



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**Theory of Tennis
HPE6322 2 Credit Hours**

Student Level:

This course is open to students on the college level in their freshman and sophomore year.

Catalog Description:

HPE6322 - THEORY OF TENNIS (2 hrs)

This course is designed for tennis players, prospective tennis players, or athletes to understand mental skills and strategies necessary to improve their tennis performance. Skills like mental toughness, performance evaluation and planning, and match strategies will be discussed in a manner to allow students to improve their performance on and off court.

Prerequisites:

None

Controlling Purpose:

This course is designed to help the student increase their knowledge concerning strategy and techniques of competitive tennis.

Learner Outcomes:

Upon completion of the course, the student will be able to effectively use different strategies, techniques and mental toughness skills to be more successful on the tennis court.

Units Outcomes and Criterion Based Evaluation Key for Core Content:

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for

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taking more advanced work in the same field, but without any major handicap of inadequacy in his background.

- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

UNIT 1: MENTAL EFFECTS ON PHYSICAL PERFORMANCE

Outcomes: Student will become more aware of the effect the mind has on physical performance and how to use that to their advantage.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Understand the effect the mind has on physical performance
						Use mental techniques to improve on court play
						Use visualization techniques to improve mental and physical preparedness.
						Demonstrate techniques to improve your tennis play.

UNIT 2: MENTAL COMPETITION

Outcomes: Student will learn to use mental skills to become for effective on the tennis court.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Use critical thinking skills on the tennis court.
						Physically and mentally prepare for competition.
						Maintain and change mental state during competition.
						Demonstrate between point and after match rituals to improve future success.
						Demonstrate and explain strategies to be successful on the singles court.

UNIT 3: POST-MATCH EVALUATION

Outcomes: Students will learn to evaluate and plan improvement based on match performance.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Evaluate yours and others on court performance.
						Develop a practice plan from your match evaluations.
						Use better communications skills with teammates and coaches.
						Demonstrate and explain doubles strategies to be successful on court.

Projects Required:

None

Textbook:

Contact Bookstore for current textbook.

Materials/Equipment Required:

None

Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

Grading Policy:

The grading policy will be outlined by the instructor in the course syllabus.

Maximum class size:

Based on classroom occupancy

Course Time Frame:

The U.S. Department of Education, Higher Learning Commission, and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching, and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

Refer to the following policies:

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.