Course Outline of Record Report
10/07/2021

PHEDC114 : Tennis II

General Information

Author:	-
Course Code (CB01) :	PHEDC114
Course Title (CB02) :	Tennis II
Department:	Physical Education
Proposal Start:	Fall 2013
TOP Code (CB03) :	(0835.00) Physical Education
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000280345
Curriculum Committee Approval Date:	04/12/2013
Board of Trustees Approval Date:	06/13/2013
External Review Approval Date:	12/31/1969
Course Description:	This is an advanced course in tennis. This class refines the competitive strokes with special emphasis on the lob, smash (overhead), and advanced singles and doubles play.
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:
- Physical Education

Alternate Master Discipline Preferred:
- Physical Education

Bachelors or Associates Discipline Preferred: No value

Additional Bachelors or Associates Discipline Preferred: No value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

Grade Options
- Letter Grade Methods
- Pass/No Pass

Course Prior To College Level (CB21)

Not applicable.

☑ Allow Students To Audit Course

No value

Type:|Non-Repeatable Credit

Course Support Course Status (CB26)

No value

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
CC Kinesiology for Transfer	A.A. Degree for Transfer	Spring 2018 to Fall 2018

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability	**Transferability Status**
Transferable to both UC and CSU	Approved

Cerro Coso General Education Requirements	**Categories**	**Status**	**Approval Date**	**Comparable Course**
Area 7.2	Health & Wellness Activity	Approved	No value	No Comparable Course defined.

CSU General Education Certification	**Categories**	**Status**	**Approval Date**	**Comparable Course**
Area E.2	Lifelong Learning & Self-Development Activity	Approved	No value	No Comparable Course defined.

Units and Hours:

Summary

Minimum Credit Units (CB07)	1
Maximum Credit Units (CB06)	1
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	0

Total Student Learning Hours	54
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	0	0
Laboratory Hours	0	0
Activity Hours	3	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
Activity	0
Total	0

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours: - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

PHEDC113 - Tennis I

Students need to understand and execute beginning serves, strokes, offense/defense strategies before moving to advanced tennis where they are taught level II serves, strokes, offensive/defensive strategies.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Other
Rationale	Activity

Methods of Instruction	Skills Development and Performance
Rationale	No value

Methods of Instruction	Group Work
Rationale	No value

Methods of Instruction	Demonstration
Rationale	No value

Methods of Instruction	Discussion
Rationale	No value

Assignments

No Value

Methods of Evaluation	Rationale
Other	Performance based evaluation- evaluation will be based on a rubric. The following items will be assessed over hand smash, lob, two serves Increased cardiovascular endurance as assessed by pre and post fitness test.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
No Value	No Value	No Value	No Value	No Value

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Demonstrate the various serves used in advanced tennis.	Expected SLO Performance: 70.0
Execute advanced strokes of tennis and apply them in a game situation.	Expected SLO Performance: 70.0
Employ a variety of offensive and defensive strategies in attempting to win an advanced tennis match.	Expected SLO Performance: 70.0

Outline

Course Outline

A. Review basic instruction in individual skill and drills:
      1. Basic grips
      2. Production of stokes
      3. Forehand
      4. Backhand Serve- cannonball
      5. Volley- punch and drive
B. Introduce advanced skills:
      1. Serve- spin-serve; slice-serve
      2. Volley- drop volley; half-volley
      3. Forehand- drop shot and shot placement
      4. Backhand- drop shot and shot placement
      5. Lob- offensive and defensive
      6. Smash- when to use
      7. Returning serves- where and how
      8. Drop shots
C. Offensive strategy and tactics:
      1. When to attack; move toward net
      2. Singles
      3. Doubles
      4. Mixed doubles
      5. What to do when you have advantage.
D. Defensive strategies and tactics:
      1. Changing game plan
      2. Overmatched
      3. Other team tactics
      4. Other team does not rush to net
      5. Looking for weaknesses
E. Round-robin tournament play

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face true

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

No Value

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other (specify)

No Value

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No Value