

**Department of Health and Human  
Performance  
Prairie View A&M University  
COURSE SYLLABUS**

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**I. Course Title:** HUPF 1112 Sports Skills **II**

**Prerequisite:** H & HUPF Majors and Minors only

**II. Course Description:** This course is designed to introduce student to the potential benefits of well defined exercise program and to provide planned experiences that will result in knowledge about the value of physical activities, essential motor skills development, stamina, strength and those social qualities that will last a life time. This course also provides the student with theory and application of fundamental skill in badminton, racquetball and tennis. 2 credit hours

**IV. Clinical Experiences:** None

**V. Course Rational:** Classrooms are more diverse today perhaps more than any other time in the history of public education. This phenomenon requires teachers to have a wide range of methods and techniques in order to meet the needs, interest, and abilities of students. This course provides the experiences necessary to be successful in the modern-day classroom.

**VI. Goals:**

**A. E-Fold-P Objectives (Conceptual Framework)**

Educator As Facilitator Of Learning For Diverse Populations

- a. Educators as Problem Solver, Critical Thinker and Decision Maker.
- b. Educators as Reflective and Continual Learner
- c. Educators as Promoter of Student Growth and Development
- d. Educators as Promoter of Human Diversity and Global Awareness

**B. Excet:**

**Domain I - PROMOTING LEARNERS' PHYSICAL DEVELOPMENT**

- a. Competency 002- Fitness and development/ Maintenance. The physical education teacher applies principles and concepts of fitness and fitness development/maintenance to evaluate, select, and adapt activities that help learners achieve and maintain appropriate levels of fitness.
- b. Competency 003- Lifetime individual, dual, and group activities. The physical education teacher is familiar with lifetime individual, dual, and group physical education activities, including sports, games, and dance, and can evaluate, select, and modify activities to provide developmentally appropriate instructions for all learners.

c. Competency 004- Fitness-related health, nutrition, and safety. The physical education teacher knows health, nutrition, and safety principles and practices related to fitness / performance and encourages learners to apply these principles and practices.

## **Domain II- PROMOTING LEARNERS' AFFECTIVE, SOCIAL, AND COGNITIVE DEVELOPMENT**

- a. Competency 005- Affective development. The physical education teacher knows how to enhance learners' self-concept and emotional well-being through physical activity.
- b. Competency 006- Social development. The physical education teacher understands socialization processes related to physical activity and uses this understanding to foster learners' social development (i.e., positive social attitudes and behaviors).
- c. Competency 007- Cognitive development. The physical education teacher knows how to promote learners' knowledge and cognitive skills relations to lifetime fitness and wellness.

## **VII. Specific Objectives of the Course: The student will be able to**

### **TENNIS**

- 1. Have a basic knowledge of the historical development of tennis
- 2. Understand the proper selection of equipment
- 3. Know the rules and scoring of tennis and understand the etiquette of play
- 4. Know the principles of strategy for competitive play
- 5. Teach others by using sound instructional and practice techniques

### **RACQUETBALL**

- 1. Understand the similarities and differences between racquetball, handball, and paddleball
- 2. Select equipment properly
- 3. Recognize the court markings for the sport
- 4. Understand the rules and scoring procedures for games involving two, three, or four players
- 5. Execute the basic skills, including court positioning and various shots and serves
- 6. Display knowledge of offensive and defensive strategies
- 7. Recognize and use racquetball terms correctly
- 8. Instruct a group of beginning players in the fundamental of the sport

### **BADMINTON**

- 1. Appreciate the versatility of the game of badminton
- 2. Know the important consideration for selecting and caring for badminton equipment
- 3. Understand the rules and scoring procedures of the game
- 4. Describe the correct grip, wrist action, ready position, footwork, strokes, and shots
- 5. Understand badminton strategy and etiquette
- 6. Instruct a group of students in the fundamentals of badminton
- 7. Recognize and use badminton terms correctly

## **VIII. Instructional Activities: Texas Essential Knowledge and Skills**

- A. **Movement**: While participating in physical activity, the student applies physiological and Biomechanical principles to improve health-related fitness

- B. **Social development:** During physical activity, the student develops positive self-management and social skills needed to work independently and with others.
- C. **Physical activity and health:** The student applies fitness principles during a personal fitness program.
- D. **Physical activity and health:** The student applies safety practices associated with physical activity.
- E. **Physical activity and health:** The student comprehends practices that impact daily performance, physical activity, and health.

#### **IX. TrueOutcomes:**

TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments will be considered an “artifact” (an item of coursework that serves as evidence that course objectives are met) and will be loaded into both Web CT and TrueOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be by your instructor.

Students are required to complete an electronic portfolio (e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes web site at: [www.trueoutcomes.net](http://www.trueoutcomes.net).”

#### **X. Source of Knowledge upon Which Knowledge is Based:**

Textbook Sports and Recreational Activities by Dale Mood, Frank Musker, and Judith Rink.. Periodicals, such a Physical Education, The Physical Educator Quest, and the requirements of the Texas Education Agency

#### **XI. Teaching / Learning Activities:**

- Lectures
- Handouts
- Individual student presentations
- Class discussion
- Video
- Web sites
- Directed reading and other class assignment to accomplish the stated objectives

#### **XII. Method of Student Evaluation:**

- A. Attendance and class participation
- B. Written and skills examination
- C. Class drills / videotape of class project
- D. HUPF- uniforms (purple shorts, white, or gray T-shirt) No Exceptions!!

Written exams .....35%  
 Class attendance .....15%  
 Artifact(s)-(assignments) submitted  
 into TrueOutcome .....15%  
 Skill exams .....10%  
 Final examination .....25%  
 Total .....100%

Grade	Meaning	Score Range
A	Excellent	100-90%

<b>B</b>	<b>Good</b>	<b>89-80%</b>
<b>C</b>	<b>Satisfactory</b>	<b>79-70%</b>
<b>D</b>	<b>Passing</b>	<b>69-60%</b>
<b>F</b>	<b>Failing</b>	<b>59-0%</b>

## **UNIVERSITY CLASS ATTENDANCE POLICY**

Effective September 1, 1998

### **Class Attendance**

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. Excessive absenteeism, whether EXCUSED or UNEXCUSED, may result in a student's course grade being reduced or in a student's being assigned a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

### **Excused Absences**

Students are required to attend all class meetings. Absences due to illness, attendance at university approved activities, and family or other emergencies constitute EXCUSED ABSENCES and must be supported by documentation presented to the instructor prior to or immediately upon the student's return to class.

Students are responsible for all oral and written examinations as well as all assignments (e.g., projects, papers, reports) whether absence is Excused or Unexcused.

### **Unexcused Absences**

Accumulation of one week of unexcused absences (for the number of clock hours equivalent to the credit for the course) constitutes excessive absenteeism. The instructor is not required to accept assignments as part of the course requirement when the student's absence is unexcused. Each course syllabus will include a clear statement relative to whether late or past due assignments will be accepted toward satisfying the course requirements.

A student who believes that the penalty received following violation of this attendance policy is unjust may first confer with his/her academic advisor. If necessary, the matter may be appealed in writing to the course instructor, the instructor's department head, and finally, to the instructor's dean who must refer the matter to the Chair, Admissions and Academic Standards Committee if it cannot be resolved within the college offering the course.

### **Absences on Religious Holy Days**

In accordance with **Texas** Education Code, Section 61.003, subdivision (7), a student may be absent from classes for the observance of a religious holy day and will be permitted to take missed examinations and complete missed assignments provided the student has notified the instructor of the planned absence in writing and receipt of that notice has been acknowledged by the instructor in writing. "A religious holy day means a holy day observed by a religion whose place of worship is exempt from property taxation under the Texas Tax Code, Section 11.20."

### **SPECIAL NOTES:**

- Missed exams and assignments **CAN NOT** be made-up unless permission is granted by the instructor prior to the exams, assignments.
- Points will be deducted from late assignments.
  1. One class day 15 points
  2. Two class days 30 points
  3. Three class days 45 points
  4. No assignments will be except after the three class days.

### **XIII. Special Need Learners:**

Students having any special need (handicaps, problems, or any other factors that may affect their performance in class or require special instructions strategies) should make these special needs known to the instructor during the first week of semester.

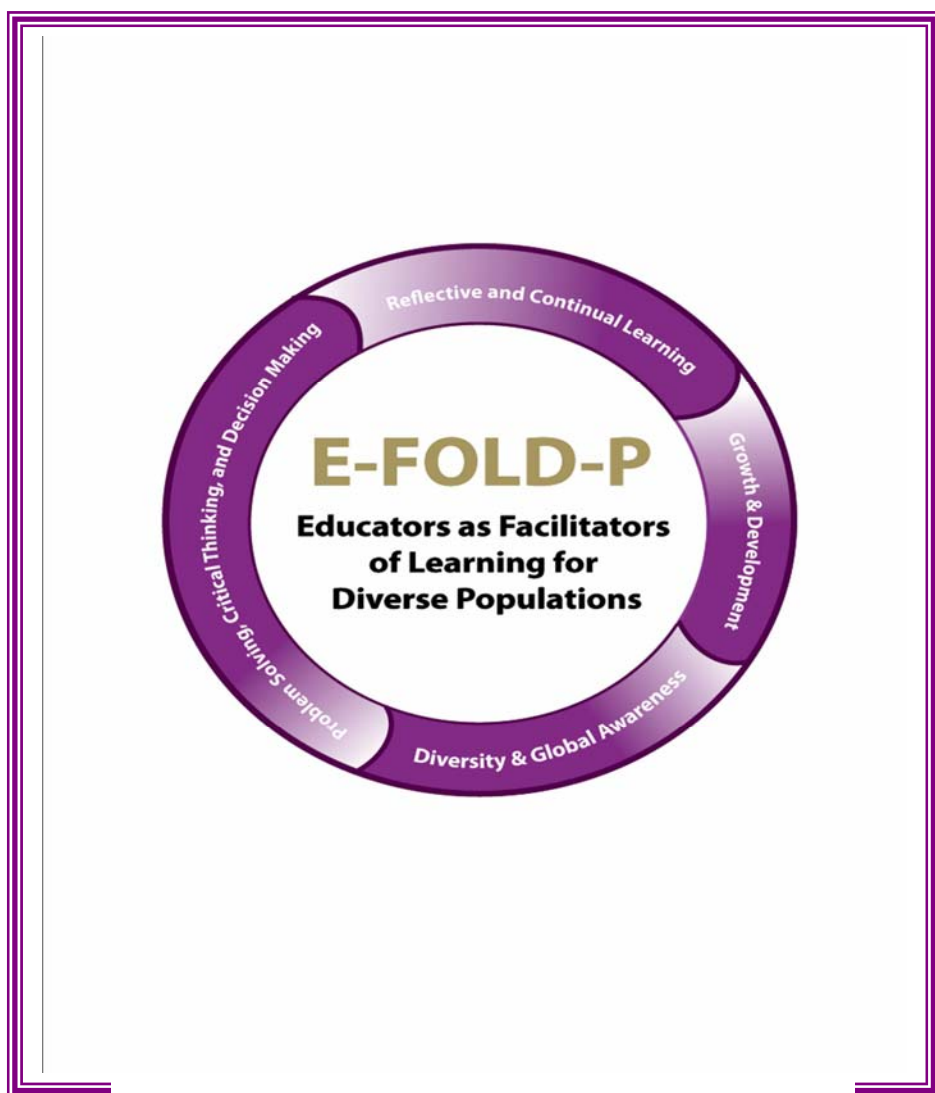
### **XIV. Caveat:**

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.

### **Terms**

<b>BADMINTON</b>	<b>BADMINTON</b>	<b>RACQUETBALL</b>	<b>TENNIS</b>	<b>TENNIS</b>
alley	odd court	ace	ace	match
around-the-head	offense	court hinder	ad court	match point
backhand	overhead	crotch ball	ad in	overhead (smash)
base	power shot	fault	ad out	rally
bird	racquet	first service	advantage	serve
carry	rally	handout	alley	service break
clear	receiver	hinder	approach short	set
combination doubles formation	server	kill	backcourt	set point
cross-court	service	long ball	baseline	sideline
defense	service court	match	break (service break)	slice
doubles	setting	out	center mark	tie-breaker
drive	short serve	penalty hinder	cross-court shot	topspin
drop shot	shot	point	deuce	volley
even court	shuttlecock	receiver	deuce court	
fault	side-by-side formation	receiving line	double fault	
forehand	smash	receiving zone	down-the-line shot	
game	strokes	replay hinder	fault	
grip	T Court	screen serve	foot fault	
half-court shot	Thomas Cup	server	forecourt	
IBF	toss	service line	forehand	
kill	Uber Cup	service zone	game	
let	underhand	short line	groundstroke	
Long serve	up-and-back formation		let	
match	USA badminton		lob	
mixed doubles	winner		love	
net shot				

## Professional Education Unit Conceptual Framework



*The conceptual framework the last fourteen years to developed by the Unit fa*

*conceptual framework is based upon current issues such as changes in demographics, global perspectives, importance of problem solving, critical thinking and decision-making skills, technological demands, and the need for life-long learning. This new visual depiction of the conceptual framework with no changes in the wording was adopted by the Teacher Education faculty, in February 2008.*

*! University has evolved over the conceptual Framework was ines of learned societies. The*

**Department of  
Health and Human Performance**

Please be advised that cheating and plagiarism will not be tolerated in the Department of Health and Human Performance. Please read, sign and date this form. Thank you, in advance, for your cooperation.

**THE DEFINITION OF CHEATING IS:**

**Cheating is defined as using, or supplying information that is not authorized by the instructor hi taking an examination or completing assignments assigned by the instructor. Cheating is also turning in someone else's work as that of your own.**

**THE DEFINITION OF PLAGIARISM IS:**

**Plagiarism is a unique form of cheating where a person turns in someone else's work and represents it as being their own. This would include: 1) purchasing term papers and turning them in as if they were original work 2) using a paper that had previously been turned hi 3) copying passages verbatim from books, articles, etc, and 4) submitting material for grades hi which the student has not done the work required.**

**Consequences of these actions are severe, ranging from failure of the assignment to failure of the course. Repeated offenses could even result in expulsion.**

**I have read and understand the above policy.**

\_\_\_\_\_

Please print your name legibly.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

