

Date Submitted:9/10/19

Proposed Effective Date: Spring 2020

	<u>Name</u>	<u>Email</u>	<u>Phone</u>	<u>Dept</u>
<u>Dept Chair or</u>	Thomas Maier	maier@umbc.edu	55683	PHED
<u>Other Contact</u>	Gary Wohlstetter	wohlstet@umbc.edu	52538	PHED

COURSE INFORMATION: (please provide all information in the “current” column, and only the information changing in the “proposed” column)

change		current	proposed
<input type="checkbox"/>	Course Number(s)	PHED 137	
<input checked="" type="checkbox"/>	Formal Title	Tennis	Beginning Tennis
<input checked="" type="checkbox"/>	Transcript Title	Tennis	Beginning Tennis
<input type="checkbox"/>	Recommended Course Preparation	None	
<input type="checkbox"/>	<input type="checkbox"/>	Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a “D” or better.	
<input checked="" type="checkbox"/>	Repeatable?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<input checked="" type="checkbox"/>	Max. Total Credits	1.5	Max. Total Credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
<input checked="" type="checkbox"/>	<u>Grading Method(s)</u>	<input type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input checked="" type="checkbox"/> <u>Pass-Fail</u>	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> <u>Pass-Fail</u>

CURRENT CATALOG DESCRIPTION:

Tennis

An introductory activity class that includes basic skills, terminology, rules and courtesies as it relates to the game of tennis. Basic strategies for singles and doubles in tennis will be covered in the course. Course meets eight weeks.

This course is repeatable for credit.

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences): leave blank if no changes are being proposed to the catalog description. NOTE: information about prerequisites should NOT appear in the catalog description.)

This is a beginning tennis course in which students will develop the basic skills necessary to play the game of tennis. Technical skills include forehand and backhand, ground strokes, volleys, serves and proper footwork. Students will also learn the fundamental rules, basic strategies, and court positioning for singles and doubles play. Basic fitness and training principles will be discussed as applicable to the sport of tennis as a sport for lifetime wellness

RATIONALE FOR CHANGE: This course will have a greater academic component this previously. Emphasis will be on history, singles and doubles rules, cardio conditioning and injury prevention. The social and physical activity dimensions of lifetime wellness will be emphasized.

PHED 137 Beginning Tennis Syllabus

Instructor:

Class Time

Office:

Location: Tennis Courts

Office Hours:

Phone:

Course Description: This is a beginning tennis course in which students will develop the basic skills necessary to play the game of tennis. Technical skills include forehand and backhand, ground strokes, volleys, serves and proper footwork. Students will also learn the fundamental rules, basic strategies, and court positioning for singles and doubles play. Basic fitness and training principles will be discussed as applicable to the sport of tennis.

Course Objectives

Each course in the physical education category will provide instruction and guidance that help students to:

1. Acquire the fundamentals of health-related fitness ,encompassing cardio-respiratory and cardiovascular endurance, muscular strength and endurance, muscular flexibility and body composition: and
2. Apply knowledge of the fundamentals of health-related fitness toward developing, maintaining and sustaining an active and healthy lifestyle and
3. Acquire or enhance the basic motor skills and skill-related competencies, concepts and strategies of physical activities and sport: and
4. Gain a thorough working knowledge, appreciation and understanding of the spirit and rules, history, safety and etiquette of physical activities and sport.

Learning Outcomes

The student will be able to:

- Identify the lines and areas on the tennis court
- Explain and demonstrate the basic strokes used in tennis
- Assist other students in the practice and development of the basic strokes
- Explain and apply the scoring system used in singles and doubles play
- Explain and apply the basic strategies used in singles and doubles play
- Identify issues of safety and etiquette in tennis
- Compare the various fitness principles as they relate to tennis

Dress Code:

1. It is required that students wear an appropriate athletic/running shoe. The shoes worn may be canvas-topped or soft leather topped rubber soled shoes. Apparel appropriate for the activity should be worn.
2. Racquets will be provided although students are allowed to bring their own racquet if desired.

Attendance:

Students are expected to attend all classes and arrive and leave at the scheduled times. Students are allowed 2 unexcused absences. In the case of an excused absence, the student will provide official documentation and then

be allowed to make up any written work missed within one week of returning to class. Students are responsible for submitting such work and for scheduling make-up exams with the instructors. This is a participation based class. If you cannot participate in a class for any reason, you will be considered absent.

Grading:

100-90 = A
89-80 =B
79-70= C
69-60 =D
Below 60 =F

Grading Criteria:

Skills Performance

20% Groundstrokes

20% Serve

20% Wall Rally

The skill tests include a serve test ,groundstrokes (forehand/backhand) and wall rally test

Written Evaluations

20% Midterm exam

20% Final written exam

Exams include basic rules, court dimension, history, etiquette, safety, strategy, technique, and interpreting and categorizing various game type situations.

UMBC Statement of Values for Academic Integrity

Integrity that is placed on most course syllabi:

Academic integrity is an important value at UMBC. By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension In February 2001, the Faculty Senate affirmed the importance of our values and practices by adopting the Statement of Values for Academic or dismissal.

The purposes of higher education are the learning students and faculty undertake, the knowledge and thinking skills developed, and the enhancement of personal qualities that enable students to be strong contributing members of society. In a competitive world, it is essential that all members of the UMBC community uphold a standard that places integrity of each student's honestly earned achievements above higher grades or easier work dishonestly sought.

Title IX/Sexual Misconduct

UMBC is dedicated to fostering an inclusive and welcoming environment for all members of the campus community and recognizes its responsibility to maintain an environment which is free from Sexual Misconduct, Interpersonal Violence, and Other Related Misconduct. UMBC prohibits all forms of **Discrimination** and **Harassment** on the basis of sex (including pregnancy), gender, sexual orientation, or gender identity or expression in its educational programs and activities or with respect to terms and conditions of employment.

UMBC expressly prohibits:

- **Sexual Misconduct**, which is a form of sex discrimination, including **Sexual and Gender Based Harassment, Sexual Violence** (including **Sexual Assault** and **Sexual Coercion**), **Sexual Exploitation**, and **Sexual Intimidation**
- **Interpersonal Violence**, including **Relationship Violence (Dating Violence)** and **Domestic Violence**
- **Stalking**
- **Retaliation**

Safety Concerns:

Inform the instructor of any medical concerns that may restrict participation in the activity. Inform the instructor of any symptoms of nausea, fainting, shortness of breath or dizziness. Drink plenty of fluids throughout the day and prior to participation in class. A proper warm-up and stretch is need before beginning activity.

ADA Statement:

Student Disability Services (SDS)

UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Services for students with disabilities are provided for all students qualified under the Americans with Disabilities Act (ADA) of 1990, the ADA of 2009, and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would allow students to have equal access and inclusion in all courses, programs, and activities at the University.

If you have a documented disability and need to request academic accommodations for access to your courses, please refer to the SDS website at sds.umbc.edu for registration information and to begin the process, or alternatively you may visit the SDS office in the Math/Psychology Building, Room 212. For questions or concerns, you may contact us through email at disAbility@umbc.edu or phone (410) 455-2459.

If you require accommodations for this class, make an appointment to meet with me to discuss your SDS-approved accommodations.

Tennis Sample Schedule*

Date	Event	Comments
Week 1-Day-1	Introduction & course syllabus, ,grips, stance, footwork, games, rules	<i>First Day of Class</i>
Day-2	Racquet control ,ball spin, rules, Intro to groundstroke	
Week 2-Day -1	Forehand groundstroke, intro backhand groundstroke	
Day-2	Serve, basic rules of play, scoring	
Week -3 Day 1	Return of serve, game ,set, match scoring, singles strategy	
Day-2	Modified scoring, gameplay, volleys, net play	
Week -4 Day 1	Midterm Exam, Skill test practice	
Day-2	Intro to doubles, play	

Week 5 Day-1	Doubles positioning & strategy	
Day-2	12 point tie breaker scoring//play	
Week 6-Day-1	<i>Singles & doubles play, skills test serving groundstrokes</i>	
Day-2	Singles & doubles play, skills test serving, groundstrokes	
Week-7-Day-1	<i>Singles & doubles play, skills testing wall rally</i>	
Day-2	Singles & doubles play	
Week-8 Day-1	Final exam	
Day-2	Make-up testing /tournament play	