

Syllabus for
HPE 028—Beginning Tennis
1 Credit Hour
Summer Institute 2013

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

Designed for the student who has had little or no experience in the game of tennis. The course places a major emphasis on the learning of the basic fundamentals necessary for participation in tennis at the beginning level. Techniques consist of lecture, discussions, demonstrations, and student participation.

Prerequisites: HPER 001 and HPER 002; or GHPE 503/703

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Develop an understanding and appreciation of the game of tennis.
- B. Learn how to play the game of tennis.
- C. Appreciate the social, economic, and entertainment aspects of sports in American life.
- D. Develop an understanding and appreciation of the benefits of tennis and how it fits into the aerobics program.
- E. Develop an understanding of how the game of tennis can contribute to the development of the whole person.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Demonstrate the ability to successfully execute the basic strokes in tennis.
- B. List and explain the basic rules and terminology used in the game of tennis.
- C. Meet the minimum standards for the two-mile run and aerobic points.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks

Aerobics Center Instructors. (2007). *Activity log book*. Tulsa, OK: ORU Aerobics Center.

Gordon, B. (2012). *Game, set, match: The comprehensive guide of tactics and strategies for winning tennis* (2nd ed.). Peosta, IA: Eddie Bowers Publishing Co., Inc.

2. Other
None

B. Optional Materials

1. Textbooks
None
2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. School and/or Department Policies and Procedures

1. Independent Study, Dissertations, or Internships
 - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.

- b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
 - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
 - 2. In-Class Studies (or All Other Studies)
 - a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
 - b. Students who miss class for University-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
 - c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - d. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.

C. Course Policies and Procedures

1. Evaluation Procedures

- a. The grade is a composite of performance based on the following:

Aerobic Points	5%
Field Test	40%
Body Mass Index	5%
Preassignment	25%
<u>Postassignment</u>	<u>25%</u>
Total	100%
 - b. Grading scale (for those **not** choosing the pass/fail option):
 - A=90-100%
 - B=80-89%
 - C=70-79%
 - D=60-69%
 - F=Below 60%
 - c. This Summer Institute course is offered as pass-fail only. A passing grade denotes an earned grade of 70% or above. (Therefore, both the preassignment and postassignment must be submitted, as well as mandatory attendance of all four classes.)

2. ePortfolio Requirements
Each student will prepare those artifacts necessary to indicate that the specific activities identified for this course have been completed in a satisfactory manner. The artifacts will be compiled in an ePortfolio format as prescribed by the School of Education.
 3. Other Policies and/or Procedures
The student is responsible for:
 - a. Completing all reading assignments.
 - b. Attending all regular class meetings and examination periods.
 - c. Completing all special assignments and submitting them on due dates.
 - d. Making positive contributions during class discussions.
- D. Preassignment
1. Record all aerobic points earned during the two weeks prior to Summer Institute. Log points in the *Activity Log Book* (minimum 50 aerobic points earned per week).
 2. Read the required textbook, and answer the questions found in APPENDIX E: GRADUATE PREASSIGNMENT EXAM, BEGINNING TENNIS (tear-out exam pages and submit). Submissions must be original textbook pages; no copies accepted.
- E. Postassignment
1. Answer the questions found in APPENDIX F: GRADUATE POSTASSIGNMENT EXAM, BEGINNING TENNIS (tear out exam pages and mail to Dr. Gordon). Exam pages must be originals; no copies accepted. The due date for the postassignment is Monday, July 22, 2013. Assignments must be mailed overnight delivery with a tracking number or by certified mail to:

Dr. Bill Gordon, HPER Instructor
Aerobics Center
Oral Roberts University
7777 South Lewis Avenue
Tulsa, OK 74171
 2. If the assignment is postmarked one day late, there will be a 10% grade penalty.
 3. If the assignment is postmarked two days late, there will be a 20% grade penalty.
 4. If the assignment is postmarked three days late, the student will FAIL THE COURSE.
 5. **Be sure you send your postassignment registered, certified, or with a tracking record. If your assignment is not received in a reasonable time after these deadlines, you will be called and asked to overnight a copy of your postassignment along with a copy of a receipt showing the date mailed or shipped.**

VI. COURSE CALENDAR

<u>DATE</u>	<u>SESSION</u>	<u>TOPIC/ASSIGNMENT</u>
Wednesday, June 12	1	Introduction and presentation of class procedures and evaluation Introduction to the basics of grip, stance, and forehand ground stroke

		Forehand practice drills Introduction of backhand ground stroke Backhand practice drills
Thursday, June 13	2	Review forehand and backhand ground strokes Practice ground strokes Introduction of the volley Volley practice drills Scoring review
Friday, June 14	3	Review volley mechanics Introduction of the serve Serving practice drills How to play a match Course and instructor evaluations
Saturday, June 15	4	Body Mass Index Field test

BODY COMPOSITION—MEN

Level of Fitness	Points Toward Grade	Under 25	25-34	Age 35-44	45-54	55+
Unhealthy	0	<5%	<5%	<5%	<6%	<7%
Healthy	5	5-16	5-16	5-17	6-18	7-19
Unhealthy	0	>16	>16	>17	>18	>19

BODY COMPOSITION—WOMEN

Level of Fitness	Points Toward Grade	Under 25	25-34	Age 35-44	45-54	55+
Unhealthy	0	<15%	<15%	<15%	<16%	<17%
Healthy	5	15-26	15-26	15-27	16-28	17-29
Unhealthy	0	>26	>26	>27	>28	>29

AEROBIC POINTS
(Average Weekly Amounts)

<u>Level of Fitness</u>	<u>Points Toward Grade</u>	<u>Weekly Aerobic Points</u>
Excellent	10	50+
	9	45
Good	8	40
	7	35
Average	6	30
	5	25
Fair	4	20
	3	15
Poor	2	10
	1	5

FIELD TEST STANDARDS FOR BEGINNING TENNIS (HPER 028)
2-MILE RUN, 5-MILE CYCLE, AND 800-METER SWIM

Level of CR Fitness	Points	Under 25		25-34		35-44		45-54		55 & Over	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Superior	30	<13:00	<15:00	<14:00	<16:00	<15:00	<17:00	<16:00	<18:00	<17:00	<19:00
Excellent	29	13:00	15:00	14:00	16:00	15:00	17:00	16:00	18:00	17:00	19:00
	28	13:30	15:30	14:30	16:30	15:30	17:30	16:30	18:30	17:30	19:30
	27	14:00	16:00	15:00	17:00	16:00	18:00	17:00	19:00	18:00	20:00
Good	26	14:30	16:30	15:30	17:30	16:30	18:30	17:30	19:30	18:30	20:30
	25	15:00	17:00	16:00	18:00	17:00	19:00	18:00	20:00	19:00	21:00
	24	15:30	17:30	16:30	18:30	17:30	19:30	18:30	20:30	19:30	21:30
	23	16:00	18:00	17:00	19:00	18:00	20:00	19:00	21:00	20:00	22:00
Fair	22	16:30	18:30	17:30	19:30	18:30	20:30	19:30	21:30	20:30	22:30
	21	17:00	19:00	18:00	20:00	19:00	21:00	20:00	22:00	21:00	23:00
	20	17:30	19:30	18:30	20:30	19:30	21:30	20:30	22:30	21:30	23:30
	19	18:00	20:00	19:00	21:00	20:00	22:00	21:00	23:00	22:00	24:00
	18	18:30	20:30	19:30	21:30	20:30	22:30	21:30	23:30	22:30	24:30
Poor	17	19:00	21:00	20:00	22:00	21:00	23:00	22:00	24:00	23:00	25:00
	16	19:30	21:30	20:30	22:30	21:30	23:30	22:30	24:30	23:30	25:30
	15	20:00	22:00	21:00	23:00	22:00	24:00	23:00	25:00	24:00	26:00
	14	20:30	22:30	21:30	23:30	22:30	24:30	23:30	25:30	24:30	26:30
	13	21:00	23:00	22:00	24:00	23:00	25:00	24:00	26:00	25:00	27:00
Very Poor	0	>21:00	>23:00	>22:00	>24:00	>23:00	>25:00	>24:00	>26:00	>25:00	>27:00

2-MILE WALKING FIELD TEST STANDARDS

Level of CR Fitness	Points	Under 25 Male Female		25-34 Male Female		35-44 Male Female		45-54 Male Female		55 & Over Male Female	
Superior	30	<22:00	<23:00	<23:00	<24:00	<24:00	<25:00	<25:30	<26:30	<27:00	<28:00
Excellent	29	22:00	23:00	23:00	24:00	24:00	25:00	25:30	26:30	27:00	28:00
	28	22:30	23:30	23:30	24:30	24:30	25:30	26:00	27:00	27:30	28:30
	27	23:00	24:00	24:00	25:00	25:00	26:00	26:30	27:30	28:00	29:00
Good	26	23:30	24:30	24:30	25:30	25:30	26:30	27:00	28:00	28:30	29:30
	25	24:00	25:00	25:00	26:00	26:00	27:00	27:30	28:30	29:00	30:00
	24	24:30	25:30	25:30	26:30	26:30	27:30	28:00	29:00	29:30	30:30
	23	25:00	26:00	26:00	27:00	27:00	28:00	28:30	29:30	30:00	31:00
Fair	22	25:30	26:30	26:30	27:30	27:30	28:30	29:00	30:00	30:30	31:30
	21	26:00	27:00	27:00	28:00	28:00	29:00	29:30	30:30	31:00	32:00
	20	26:30	27:30	27:30	28:30	28:30	29:30	30:00	31:00	31:30	32:30
	19	27:00	28:00	28:00	29:00	29:00	30:00	30:30	31:30	32:00	33:00
	18	27:30	28:30	28:30	29:30	29:30	30:30	31:00	32:00	32:30	33:30
Poor	17	28:00	29:00	29:00	30:00	30:00	31:00	31:30	32:30	33:00	34:00
	16	28:30	29:30	29:30	30:30	30:30	31:30	32:00	33:00	33:30	34:30
	15	29:00	30:00	30:00	31:00	31:00	32:00	32:30	33:30	34:00	35:00
	14	29:30	30:30	30:30	31:30	31:30	32:30	33:00	34:00	34:30	35:30
	13	30:00	31:00	31:00	32:00	32:00	33:00	33:30	34:30	35:00	36:00
Very Poor	0	>30:00	>31:00	>31:00	>32:00	>32:00	>33:00	>33:30	>34:30	>35:00	>36:00

Course Inventory for ORU's Student Learning Outcomes
HPER 028—Beginning Tennis
Summer Institute 2013

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability		X		
1D	Ethical behavior		X		

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking			X	
2B	Information literacy			X	
2C	Global & historical perspectives				X
2D	Aesthetic appreciation		X		
2E	Intellectual creativity			X	

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle	X			
3B	Physically disciplined lifestyle	X			

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills			X	
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship				X
4E	Leadership capacity			X	