Comprehensive Course Syllabus

WEL 201: Tennis and Badminton
Fall 2009

Course Description:
This beginning level tennis and badminton course will follow a tactical games approach for students to understand and demonstrate tennis and badminton tactics, skills, and positive sporting behavior, etiquette, safety and fair play. As tactical complexity increases, students will develop understanding and performance of skills that enable them to make successful shot selection and placement and court positioning. Biomechanical principles of movement will be integrated in the learning experiences to enhance the connection between science and sport. Students will participate in game play involving singles, doubles and mixed doubles. All students are encouraged to have fun as they discover the tactical and social aspects of tennis and badminton. Learning experiences begin exploring the game of tennis followed by badminton.

Prerequisite:
Moving and Learning

INSTRUCTOR:
• Name: Mr. David Lundgren
• Office Number: E-121A
• Telephone number: 630-907-5474
• Email address: dlundgren@imsa.edu

Meeting Days, Time and Room(s)
B & D Days: Mods 3 – 5, 8:20 a.m. – 9:30 a.m.
E-121A/Tennis Court/West Gym

Text(s) / Materials:
No text required. Students will receive a series of teacher generated handouts.

Clothing:
Students must come to class prepared to participate. Clean activity clothing and shoes are required. Street clothes and shoes are not acceptable. Jeans or khakis are not allowed. Shirts must cover the entire torso of the body. Tank tops and shirts showing the mid-section are not allowed. Students will be asked to leave class if wearing unacceptable messages on clothing (i.e. alcohol, drugs, sex, etc.). Belts and loose fitting jewelry are not acceptable athletic attire. Rubber soled athletics shoes must be worn on the court. Hats are not allowed during indoor class sessions. Hats and visors may be worn during
outdoor sessions. Dress appropriately for environmental conditions. Weather permitting classes will be conducted outdoors and may necessitate additional clothing layers. To keep the Wellness floors clean, students should change into clean, dry shoes before entering any Wellness room. If not properly dressed, students may not receive credit for attendance, even if the student is present.

**Equipment:**
Ample rackets, balls, and shuttlecocks are available for student use. Student may elect to bring their own equipment.

**Essential Content:**
Physical activity is critical to the development and maintenance of good health. The goal of IMSA Wellness curriculum is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

Students studying Tennis and Badminton will:

A. Demonstrate competency in motor skills and movement patterns needed to perform a variety of net game activities. Students will:
   a. Apply skills and movements in a game setting
   b. Adjust skills to game situation

B. Demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Students will:
   a. Design, implement and evaluate an appropriate personal plan for self-selected net game tactic and/or skill
   b. Develop realistic short-term personal net game goals.
   c. Correctly identifies biomechanical principles related to propelling object into court.
   d. Explain, apply, and evaluate biomechanical principals and physiological concepts to:
      i. Analyze personal performances
      ii. Adjust personal performances
   e. Understand and apply sport specific training and conditioning to improve performance in net sports to improve
      i. Tennis and badminton skill performance
   f. Use rules and tactics that apply in specific situations
      i. Sequencing of shots
      ii. Shot placement and placement
      iii. Court positioning
   g. Analyze and identify skills that result in higher levels of performance
   h. Understand the connection between tennis, badminton and other net games and activities in terms of similar on-the-ball skills, off-the-ball movements, and tactics.
   i. Understand the role of physical fitness concepts in the development of a healthy lifestyle throughout the life span
C. Participate regularly in physical activity. Students will
   a. Engage in physical activity that will improve overall physical fitness and
      performance in a specific net sport.

D. Achieve and maintain a health-enhancing level of physical fitness. Students will:
   a. Develop, maintain, and enhance appropriate levels of health-related
      physical fitness to enhance personal health and fitness to participate in
      selected sport.
      i. Cardio-respiratory endurance
      ii. Muscular strength
      iii. Muscular endurance
      iv. Flexibility
      v. Body composition
   b. Evaluate and adjust levels of activity to improve fitness for activity and
      personal fitness
      i. Identify strengths and weaknesses based on performance
      ii. Develop a personal practice plan to improve fitness and skill levels
      for tennis and badminton

E. Exhibit responsible personal and social behavior that respects self and others in
   physical activity settings. Students will:
   a. Demonstrate respectful personal and social behavior
      i. Resolve conflict in appropriate ways.
      ii. Show cooperative and positive interactions with others in skills
          and game play
      iii. Show respect and understanding toward officials
   b. Appreciate the diverse background, participation, and history of each sport
      and its participants.
      i. Understand and demonstrate the concept of the “Spirit of the
         Game” in all class activities, whether the context is competitive,
         recreational, regardless of officials, or isolated skill development.
   c. Show respect and compassion towards the diversity of skill and
      background in players and in self while participating in a sport.

F. Comprehend the value of physical activities for health, enjoyment, challenge,
   self-expression and/or social interaction. Students will:
   a. Recognize the importance of physical activity to promote health
      i. Physical health – analyze and evaluate personal practice plan and
         its effectiveness in achieving goal and total wellness.
      ii. Social health – foster positive and enjoyable interactions with
         others during physical activity.
      iii. Emotional health – self-reflect on elements which contribute to
         personal enjoyment.
      iv. Intellectual health - understand the role of physical fitness concepts
         in the development of a healthy lifestyle throughout the life span.
   b. Develop a personal practice plan in pursuit of goal achievement
   c. Access, apply, and critique information regarding self, peers and others in
      game
G. Understand the role of nutrition, sleep, and stress management as behaviors which alleviate the effects of distress and assist us in developing and maintaining holistic wellness.

SSLs and Outcomes:

I.A. Students are expected to demonstrate automaticity in skills, concepts, and process that enable complex thought such as
   a. team work and collaboration
   b. preparation for class
   c. reflection on personal wellness
   d. self-assess learner responsibility
   e. performance of kinesthetic movement
   f. self-analysis of fitness and skill levels through technology and President’s Challenge fitness assessment

I.B. Construct questions which further understanding, forge connections, and deepen meaning in order to
   a. demonstrate competency in discussions, writing, and quizzes

I.C. Students expected to precisely observe and accurately record findings in order to
   a. use technology to collect data on their personal abilities

I.D. Evaluate the soundness and relevance of information and reasoning through
   a. demonstrating understanding of each health-related component of physical fitness
   b. comparison of pre and post physical assessment
   c. demonstrating understanding of basic anatomy and physiology
   d. self-analysis of kinesthetic awareness and skill through observation and comparison
   e. evaluation of misconceptions of their own physicality

II.A. Students confront misconceptions through
   a. Discussion
   b. Analysis of previous knowledge and abilities
   c. Creation of questions to further their understanding

II.B. Find and analyze ambiguities inherent within any set of textual, social, physical or theoretical circumstances in order to
   a. put their net game abilities in context
   b. approach wellness in an unbiased manner
   c. using research to make more informed decisions about net games
   d. critically evaluate personal and peer behavior in context of environment and community

III.A. Use appropriate technologies as extensions of the mind to
   a. accurately record and assess their personal data
   b. self-analyze and reflect on their personal net game abilities using web technologies and resources

III.B. Recognize, pursue, and explain substantive connections within and among areas of knowledge in order to
a. understand how their physical wellness interconnects with the emotional, social, mental, and spiritual/philosophical dimensions of their wellness
b. understand the context of their wellness in their everyday lives

III.C. Recreate the beautiful conceptions that give coherence to structures of thought in order to
a. understand the foundation of movement through anatomy and physiology
b. appreciate the affects of body processes on cognitive abilities

IV.A. Construct judgments based on evidence in order to
a. Reflect on their personal data
b. Analyze and reflect on tactical response

IV.B. Write and speak with power, economy, and elegance
a. Through short writes, homework, quizzes and discussions

IV.C. Identify and characterize the composing elements of dynamic and organic wholes, structures, and systems in order to
a. understand the interconnectionedness of wellness dimensions in the whole of the individual
b. understand the relationship between structure and function in the body

IV.D. Develop and aesthetic awareness and capability by
a. developing and using spatial awareness
b. developing kinesthetic skill

V.A. Identify, understand, and accept the rights and responsibilities of belonging to a diverse community by
a. recognizing their own biomechanical ability in order make safe and effective decisions
b. recognizing their current capacity in order to progress
c. participating and cooperating in a team

V.B. Make reasoned decisions which reflect ethical standards, and act in accordance with those decisions through
a. collaboration with other students
b. constructive critique of others

V.C. Establish and commit to a personal wellness lifestyle in the development of the whole self in order to
a. become an educated life long learner
b. be confident in their own abilities
c. make informed decisions about balance of emotional, social, physical, mental, and spiritual/philosophical dimensions of wellness

Instructional Design and Approach:
The teaching approach for these net games is tactical in nature which includes problem solving, engaging in action situation to solve the problem and reflection employing critical thinking skills. Practice tasks evolve from the need to consistently generate appropriate shot selection and placement, skill execution, and court positioning. Students will be videotaped to enable self and peer assessment. Learners will teach each other as they generate cues for improving the techniques involved in tennis and badminton.
Learning experiences aim to provide greater appreciation for game play and activity to enhance the establishment and commitment to a wellness lifestyle.

This course is designed to develop each participant’s level of performance, ability to analyze skills, and understanding of strategies or concepts for playing the game. During this course improvement will occur with a student’s technical and tactical playing ability through an understanding of why each skill is needed and how to apply skills appropriately in the game. Students will gain knowledge and the ability to analyze their own and other player’s game performance. Ultimately this course is intended to enable the learners to play the game as part of an active lifestyle. (SSL:V.C)

The Tactical Approach links tactics and skills by emphasizing skill practice and application within the tactical context of the game. Tactical awareness is critical to game performance and defined as the ability to identify tactical problems that arise during a game and to respond appropriately. In the tactical approach environment, learners are placed in a game situation that emphasizes a tactical problem before they identify and practice solutions. Students are placed in a game situation where tactics, decision making, problem-solving and skills are all developed at the same time. These games demand decision making skills of the how, when, and where pertaining to the tactics and strategies involved in the game.

Student Expectations:

Attendance:
Class begins at 8:20 – 9:30 a.m. on B & D days. You are allowed five (5) minutes to change on activity days. After these five (5) minutes or 8:25 a.m., you will be counted tardy. Students arriving fifteen (15) minutes late are considered absent. Please make every effort to be on time, as it helps class run more smoothly. Learner Responsibility points will be deducted for tardiness. Please refer to the IMSA Attendance and Tardiness procedures outlined in the IMSA Handbook. You are allowed three (3) unexcused absences for the entire semester of tennis and badminton. Three (3) unexcused tardies equal one (1) unexcused absence.

Locker Rooms & Lockers:
Please store your personal belongings in a LOCKED locker. Students are responsible for providing their own locks. You must be prepared with activity clothing in your locker or you will be sent back to your room to get them and given an unexcused tardy for the day.

Student Responsibility: All students are expected to:
1. Assume ownership for own learning and challenge.
2. Attend all scheduled class meetings and be on time, prepared, and dressed for class.
3. Participate fully for the entire class period.
4. Dress appropriately in modest clothing for temperature conditions.
5. Act respectfully toward self, others, class environment, and content.
6. Complete a pre- and post- testing for President’s Challenge to pass course, regardless of total class points.
7. Complete all assigned work and submit graded assignments on time. Some assignments will not be graded. **All assignments are due on their assigned due date at the beginning of class. Fifty percent (50%) will be deducted per class day late.**
8. Be held responsible for any concepts, problems or announcements presented in class.
9. Contribute positively and inclusively, enabling learning, through words and actions as a leader and follower.
10. Be willing to improve skill and knowledge of physical activity by listening receptively to classmates and teacher.
11. Take all tests and/or quizzes at the scheduled time. Make ups may be allowed for excused absences. Make ups are not allowed for unexcused absences.
12. Not bring food or beverages (other than water bottles with lids) in the Wellness areas.
13. Make sure shoes are clean before entering any Wellness room.
14. Keep book bags, backpacks and other personal items in a locked locker in the locker room or outside of gym, not on the floor.

**Academic Honesty:**
The primary academic adventure is the exploration and dissemination of knowledge. Academic honesty and integrity are integral to the academic process. Academic dishonesty—cheating, plagiarism, and collusion—are serious offences, which undermine the education process and the learning experience for the entire IMSA academy.

It is expected that students will understand and adhere to the concept of academic integrity and to the standards of conduct prescribed by IMSA’s policy on academic honesty located in the student handbook. It is expected that students will assume responsibility for their work and that materials submitted in fulfillment of course represent student’s own efforts.

**Assessment Practices, Procedures, and Processes:**

**Grading:**
All Wellness courses are graded A – D. Categories of assessments include: Health Related Fitness, Tactical Games, and Learner Responsibility. Grading will be based on participation and attendance, individual and group projects, and self and peer assessments including:

- Fitness Assessment: Pre-and post- President’s Challenge
- Self and peer video analysis of skill and game tactics
- Written quizzes
- Practice Plan (goals, process, logs)
  - Tennis
Badminton
- Miscellaneous written assignments/short writes
- Written reflections, including Quarter Reflection and Summative reflection

Submitted work will be returned in a timely fashion. **Note:** Graded work may not be returned until all students have submitted the assessment.

**Learner Responsibility**
Student behavior and participation will be monitored. In-class learner responsibility points will be awarded at 40 points for each quarter. Points will be deducted for the following infractions (but not limited):
- **Attendance**
  - Tardy – 3 point deduction per time tardy
  - Absent – 5 point deduction per time absent, excused and unexcused.
  - Points for Academy excused absences (refer to the student handbook for acceptable excused absences) may be made up. See the instructor for Wellness Make-Up Card.

**Work Ethics**
- On task, follow directions, rules and etiquette
- Acceptable effort; actively engaged in involved in class activities and discussions
- Appropriate dress
- Awake!

**Sequence of Topics and Activities:**
The entire success of this class will be based on the individual students desire to work in class. How much a student will get out of this course is directly proportional to how much the student puts into it. The instructor reserves the right to adjust the schedule at any time.

**Week 1**
- Introduction to course and expectations
- Introduction to the Tactical Approach to learning net games
- Game appreciation
- Game sense
- History and nature of tennis
- Tennis Etiquette
- Video collection
- Tennis skill assessment
- Tactical Lesson 1 – Court Awareness and Racket Handling
- Tactical Lesson 2 – Consistency and Court Awareness with groundstrokes

**Week 2**
- Video collection
- Tennis skill assessment
• Game appreciation and game sense
• President’s Challenge fitness assessment pre test
• Tactical Lesson 3 – Consistency and Court Awareness with groundstrokes
• Quiz

Week 3
• Tactical Lesson 4 – Creating Space
• Tactical Lesson 5 – Winning the Point
• Video collection and analysis
• Personal Practice Plan assignment

Week 4
• Tactical Lesson 6 – Winning the Point
• Practice Plan Session 1
• Video collection and analysis
• Quiz

Week 5
• Tactical Lesson 7 – Preventing Scoring
• Practice Plan Session 2
• Video collection and analysis

Week 6
• Practice Plan Session 3
• Singles Tournament
• Video collection
• Quiz

Week 7
• Singles Tournament
• Tennis Skill assessment
• Video collection

Week 8
• Tactical Lesson 8 – Doubles Play
• Tactical Lesson 9 – Doubles Play
• Quarter Reflection

Week 9
• Doubles Tournament
• End of Quarter

Week 10
• Introduction to Badminton
• Transference of Net Game tactics and skills
• History and nature of badminton
• Badminton Etiquette
• Video collection
• Badminton skill assessment
• Tactical Lesson 1 – Court Awareness and Consistency
• Tactical Lesson 2 – Creating Space
  o Overhead Strokes – Forehand and Backhand
  o Clear Shots – Defensive and Attacking

Week 11
• Tactical Lesson 3 – Winning the Point
  o Serves – Long and Short
• Tactical Lesson 4 – Creating Space
  o Approach Shots/Drop shots
• Quiz
• Personal Practice Plan assignment

Week 12
• Tactical Lesson 5 – Preventing Scoring
• Practice Plan Session 1
• Video collection and analysis
• Quiz

Week 13
• Practice Plan Session 2
• Video collection and analysis

Week 14
• Singles Tournament
• Video collection

Week 15
• Singles Tournament
• Video collection

Week 16
• President’s Challenge fitness assessment post test
• Badminton Skill Assessment
• Tactical Lesson 6 – Doubles Play
• Video collection

Week 17
• Doubles Tournament
• Summative Reflection
Week 18

- Doubles Tournament
- Written Quiz
- Practical Quiz