

PED-905: Teaching Tennis

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 3 units
Target Audience: K - 12th grade teachers
Course Access: <https://connect.fresno.edu>

Course Description

Teaching Tennis is designed to build the skills and knowledge needed to effectively teach tennis in a class or small group situation. The course consists of a textbook plus website reading assignments, skill development exercises, lesson plan development, and coaching techniques. Course assignments encourage participants to integrate specific national standards for physical education. Objectives for each lesson are modeled after standards-based learning as identified by the Society of Health and Physical Educators (SHAPE). Evidence of learning is tied directly to stated objectives and is assessed via a USTA rules project, a written text study guide, 2 video reviews, practice/play logs and evaluations, and a written course evaluation.

Note: Required book must be acquired separately.

Required Texts and Course Materials

Book: *Tennis: Steps to Success* by Jim Brown (2013). ISBN 978-1450432085
<https://www.amazon.com/Tennis-Steps-Success-Sts-Activity/dp/1450432085>

Note: Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, ebook, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators.

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [*What Teachers Should Know and Be Able to Do*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

America's National PE Standards (<https://www.shapeamerica.org/standards/pe>)

- Standard 1 – The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- Standard 2 – The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Standard 3 – The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4 – The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- Standard 5 – The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and /or social interaction.

Common Core State Standards (<http://www.corestandards.org/>)

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Continuing Education Program Student Learning Outcomes

CE 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
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CE 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Student Learning Outcomes (SLOs) for This Course

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed in This Course*	Continuing Education Program Student Learning Outcomes Addressed**
1. Describe the benefits of a tennis program at his/her teaching site	SHAPE Standard 1 and 2	CE 1, 4, 5, 6
2. Analyze and recognize movement, exercise physiology, biomechanics, and factors affecting physical performance.	SHAPE Standard 1, 2 and 3	CE 1, 2, 3,4
3. Evaluate and critique proper tennis form	SHAPE Standard 3	CE 1,5,6
4. Create a library of curriculum materials and notes for classroom use	SHAPE Standard 1, 2 and 3	CE 1, 2, 4,
5. Identify, observe, practice, and analyze the various types of strokes used in tennis through a sequence of practice sessions and tennis matches	SHAPE Standard 2, and 3	CE 1, 2, 3, 4, 5, 6
6. Introduce and implement physical fitness lesson plans for large and small classes using the principles of tennis	SHAPE Standard 2, 4, and 5	CE 1, 2, 3,4,5,6
7. Describe an additional or alternative exercise for a student that would address the same fitness goals in a biomechanically efficient and appropriate way	SHAPE Standard 2, 3	CE 1, 4,5,6
8. Select exercises that promote health	SHAPE Standard 3 and 4	CE 1, 5,6
9. Evaluate classroom student's level of tennis skills and identify additional or alternative exercise that would be beneficial.	SHAPE Standard 2, 3	CE 1,2, 3,4,5,6
10. Design materials that will assist students to make personal exercise goals that they can use daily	SHAPE Standard 3, 4 and 5	CE 1,2, 3,4,5,6

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Welcome Module	<ul style="list-style-type: none"> • Introduction video • Course Syllabus • Introduce Yourself Forum 	
Module 1: Understanding the Game	<ul style="list-style-type: none"> • 1.1 USTA Rules Study Guide Project: Student will develop a rules study guide. • 1.2 USTA Website Review: Student will visit the official USTA web site and write a review of how the content and rules can be adapted to his grade level. • 1.3 Textbook Study Guide & PowerPoint Presentation: Student will complete textbook study guide (power point presentation). • 1.4 Rules Lesson Plan Project: Student will complete the Rules Lesson Plan Project • 1.5 Magazine Project: Student will complete the Magazine Project • 1.6 Module 1 Journal 	5 pts 5 pts 5 pts 5 pts 5 pts 10 pts
Module 2: On the Court	<ul style="list-style-type: none"> • 2.1 Self Evaluation: Student will evaluate his/her personal tennis skills • 2.2 On the Court: Student will spend 3 hours on the court. Using the knowledge gained from Unit 1 student will identify his 3 weakest skills and identify specific drills that will help him improve these skills • 2.3 Tennis Match 1: Student will schedule and complete his first tennis match. Complete the practice/play log • 2.4 Tennis Match 2: Student will schedule and complete his second practice session focusing on the skills he needs to strengthen. Complete the practice/play log • 2.5 Peer Evaluation: Student will have someone else fill out an Evaluation Chart on his skills • 2.6 Module 2 Journal 	5 pts 10 pts 5 pts 5 pts 5 pts 10 pts
Module 3: Tennis in the Classroom	<ul style="list-style-type: none"> • 3.1 Observation Matches: Student will watch someone else play two sets and complete two Observation Charts (one for each set) • 3.2 Alternative Exercises: Student will develop additional or alternative exercises for their student that would address the same fitness goals in a biomechanically efficient and appropriate way, and explain why the additional or alternative exercises would be beneficial • 3.3 Lesson Plans: Student will create 3 lessons that specifically identify NASPE Standards to provide the opportunities for students to engage in physical 	10 pts 10 pts 30 pts

Module Module Title	Module Assignments and Activities	Points Possible for Each Assignment
	activities <ul style="list-style-type: none"> • 3.4 Fitness Goals- Discussion Forum: Student will identify the fitness goals or outcomes typically associated with tennis. • 3.5 Biomechanics: Student will list the biomechanics related to efficient and/or safe performance in tennis. • 3.6 Physical Education Standards: Student Complete the Physical Education Standards Activity • 3.7 Module 3 Journal 	5 pts 5 pts 5 pts 10 pts
Course Wrap-up – Grading and Evaluation	<ul style="list-style-type: none"> • Final Reflection Forum • Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request 	
	TOTAL POINTS	150 pts

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
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FPU-SLO 2	Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.