

KNES 322 SKILLS AND TECHNIQUES: RACQUET SPORTS

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Description from ULL Course Catalog:

- Designed to develop skills and knowledge of selected racquet sports. Techniques and strategies applicable to teaching are emphasized.

In-depth Course Description:

- The purpose of this course is to provide students with the opportunity to acquire the knowledge and skills (including critical thinking and reflective decision making) necessary for the analysis of sport skills. The fitness-based methodology will be utilized where the student will learn fitness-based activities that apply to racquet sports. Skills acquisition and fitness aspects include those needed to excel in sports appropriate for middle school aged children. The class will combine theory and application through lecture, microteaching and field teaching and other related activities. Credit: 2 credits.

Textbook:

1. Racquetball – Winning Edge Series 1st edition Author: Jim Hiser
2. Badminton - Winning Edge Series 8th edition Author: Margaret Bloss & R. Stanton Hales
3. Tennis – Winning Edge Series 1st edition Author: David Claxton
4. The Art of Pickleball Author: Gale Leach

Conceptual Framework: The Responsive Professional

The conceptual framework of the UL Lafayette College of Education is designed to expand upon the institution's commitment to be a responsive university. Teacher candidates are expected to demonstrate knowledge, skills, and dispositions associated with the four elements of a ***Responsive Professional***. Responsive Professionals demonstrate expertise in knowledge and practice. They are reflective practitioners who respect diversity and demonstrate a commitment to professionalism.

Course Objectives and Corresponding Unit and Outcomes

- **On completion of the course, the student will apply the Responsive Professional model by acquiring knowledge, skills and dispositions through the following objectives. *Candidates will acquire the following knowledge, skills, and dispositions through this course. Knowledge (K), Reflection (R), Diversity (D), and Professionalism (P) will be addressed.***

Teaching:

1. Write and implement satisfactory Instructional Plans (K1-8; R2; D1-3; P3).
2. Demonstrate knowledge of the physiological and psychosocial characteristics of the K-12 school age child and the implications for activity selection (K1-6, 8, 9; D2, 3, P2).
3. Demonstrate an understanding of the importance of activity modification to better meet the individual needs of adolescents (K1-5,8; R2; D2-4; P2).
4. Incorporate appropriate fitness activities with skill teaching in each sport employing appropriate teaching methods, organization procedures and skill progressions in a micro-teaching experience with 2-3 fellow students (K1-9; R1-3; D2, 3; P2).
5. Identify and select appropriate lead-up activities, recognizing the role of pre-assessment in activity selection (K1-9; R1-3; D2, 3).
6. Analyze skills, identify performance errors and recommend activities for improvement (K1-5, 8; R2, 3; D2, 3).
7. Demonstrate an understanding of the hierarchy of skill development and the importance of developmentally appropriate activities (K1-5, 8; R2; D2, 3).

Skill and Fitness

1. Demonstrate an understanding of correct techniques for skills comprising each sport (K1-3; R1).
2. Analyze and incorporate the “fitness based activity” approach in skills acquisition and fitness development (K1-6, 8; R1; D1-4; P2)
3. Demonstrate correct scoring techniques and be able to implement play, along with specific strategies that are involved in singles and doubles play (K1-5, 8; R3).
4. Discuss and demonstrate knowledge of the history and development of the racquet sports covered in class (K1-3, 9; R1).
5. Demonstrate an appreciation of the value of racquet sports as lifetime activities through participation (K1-5; R1; D1-5; P2).
6. Through participation, recognize first hand the personal fitness benefits of racquet sports (K1-3; R1; D1, 4; P2).
7. Develop and have appreciation for the basic fitness exercises which enhance the quality of a player’s ability in racquet sports (K1-6, 8; R1; D4; P2).

Course Content:

1. **What constitutes good teaching**
 - a. Characteristics
 - b. Knowledge and Teaching Methodology
 - c. Organizational Ability / Discipline Techniques
 - d. Physiological and Psychosocial Characteristics of Children
2. **Planning for Effectiveness and Efficiency**
 - a. Philosophical Consideration / Hierarchy of Skill Development
 - b. Instructional Plans
 - c. Fitness Based Philosophy of Skill Acquisition
3. **Implementation Phase**
 - a. Skill Acquisition
 - b. Content: Skills, Modification, Lead-up Movement Tasks
 - c. Evaluation: Skill Assessment, Teacher Presentation, and Time Analysis

Learning Activities:

Activity, lecture, discussion and microteaching will provide learning activities to fulfill stated objectives.

Course Requirements:

1. A teaching notebook will be developed for one sport according to specific guidelines. A teaching unit, including all facets discussed, will be developed and implemented.
2. A developmental analysis will be prepared for one sport including extension, refinement and application.
3. Written tests, skill tests, and quizzes will be given throughout the semester.
4. Practical Experience: A microteaching experience, incorporating the fitness-based approach to skill acquisitions, will be required. Maintaining an individual reflective journal will be an integral aspect of this experience.
5. Miscellaneous assignments: as assigned throughout the semester.
6. Service Learning project (to be organized and administered as a class).
7. Daily skill work (in class skill development related to tennis, racquetball, badminton, pickle ball). Daily skill work occurs in class during each class meeting and therefore **cannot** be made up when absent.
8. Physical activity journal (due each week during the semester)
9. Please bring 1 new (unopened) can of tennis balls to the second class meeting.
10. Please bring 1 new (unopened) can of racquetballs to the second class meeting.

Class policies:

1. **Assignments will not be accepted late, do not request an extension.**
2. **Students must wear goggles at all times during the racquetball unit. Goggles can be purchased at Wal-Mart or other local stores.** Failure to wear goggles will result in the student not being able to participate in class and the student will be marked absent.
3. Students must have a wrist-wrap on their racquetball racquet at all times. Failure to provide a racquet with a wrist-wrap will result in the student not being able to participate in class and the student will be marked absent.
4. All assignments must be typed (1/4 point deduction per typing, grammar, and/or spelling error).
5. If a scheduled test is missed, it must be made up before the next scheduled class meeting.
6. **Tardies will not be tolerated.** A significant reduction in the final grade will result for persistent tardies. Two tardies equal one absence. The expectation is that students are in class when the instructor arrives.
7. Students are expected to attend and participate in all class activities. Dressing appropriately for physical activity is expected. During any field experiences you are expected to wear professional clothing (collared shirt, khaki pants/shorts, athletic/running shoes).
8. Cell phones are to be turned off during any and all class times.

Procedures for Tests/Exams

During tests/exams given in class, students will be required to leave all personal belongings (books, notebooks, backpacks, cell phones, hats, etc.) at the front of the room. Only pens/pencils will be allowed at the students' desk or work area during tests/exams.

Academic Honesty:

Plagiarism, or any other violation of the ULL Code of Student Conduct or other issues outlined in the Undergraduate Bulletin (2005-2007), will not be tolerated. The university academic honest policy states: "The University considers both cheating and plagiarism serious offenses. The minimum penalty for a student guilty of either dishonest act is a grade of 'zero' for the assignment in question. The maximum penalty is dismissal from the University. The complete policy may be found in the UL Lafayette Undergraduate Bulletin." (see: 2005-2007 UL Lafayette Undergraduate Bulletin: page 444-445).

Absence Policy:

The expectation is that students will be in class everyday. Excessive absences and/or tardiness will have a negative impact on the final grade. **Two tardies equal one absence. Students are tardy if they arrive 5 minutes after the start of class (students are tardy at 9:35 by the instructors watch).** Since tardies will be accumulated to equal absences, it is your responsibility to let the instructor know if you arrive late to class. If you arrive late, and fail to inform the instructor, at the end of class, of your presence, you will be marked absent. No exceptions.

Excessive Absences: Students who exceed the University's minimum criteria for absences (absences in excess of 10% of the number of class meetings) will be dropped a letter grade at the end of the semester (example: student with an overall B average in the course will receive a C as a final grade). See: 2005-2007 UL Lafayette Undergraduate Bulletin: page 443-444).

Students Requiring Special Accommodations:

Students Requiring Special Accommodations must register with the Office for Students with Disabilities and provide official documentation to the instructor in a timely manner. If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the instructor and with the Office for Students with Disabilities, Lee Hall 106.

Course Evaluation:

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|---|--|
| 1. Teaching Notebook (lesson plans and journals) | 100 points |
| 2. Skill Analysis Notebook (developmental analysis) | 75 points |
| 3. Written Tests | 25 points each (there will be 4 written tests) |
| 4. Skill Tests | 15 points (there will be 4 skill related tests) |
| 5. Quizzes | 10 points (there may be up to 4 quizzes) |
| 6. Microteaching (8 days) & Reflective Journal | 100 points (teaching = 75 pts; journal = 25 pts) |
| 7. Miscellaneous Assignments | not to exceed 25 points total |
| 8. Service Learning | 100 points |
| 9. Daily Skill Work (in-class/no make-ups) | 5 points per day |
| 10. Physical Activity Journal: | 15 points |

The following grading criteria will be used

100-90%	= A
89-80%	= B
79-70%	= C
69-60%	= D
Below 69%	= F

WHILE EVERY PRECAUTION WILL BE TAKEN TO PROTECT THE STUDENT, SOMETIMES ACCIDENTS OCCUR DESPITE THE BEST PRECAUTIONS. STUDENTS ARE ADVISED TO HAVE PERSONAL INSURANCE TO COVER THEIR TREATMENT IN THE EVENT OF PERSONAL INJURY DURING CLASS.

EMERGENCY EVACUATION PROCEDURES

A map of this floor is posted near the elevator marking the evacuation route and **designated route area**. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Students who may need assistance should identify themselves to the teaching faculty.

Racquetball Course Content Outline

- I. Historical Facts**
 - A. Origin of Racquetball**
 - B. Major Tournaments**

- II. Fundamental Skills**
 - A. Grip**
 - B. Forehand and Backhand Drive**
 - C. Serve (drive serve, lob serve, z-serve)**
 - D. Footwork**

- III. Advanced Skills and Techniques**
 - A. Smash**
 - B. Ceiling Balls**
 - C. Offensive and Defensive Shots**
 - D. Kill Shots**
 - E. Passing Shots (down the line and crosscourt)**

- IV. Playing the Game**
 - A. Scoring**
 - B. Singles Play**
 - C. Rules**

Pickleball Course Content Outline

Many pickleball skills, such as the forehand/backhand, grip and ready position are very similar to tennis.

- I. Historical Facts**
 - A. Origin of Tennis**
 - B. Major Tournaments**

- II. Fundamental Skills**
 - A. Ground Strokes (forehand and backhand)**
 - B. Serve**

- III. Advanced Skills and Techniques**
 - A. Volley**
 - B. Offensive and Defensive Lobs**
 - C. Placement Shots (drop shot)**
 - D. Smash**

- IV. Playing the Game**
 - A. Scoring**
 - B. Singles and Doubles**
 - C. Rules**

Tennis Course Content Outline

- I. Historical Facts**
 - A. Origin of Tennis**
 - B. Major Tournaments**

- II. Fundamental Skills**
 - A. Ground Strokes (forehand and backhand)**
 - B. Serve**

- III. Advanced Skills and Techniques**
 - A. Volley**
 - B. Overhead Smash**
 - C. Offensive and Defensive Lobs**
 - D. Placement Shots (drop shot)**

- IV. Playing the Game**
 - A. Scoring**
 - B. Singles and Doubles**
 - C. Rules**

Badminton Course Content Outline

- I. Historical Facts**
 - A. Origin of Badminton**
 - B. Major Tournaments**

- II. Fundamental Skills**
 - A. Grip**
 - B. Forehand and Backhand Drive**
 - C. Forehand and Backhand Clear**
 - D. Serves: High Deep, low short, drive serve**
 - E. Drop shot**
 - F. Footwork**

- III. Advanced Skills and Techniques**
 - A. Smash**

- IV. Playing the Game**
 - A. Scoring**
 - B. Singles Play**
 - C. Doubles Play**
 - D. Rules**