

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: FITN 116

Course Title: Tennis I

Year: 2024-2025

Credit Hours: 1

Attendance Policy: To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

Services for Students with Disabilities: It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.

Course Description

Designed to teach the fundamentals of tennis, specifically to new tennis players. Instruction includes supervised practice sessions and informal competition among participants. Prerequisites: Prior completion or concurrent enrollment in ENGL 099 and RDNG 099 if required by placement testing. 1 Cr. (2 Lab.) Spring semester.

Course Context/Audience

Tennis 116 is designed to attract those interested in the sport of tennis as a lifelong fitness activity. Although this course involves teaching techniques that are used to enhance player performance, the grading system has been established to reward those that participate regularly. Students will practice and play tennis in class, participate in video-taped analysis, record their daily progress and utilize the national tennis rating system. Students are also encouraged to practice and play outside of class-time.

Basic Skills/Entry Level Expectations

Writing: W1 Student should be taking ENGL 099 (if needed). The course requires very limited writing, e.g., short written responses of a paragraph or less.

Math: M0 Course requires very little or no math.

Reading: R1 Course may be taken concurrently with RDNG 099.

Course Goals

As a result of successfully completing this course, students will:

1. Acquire the knowledge and skills to perform well on the court in match play.
2. Develop an appreciation of the sport of tennis.
3. Acquire the confidence and the skills to help others learn to play tennis.

Course Objectives/Topics

Objective/Topic	# Hours
By the end of this course, students will be able to a) Describe and demonstrate all strokes used in the game of tennis. b) Describe and demonstrate grips used for various shots, singles and doubles play. c) Review various tennis officials' job descriptions. d) Properly score the games, sets and matches. Students will also have an opportunity to become involved in a highly organized class tournament experience and celebrate their newly obtained skills and abilities.	15 Hours

By the end of this course, students will be able to locate 5 local tennis court areas within our sponsoring counties.	1 Hour
By the end of this course, students will be able to identify two professional tennis organizations and locate and investigate both organizations on the internet.	1 Hour
By the end of this course, students will conduct a performance player assessment. This will include completing a scouting report on at least one player involved in competition in a recreational or classroom [on court] setting.	2 Hours
Students will record and graph their daily performance results relative to participation in class sessions. Ability groups provide a reasonable attractive learning environment, within which, each person may experience success. The recorded results will also reveal useful training information which will assist in identifying and setting new achievable goals, both in fitness and motor skills areas.	2 Hours
Students will pre- and post-test in two measurable tennis-related skills test items. The two areas are grip strength testing and percentage of serve testing. Successful students will improve in both areas prior to course completion and be able to demonstrate progress during match play.	2 Hours
Students will understand and demonstrate acceptable conditioning methods and techniques in order to maintain an acceptable level of personal fitness or to improve their current level of fitness to some degree during the course operating schedule. The state of fitness includes elements in both physical fitness and motor fitness.	5 Hours
Students will earn a National Tennis Rating number during the course and understand the process and the elements within each rating in order to set, pursue and achieve personal goals specific to the sport of tennis.	0.5 Hour
By the end of this course, students will be exposed to at least two sports retail business operations within our local sponsoring counties, visit at least one site and as a result, become aware of the various course related equipment, price ranges, materials used for expensive equipment vs. inexpensive equipment and collect and review tennis related handout material when available.	1 Hours
Students will understand and demonstrate proper court etiquette and sportsmanship.	0.5 Hour

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>Students will develop and critique meaningful questions to address issues pertinent to case studies presented that are relevant to course content.</p> <p>Students will gather interpret and evaluated information to assess their progress in the course. They will learn to use the Likert Scales and pre- and post-attitudinal studies, graphing and content-specific continuum methods to determine their personal positions/status relative to a wide range of pertinent issues</p> <p>Students will reach informed conclusions and formulate solutions for new personal goals and objectives with an intense focus on personal improvement, implementing discoveries developed in classroom sessions.</p> <p>Students will consider analytically the viewpoints of self and others on a daily basis. TC3 has students from more than 60 countries around the world. Diversity is our campus strength inside and outside the classroom.</p>

SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Students will begin or continue to understand and appreciate how their lives are shaped by the complex world in which they live by experiencing first-hand the value of the civilized campus, village, county, state and national environment we all create and share together.</p> <p>Students will understand that their actions (behavior) have social, economic, and environmental consequences for themselves and others, or may become pathways to bright, meaningful, exciting reasons for life satisfaction. Goal one is to learn to age successfully. Character education is the predictor of success in a civilized world.</p>

Instructional Methods

The instructor should combine lectures to small and large groups, individual coaching, court demonstrations of tennis skills and tactics, recreational play, player performance skills analysis, video taping and analysis of skills [when available], and a class tournament offering ability grouping.

Methods of Assessment/Evaluation

Method	% Course Grade
Skills Evaluation 1 and 2	30%
National Tennis Rating System	20%
Scouting Reports	20%
Tennis Directory Project	20%
Contribution to the success of the class	10%

Text(s) - none

Bibliography

No print resources specified

Other Learning Resources

Audiovisual Video: Vic Braden Teaches Tennis Volume 2 (40 minutes) TC3 Media
Electronic www.usta.com (United States Tennis Association) www.usopen.org (United States Open) www.acsm.org (American College of Sports Medicine – ACSM) www.webmd.com (WEBMD) www.cooperfitness.com (Cooper Fitness Center) www.nationalwellness.org (National Wellness Institute)
Other Fitness equipment demonstrations. Tennis equipment information and pricing at local sports shops