

Syllabus for  
**HPER 351—Theory And Analysis of Teaching Tennis/Badminton/Pickleball**  
Spring 2001

I. COURSE DESCRIPTION

HPER 351 is designed to provide preparation essential for the instruction of activities in tennis, pickleball, and badminton activities in the physical education and recreation setting. Emphasis is placed on the instructional methods, analysis of skill movements, and group organization.

Prerequisites: HPER major or minor; Intermediate skills; knowledge.

II. COURSE GOALS

The purpose of this course is to enable the student to learn the theory of instruction in physical education and to do the following:

- A. Assist in improving their personal skill in the activities taught in the course.
- B. Assist in gaining knowledge about the activities taught in the course.
- C. Demonstrate teaching skills in a progressive order.
- D. Assist in developing an ability to diagnose and correct errors in performance of the skills of each activity.
- E. Discuss ways the activity can be adapted to meet the needs of handicapped persons.
- F. Provide an opportunity to gain practical experience through a teaching experience.

III. COURSE OBJECTIVES

A. Terminal Objectives

Upon successfully completing HPER 351, the student will be able to do the following:

- 1. Demonstrate at least an intermediate level of skills all sport activities.
- 2. Score at least 80% in each of the written examinations.
- 3. Demonstrate an ability to diagnose and correct errors of performance in the class situation.
- 4. Submit a notebook that is neatly organized and follows the directions given for a notebook.
- 5. Develop a log with lesson plans, written and skills test for one of the different sports, which you teach.
- 6. Physically and verbally demonstrate the proper execution of fundamental skills, strategies, and teaching progressions and skill analysis necessary in each sport.

B. Objectives for students in Teacher Preparation Programs:

- 1. Demonstrate verbally and in writing methods of teaching tennis, badminton and pickleball skills, utilizing individual and groups methods of instruction. (Competencies 2, 3, 4, 5, 6, 7 and 8)
- 2. Demonstrate good class organization including group formations and safety factor. (Competency 8.2)
- 3. Demonstrate the ability to analyze errors and prescribe individual and group techniques and drills for correcting them. (Competencies 2, 3, 4, 5, 6, 7 and 8)

4. Demonstrate knowledge and history of the development of tennis, badminton and pickleball programs for special populations. (Competency 7)

#### IV. TEXTBOOK

##### Required

Schmottlach, N. and McManama, J. (1997). The physical education handbook. 9<sup>th</sup> ed. Boston: Allyn and Bacon.

#### V. POLICIES AND PROCEDURES

##### A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
2. Double cuts are assessed for absences immediately preceding or following holidays.
3. Excessive absences can reduce a student's grade or deny credit for the course.
4. Students taking a late exam because of an unauthorized absence is charged a late exam fee.
5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
6. 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.

##### B. Department Policies and Procedures

1. Completion of Assignments  
All assignments are due on the dates assigned by the instructor and announced in class. Any assignment received after the scheduled due date is penalized one letter grade per day, including weekend, breaks, and holidays.
2. Incompletes  
An incomplete is given only after the student establishes, with the instructor and the department chair by written petition, that his or her work is incomplete for good cause (i.e., lengthy illness, death in the family). A Petition for Incomplete Grade with all supporting documentation must be submitted for approval at least one week prior to final exam week.
3. Examinations  
All late examinations are assessed a late fee unless the student missed the exam due to an administratively excused absence. If the student has not made up the missed exam by the following class period, a grade of zero will be given for the missed examination.
4. Attendance
  - a. Each student is allowed to miss class the number of times per week a class meets. This allowance is for absences such as illness, personal business, and emergency. If a student has absences in excess of this number, the earned grade for the course will drop by a letter grade.
  - b. Administratively excused absences for University-sponsored activities are considered absent unless the student has done the following:
    - (1) Informed the professor before the event.
    - (2) Presented an administrative excuse form with appropriate signatures upon returning to class.
    - (3) Submitted any work due during the administratively excused absence.

- (4) Has not committed to class presentation on the date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a presentation during the excused absence.
  - (5) Submitted work prior to the excused absence.
- c. Coming late to class causes a disruption and an inconvenience to the other class members and the professor. Therefore, every two tardies will equal one absence.

### C. Course Policies and Procedures

The class devotes approximately 5 weeks to each sport. The sequence is badminton, pickleball, and tennis. Since the course is a participation-oriented class, students must dress out and class begins promptly five minutes after the class is scheduled to start. The course involves several phases.

1. **Classroom Lecture:** Some time is devoted at the beginning of most classes to the theoretical description of the sport and/or specific skills to be covered that day. Videos, cassettes, and demonstrations are utilized by the instructor to present the information.
2. **Class Participation:** Upon completion of the presentation, the students practice the skills being covered that day. The instructor guides the student through the appropriate progression of drills and proper progression in teaching the particular skill.
3. **Observation and Evaluation:** While performing the drills, the students diagnose errors in each other's performance through observing each other and then prescribe what each student needs to do to correct the error.
4. Grading
 

Personal Skill in Performing and Teaching the Activities	30%
Knowledge of the Activities	30%
Notebook and Evaluation	40%
	<b>100%</b>
5. Knowledge of the Activities  
Knowledge of the activity is evaluated primarily by three written examinations, one given at the end of each unit. The exam covers history, rules, strategy, skill progression, skill analysis, drills, and related topics.
6. Notebook
  - a. Each student is required to do a notebook related to tennis, badminton, and pickleball should be developed using the following as a minimum standard.

History of Activity  
List of skills  
Analysis of each skill  
3 drills for each skill  
3 lead-up Games for the activity footnotes for all material from books  
Any handouts given in classes

- b. This notebook must be neatly organized. Diagrams may be used to illustrate organization or techniques. Additional information may be added the notebook, such as the following:
  - (1) Explanation of the care and use of the different types of racquets.
  - (2) Rules and drills that would be used for each sport.
  - (3) How each sport differs (i.e. scoring, # of players, types of courts, etc.)

## VI. COURSE CALENDAR

WEEK	Topic to be Covered
	<b>BADMINTON</b>
1	Care and use of Equipment Serving & drills Footwork & drills Forehand stroke & drills Backhand & drills
2	Smash & drills Clear & drills Drop shot & drills
3	Round-the-head shot & drills Rules Singles & Doubles Play
4	Skill Test & Written Test
	<b>PICKLEBALL</b>
5	Forehand Drive & drills Backhand Drive & drills
6	Serve & drills Volley & drills
7	Scoring/Rules Lead-up/game Play
8	Game Play
9	Skills Test & Written Test
	<b>TENNIS</b>
10	Forehand drive & drills Backhand drive & drills
11	Footwork for forehand/Backhand & drills Volley & drills/Serve & drills
12 -14	Strategy for play Scoring/Rules Lead-up/Game play Game play
15	Skill test & written test

## VII. ASSESSMENT SUMMARY

HPER Faculty  
Name of Instructor

HPER 351  
Course No.

Theory and Analysis of  
Teaching  
Tennis/Badminton/Pickleball  
Title of Course

HPER  
Name of Department

### MISSION

The lifestyle at ORU is rooted in the word "Wholeness." ORU seeks to educate the whole person, with balanced emphasis placed on the development of mind, spirit, and body.

### GENERAL OUTCOMES

1. Spiritual Development
2. Physical Development
3. Communication
4. Analysis
5. Problem Solving
6. Valuing in Decision-making
7. Social Interaction
8. Global Perspectives
9. Effective Citizenship
10. Aesthetic Responsiveness

### MAJOR OUTCOMES

**Physical Development**  
To demonstrate the fundamental skills necessary in each sport.

**Analysis**  
To develop teaching strategies and fundamentals of planning units for each sport.

**Communication**  
To verbally and physically demonstrate proper execution of fundamental skills and teaching progressions in each sport.

### COURSE GOALS

To provide opportunity for development of proper execution of fundamental skills necessary for the sport.

To provide opportunity for development of specific teaching techniques/progressions and skill analysis in regard to each sport.

### ASSESSMENT OF COURSE GOALS

#### STIMULI

Skills Tests  
Lesson Plans  
Exams

#### CRITERIA

Observation