



PHYS ED 3-83 Intermediate Tennis (.5 units)

Instructor:	Lon Rork http://pe.berkeley.edu/instructors_lon_rork.html
Class Times:	Tuesday 1-3pm (3-92)
Location:	Hearst Tennis Courts or Hearst Gym 220 (Rain)
Contact:	Email: lonrork@berkeley.edu
Office:	RSF 39 or 185 Hearst Memorial Gymnasium
Office Hours:	Tuesday and Thursday 8:30-9am 185 Hearst Gym
Required Text:	None
Recommended Text:	<i>Tennis Strategy: How to Beat Any Style Player</i> by Grant Grinnell <i>The Art of Doubles: Winning Tennis Strategies and Drills</i> by Pat Blaskower

I. Course Description: Intermediate tennis is a course designed for individuals who have already played tennis for a number of years. The course will focus on improving overall consistency, control, and depth of groundstrokes as well as becoming more comfortable playing at the net. The course will also focus on doubles strategy including doubles movement, approaching the net, as well as continuing to improve the student's doubles service game. This is not a course for individuals with only a little tennis experience.

II. Statement of Course Goal and Learning Objectives: The goal of this course is to improve the students overall consistency while rallying and working towards maintaining that consistency while playing singles and doubles. Objectives: At the conclusion of the course, students shall be able to:

1. Show improvement in overall consistency while rallying from the baseline. Including consistently hit the ball deep in the court both down the line and cross-court.
2. Describe and execute proper approach shots and movement to and at the net, including overhands.
3. Describe and execute proper movement on the court for doubles play.
4. Explain and play a tennis set including tiebreaker for doubles and singles.
5. Show improvement in the consistency of overall service game.

III. Method of Assessment and Evaluation: The achievement of course objectives shall be assessed by the following: observation and assessment of the learning objectives described above. Final grades shall be based on the percentage of the overall points accumulated according to the following:

Attendance:	130 points (50%)
Effort and Participation:	50 points (19%)
Skill-Level Assessment:	<u>80 points (31%)</u>
Total Points:	260 points (100%)

GRADE (FOR ROSTER)	GRADE POINTS PER UNIT	RECOMMENDED PERCENTAGE BREAKDOWN	DESCRIPTION
A+	4.0	94–100%	Excellent: The grade of "A+", when awarded at the instructor's discretion, represents extraordinary achievement, but does not receive grade point credit beyond that received for the grade of A.
A	4.0	94–100%	
A-	3.7	90–93%	
B+	3.3	86–89%	Good
B	3.0	83–85%	
B-	2.7	80–82%	
C+	2.3	76–79%	Fair: Each course in a certificate program must be completed with a grade of C or better, although some programs have higher requirements.
C	2.0	73–75%	
C-	1.7	70–72%	
D+	1.3	66–69%	Barely passed
D	1.0	63–65%	
D-	0.7	60–62%	
F	0.0	< 60%	Failed
P			Passed at a minimum level of C-minus or 70%
NP			Not Passed—anything below a C-minus or below 70%

IV. Course Requirements

1. Students are expected to show up on time prepared to participate in outside running activities for every class. Wearing appropriate athletic clothing including running shoes is required. Students not prepared for class may be dismissed and will have that class count as an absence. In the case of rain, be appropriately prepared to run outside.
2. Attendance and participation are a large portion of the final grade in the course, and absences and tardies will have a negative effect on the final grade. Each class attended is worth 5 points towards the final grade. It is recommended that students plan ahead and only use absences for minor illnesses or other unexpected events that may occur during the semester.
3. There are no makeups for classes that have already been missed. However, students are allowed to makeup excused absences when they know that they will have a conflict and inform the instructor ahead of time. An example of an excused absence would be an interview for graduate school, university-sponsored event, etc. Students must provide data (e.g., GPS tracking, HR monitoring) about a run they did prior to missing their class in order to not have the class count as an absence. If this is not possible please contact the lecturer for other alternative ways to make up absences.
4. Each student must abide by the university's honor code (see

<https://teaching.berkeley.edu/berkeley-honor-code>):

“As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.”

Violation of the Honor Code shall result in a grade of an “F” for the course.

5. Have a great time in our class. Not only will you learn about and improve your skills and fitness, but it is also a great chance to get some exercise and make new friends. It might even be the highlight of your semester.

V. Official Policies of the University of California at Berkeley

All students must abide by the *Berkeley Campus Code of Student Conduct* <https://sa.berkeley.edu/code-of-conduct>.

Statement of Accommodation. The University of California at Berkeley provides reasonable accommodations to students with disabilities through the Disabled Students’ Program (<https://dsp.berkeley.edu>). For more information regarding these services, please contact the staff in the Disabled Students’ Program via telephone at 510.642.0518, visit in person at 260 Cesar Chavez Student Center, or email at dsp@berkeley.edu.

Accommodation of Religious Creed. The University of California at Berkeley is compliant with Education code, Section 92640(a) and permits any student to undergo a test or examination, without penalty, at a time when that activity would not violate the student’s religious creed, unless administering the examination at an alternative time would impose an undue hardship which could not reasonably have been avoided (see <https://sa.berkeley.edu/uga/religion> for detailed information).

Academic Integrity. “You are a member of an academic community at one of the world’s leading research universities. Universities like Berkeley create knowledge that has a lasting impact in the world of ideas and on the lives of others; such knowledge can come from an undergraduate paper as well as the lab of an internationally known professor. One of the most important values of an academic community is the balance between the free flow of ideas and the respect for the intellectual property of others. Researchers don’t use one another’s research without permission; scholars and students always use proper citations in papers; professors may not circulate or publish student papers without the writer’s permission; and students may not circulate or post materials (handouts, exams, syllabi--any class materials) from their classes without the written permission of the instructor.

Scheduling Conflicts. Please notify the instructor in writing by the second week of the term about any known or potential extracurricular conflicts (such as religious observances, graduate or medical school interviews, or team activities). The instructor shall try his or her best to help you with making

accommodations, but cannot promise them in all cases. In the event there is no mutually workable solution, you may be dropped from the course. (For more information, see the *Guidelines Concerning Scheduling Conflicts with Academic Requirements* <https://academic-senate.berkeley.edu/sites/default/files/guide-acad-sched-conflicts-final-2014.pdf>).

VI. Safety and Emergency Preparedness.

The University of California at Berkeley has numerous contacts for emergency situations. In the event of an emergency, the following information may be helpful (See <http://emergency.berkeley.edu/contacts.shtml>).

- Emergency Contacts <http://emergency.berkeley.edu/contacts.shtml>
- WarnMe/Nixle emergency alerts <https://warnme.berkeley.edu>
- Campus Emergency Management Areas <http://emergency.berkeley.edu/emerg-mgmt-areas.shtml>
- Campus Map <http://emergency.berkeley.edu/lib/img/campusmap.pdf>
- Safe and Well by the American Red Cross <https://safeandwell.communityos.org/cms/>

Tentative Course Schedule

Each class will include approximately 1/3 of the time working on consistency drills

September

- 3 Course Introduction, no tennis activity
- 10 Introduction of consistency drills and focus on net play
- 17 Approaching the net in doubles
- 24 Continue net approach during doubles points

October

- 1 Doubles movement on court
- 8 Overheads
- 15 Work on serving technique, specifically for doubles
- 22 Incorporate serves into doubles games
- 29 Fast Tennis Doubles Tournament

November

- 5 Doubles drills focusing on approaching the net
- 12 Doubles serving drills including potential serve and volley and poaching
- 19 Continuation of Doubles drills including sets and tiebreakers
- 26 Continuation of Doubles drills including sets and tiebreakers

December

- 3 Final class evaluations and tennis games, last required class
- 10 Reading, Review, and Recitation (RRR) Week; no class required