

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:

1. The refinement of the senses.
2. The maintenance of health, physical strength and stamina.
3. The management and control of body based emotions.
4. An appreciation of kinesthetic awareness, which includes the joy of movement and exploration of human movement as a form of expression.
5. The acquisition and refinement of perceptual motor skills.
6. 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.

PE 122 BEGINNING TENNIS

Dr. England, Williams Gymnasium, 4-8350
10:30-11:40, 3:30-4

email: penglan@emory.edu
or Penny England

Fall, 2001

Office Hours:

MW

TTH 9:30-11:30; 1:45-2:20

F 10:30-11:40

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. I assign you reading 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.

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—200 possible points

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 an electronic journal with bi-weekly entries which you will email to me at semester's end. Your entries must relate your personal mind/body experience of learning tennis skills. Each entry will include 1) pleasant/satisfying, 2) frustrating/difficult, 3) plateau/progress, and 4) self-discovery through learning this skill. Your grade will depend on your clarity of expression, your use of imagery, and the thoroughness of your entries.

Couplets—100 possible points

When 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. Example:

"Constant orb yielding slicing curve;

Zenith reach granting force of serve." pe

Class Participation Grade—200 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.

200 points --demonstrate extraordinary attention to detail, consistent contribution/collaboration in class, and concentrated practice.

150 points—good attention to the above

100 points—below average attention to the above

Less than 100 points—distracted or distracting behavior

The 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 50 points if you miss no more than one class.

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—400 possible points

Form: The ball must go over the net with adequate pace produced by a stroke which demonstrates proper extension, weight transfer, rotation of hips and shoulders, balance, racket trajectory, grip and finish. The forehand , backhand, serve , and volley must be so demonstrated. Each stroke is worth forty points.

Grade: excellent=50, average=30, below average= 10

Control: You will play to demonstrate your ability to hit the ball over the net and in bounds. You may earn 200 points for your demonstration of control on the serve, forehand, backhand, and volley.

5—50, 4—40, 3—30, 2—20, 1—10.

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.

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.