experience in sports activities. This class is designed for the person who has had no experience in tennis. The class is suitable for those who have had a little experience. Those who have had more experience will be held to higher grading standards than those with little or no experience, and will need to improve more independently of the instructor.

To be a good tennis player demands good movement skills, good hand-eye coordination, practice, and high motivation. The purpose of this class is to learn the basics of the game. To learn the game means that you will understand how to produce sound strokes (forehand, backhand, volley, and serve), even if you cannot consistently produce them. To learn the game means that you will understand the strategies and rules of the game even if you cannot perform them well. It does not take special movement skills or hand-eye coordination to learn the game. It does take high motivation and practice. With motivation and practice, anyone can learn and enjoy the basics of the game.

Playing tennis can be joyful or unpleasant, depending on your expectations of yourself. If you expect too much of yourself, put too much pressure on yourself, you will not enjoy playing the game. It is a game. It is playing. Let yourself be playful while you learn. You will learn a sport you can enjoy for a lifetime.

Your responsibility is to practice, to give your best attention and effort, to participate fully in every class, and to hit as many tennis balls as possible this semester. My responsibility is to help you and to make learning to play tennis as easy and enjoyable as can reasonably be expected. I teach so that each day's skills build toward the next skills to be learned. If you have to miss class, you will be missing the foundational skills for the following classes. It is important, for your own learning success, that you find out what was practiced in any class you miss and that you practice before attending the next class.

The format for each class is:

1. You read the homework.
2. I teach the next class assuming you have studied your homework. I refer to the assigned homework during class, and may give extra credit quizzes/practicals.
3. You practice drills during class which enhance your learning performance.
4. You hit as many balls as possible, while I help you as much as possible.

**Text:** You will be given a packet of information that will serve as your text.

There will also be reference material online. 1. Go to the College's home page at:

[www.emory.edu/OXFORD/home.html](http://www.emory.edu/OXFORD/home.html) 2. Click on CURRENT STUDENTS 3. Click on LIBRARY 4. Click on SYLLABI AND ELECTONIC RESERVES 5. Click on the LIST ALL button 6. Search for the PE 130 and Dr. England in the list. 7. Click on ERESERVE in the last column (the electronic reserve column) 8. Click on any electronic reserve titles listed on the page.

**Course Goals:**

1. practice the basic strokes
2. practice hitting **many** balls
3. understand rules and strategy through playing the game

**Grading:**

Two Written Tests—300 possible points

100 points      class handouts and class notes: pages 1-5 and 13-17

100 points      class handouts and class notes: pages 1-11

100 points      class handouts and class notes: pages 12-22

Journal—100 possible points

You will keep a weekly electronic record of your journey toward playing tennis intelligently and with pleasure. You should make an entry each week, but you will not post the email until the due date. On each due date, you will send all your entries (usually three) in one email addressed directly to me (Penny England). Your journal grade will depend on your clarity of expression, evidence of self-reflection, and the thoroughness of your entries. Excessive grammar and/or spelling errors will also affect your grade.

Follow this format for each entry:

- 1) Practice (day, date, start time, finish time): what tennis techniques you have practiced outside of class (include the day, date, and time of each practice),
- 2) Psychic response: your mental/emotional responses to your practice—include what might be frustrating and/or what is fun about your practice,
- 3) Physical response: your physical responses to your practice—describe very specifically your physical awarenesses as you practice the skill.
- 4) Self-discovery: what you have learned about yourself as you make the effort to practice and learn
- 5) Goals: what you will try to accomplish in your practice for the next week .

### Class Participation Grade—100 possible points

Your in-class attention and practice/application of skills taught determine how much you benefit from each class. Your class participation and contribution must be consistently focused and competent. It is your responsibility to demonstrate your focus and competency during class. It is my responsibility to judge and grade that demonstration. Consistency of in-class participation and out of class practice is key.

90-100 points--extraordinary attention to focus, consistent contribution/attention in class, and concentrated practice of detail.

80-89 points—average attention to the above. **This is the grade most students will earn.**

70-79 points—below average attention to the above

Less than 50 points—distracted or distracting behavior

This participation grade is reduced by your absence from class. **THERE ARE NO EXCUSED ABSENCES.** Religious holidays, medical appointments, or court appearances are NOT excused unless you inform me in writing (email is fine) prior to the absence. It is your responsibility to find out from your classmates what went on during the class you miss. It is your responsibility to be prepared for the next class. If you are late to class it is your responsibility to see me **AFTER CLASS** so I can change your absence. **Three tardies constitute an absence. Plus 25 points if you are absent no more than one time.**

**Minus 25 points for each absence above three.**

**Minus 5 points for each class which you attend but in which you cannot participate actively.**

**THERE ARE NO MAKE-UPS FOR ANY CLASSES, WRITTEN OR SKILLS TESTS, PAPERS, OR HOMEWORK EXCEPT UNDER VERY UNUSUAL CIRCUMSTANCES.** If you experience such unusual circumstances you must speak with me in a timely manner (within the week) in order for exceptions to be made in this policy. If you arrive after roll is called, see me **AT THE END OF THAT CLASS** to initiate a change in your recorded absence.

### Skills Grades— 100 possible points per skill

For the groundstrokes and volleys you will hit balls coming from the ball machine or instructor. Your return must go over the net and land in the singles court. For the serve, you will serve five points. You will begin serving to the deuce court, just as you do in a game. For each point you will have two chances to put the ball into the proper service court, just as you do in a game. After each point, you will change to the other service court, just as you do in a game. When you get to your fifth point, you may choose the court into which you wish to serve. You must stand in the proper position for each serve.

Scoring for each skill: 5=90, 4=80, 3=70, 2=60, 1=50.

For each skill, you can earn up to 10 extra points by demonstrating adequate pace produced by a stroke which demonstrates proper extension, weight transfer, rotation of hips and shoulders, balance, backswing, racket trajectory, grip and follow-through.

Extra credit points: Points may be added to your final grade for superior attention to purpose, concentrated practice, etiquette, hitting many balls, patience, consideration for others, and thoughtful writing. Also, after each major skill (serve, forehand, backhand) has been taught and practiced in class, you will be given a due date for its couplet. The last word in each line of the couplet must rhyme. Your couplet must evidence that you have listened, read, and felt the skill. You can earn up to 5 extra credit points for each couplet.

Example:

“Constant toss yielding slicing curve;  
Zenith reach granting force of serve.” pe

Grading Scale A=>899 points; B=800-899; C=700-799; D=600-699

**THE OXFORD COLLEGE STUDENT HONOR CODE: Article 2.A. “A student’s signature on a paper or test submitted for credit shall indicate he or she has neither given nor received unauthorized information on the work, nor has condoned the giving or receiving of unauthorized information by others.”**

**You are expected to perform the practical tests by the criteria described for each test. Simply by taking the practical test, you are indicating that you are honoring the Oxford College Student Honor Code.**