



**SPORT SCIENCE & MANAGEMENT
SS9102 TENNIS**

Pre-requisites	N/A
No of AUs	3
Contact Hours	Total hours: 39 Lessons: 39

Course Aims

This course aims to impart the knowledge and competencies essential to having an informed understanding and appreciation of tennis. You will be introduced to the basic skills necessary to play the tennis game.

Intended Learning Outcomes (ILO)

By the end of the course, you should be able to:

1. Play and enjoy a social game of tennis.
2. Explain the rules and etiquette of the game and use them to play games.
3. Describe how different types of competitions are organized and for what specific purposes.
4. Provide comments on the game played at competitive or recreational levels and its significance in the sport industry.

Course Content

The following topics will be covered:

1. Introduction to tennis – historical development, rules, etiquette and current trends
2. Establishing the initial level of competency and discovering timing, rhythm, footwork and ideal contact points for various grips
3. Basic forehand and back hand groundstrokes and volleys using the continental grip
4. Forehand and backhand topspin groundstrokes with the eastern grips
5. Semi-western grips with the double-handed backhand grip
6. Volley and serve and overhands
7. Basic singles play and strategies
8. Specialty shots like half volleys and drops and variety to the serves
9. Doubles play and doubles strategies
10. Individual and team competitions

Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual	Assessment rubrics
1. Performance (Practical)	1-2	A1, A2, C1, C2, E2	60%	Individual	Appendix 1
2. Written Test (Theory)	2-4	A1, B1, C1, E2	30%	Individual	NA
3. Game organization and participation	1,2,4	A1, B1,C1, E1, E2	10%	Individual	Appendix 2
Total			100%		

Graduates of the SSM programme should show:

Competence	
A1: {Understanding}	Process and interpret information, evidence and methodologies related to sport science or sport management
A2: {Self-discipline}	Independently apply themselves to solve relevant problems
A3: {Modern Tool Usage}	Use technology to communicate and provide feedback on sports activities, improve sports performance, monitor and increase physical activity, provide exercise prescription, solve problems for disadvantaged athletes/sportspeople, and commercialize and innovate sports products, events and services
Creativity	
B1: {Critical Thinking}	Critically assess the applicability of sport science and sport management tools toward problems and in the workplace
B2: {Analytical Thinking}	Critically analyse data from a multitude of sources
B3: {Interdisciplinary Thinking}	Connect the subfields of sport science and sport management to tackle problems
B4: {Innovation}	Be able to develop new applications or improve existing techniques

B5: {Entrepreneurship}	Develop new ideas and plans for sport science, businesses and events
Communication	
C1: {Effective Communication}	Present findings or ideas from sport science and sport management research logically and coherently at the appropriate level for the intended audience and in all forms of communication
C2: {Teamwork}	Work in teams on projects that require sport science or sport management application, and communicate results via demonstration, verbally and in written form
Civic-Mindedness	
D1: {Professionalism}	Act in a manner that respects the profession and meets the expectations of the sport science and sport management industry
D2: {Inclusiveness}	Promote sport and physical activity in all individuals to bring people together and improve physical, social and psychological outcomes
Character	
E1: {Ethical behaviour}	Act with integrity and in a socially responsible and ethical manner in line with societal and legal expectations in relation to collecting and analysing data of people and protecting personal data with appropriate computer security
E2: {Sportspersonship}	Demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity

Formative feedback

You will be provided with regular feedback on your learning throughout the course by the instructors. You will also receive feedback from your peers in various sharing platforms. For the class tests, you will be provided with verbal feedback on the overall test performance.

Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Lecture	You will be introduced in lectures to the fundamental topics and issues related to sport and exercise psychology. Lectures will be used to provide you with opportunities for critically thinking about the topics.

Tutorial	Tutorials will provide opportunities for detailed discussion and better understanding of the topics introduced in the lectures. Practical activities will also be conducted in tutorial sessions to promote deep learning of the topics.
Project work	You will engage in project work during class time, under guidance from the instructor. This will permit sharing of ideas amongst students and instant feedback on project work.
Student presentations	You will present your individual or group project work to the whole class. This supports peer-learning as well as developing presentation and discussion skills.

Reading and References

Recommended Texts:

1. United States Professional Tennis Association (1984). *Tennis: A professional guide*. New York: Harper & Row Publishers.
2. Bolletieri, N. (2001). *Bollettieri's tennis handbook*. Champaign, IL: Human Kinetics
3. www.tennisone.com

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes—lecture and tutorial—punctually and submit all scheduled assignments and take tests by due dates. You are not allowed to swap tutorial groups without express permission from the course coordinator. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions they have missed. You are expected to participate in all discussions and class activities unless there is a valid medical reason not to do so.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

(3) Absence Due to Medical or Other Reasons

If you are sick and not able to complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science & Management (or Home School) administration to obtain official leave. Without this, the missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

(4) Attire and safety

You are expected to participate in practical laboratory activities. Some of these activities involve exercise. All of you are expected to wear appropriate attire for participation, obey laboratory safety rules, and take appropriate care of and return all equipment after use.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Collaboration is encouraged for your work in the class and laboratories because peer-to-peer learning helps you understand the subject better and working in a team trains you to better communicate with others. Working together and exchanging ideas and experiences will help improve the quality of your assessed presentation. It is important to credit others for their contribution to your work which promotes ethical practices and academic integrity.

Course Instructors

Instructor	Office Location	Phone	Email

Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	Introduction to tennis – historical development, rules, etiquette and current trends	LO2	
2	Establishing the initial level of competency and discovering timing, rhythm, footwork and ideal contact points for various grips	LO1	
3	Basic forehand and back hand groundstrokes and volleys using the continental grip	LO1,2	
4	Forehand and backhand topspin groundstrokes with the eastern grips	LO1,2	
5	Semi-western grips with the double-handed backhand grip	LO1,2	

6	Volley and serve and overheads	LO1,2	
7	Basic singles play and strategies	LO1,2	
8	Specialty shots like half volleys and drops and variety to the serves	LO1,2	
9	Doubles play and doubles strategies	LO1,2,3	
10	Individual and team competitions (1)	LO1,2,3,4	
11	Individual and team competitions (2)	LO1,2,3,4	
12	Individual and team competitions (3)	LO1,2,3,4	

Appendix 1: Assessment Criteria for Performance (60% Final Grade)

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Individual playing ability (max 60)	Clearly demonstrates all techniques to a high standard and able to apply them effectively during game situations.	Demonstrates most techniques to a good standard and often able to apply them effectively during game situations.	Able to demonstrate most techniques well but struggles to apply them effectively during game situations.	Unable to demonstrate most techniques well and often ineffective during game play.	Very poor technique and ineffective play during game situations.
Communication and teamwork (max 20)	Consistently communicates clearly with group members during play and makes a strong contribution to team play and success.	Most communication during play is clear and makes a regular effort and contribution to pair play and success.	Communication with group members during games not always clear or consistent and contribution to team play intermittent.	Rarely communicates with group members during play and makes selective contributions to team play.	Fails to communicate with group members during play and makes little contribution to team play.
Playing knowledge (max 20)	Demonstrates clear knowledge of game rules and situations as they occur and plays consistently to the rules.	Demonstrates good knowledge of game rules in most situations as they occur and typically plays to the rules.	Demonstrates some knowledge of game rules in some situations and mostly plays to the rules.	Selected knowledge of game rules and situations and play is not always to the rules.	Unclear knowledge of game rules and situations as they occur and often makes mistakes with the game rules.

Appendix 2: Assessment Criteria for Game Organization and Participation (10% Final Grade)

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Professional qualities (max 20)	Actively engages and show effort in all class practical and theoretical activities including discussions. Shows clear evidence of sportspersonship behaviour and responsibility toward group members during play.	Engages well in most class practical and theoretical activities including discussions. Typically shows sportspersonship in behaviours and responsibility toward group members during play.	Intermittently engages in class practical and theoretical activities. Sportspersonship behaviour and responsibility toward group members during play not always obvious.	Infrequently engages in class practical and theoretical activities including discussions. Sportspersonship behaviour and responsibility toward group members during play not always obvious.	Rarely engages in class practical and theoretical activities including discussions. Little evidence of sportspersonship behaviour or responsibility toward group members during play.