
Instructor Information

Instructor: Matthew Thornton

Office Hours: Before and after class

Email: mattyt@stanford.edu

Course Information

Time & Location: Mon/Wed 4:30-5:20pm & 6:30-7:20pm
West Campus Tennis Courts

Terms: Autumn, Winter, Spring, Summer. | **Units:** 1 | **Repeatable for credit** | **Grading:** Satisfactory/No Credit

Prerequisite: PE 27, or average ability in fundamental strokes, and regular playing experience; NTRP rating of 3.0 or equivalent.

Course Description

This course is designed to review the fundamental strokes, singles and doubles tactics. This course will utilize class discussions, class assignments and student participation to enable students to: (1) Understand how to execute different singles and doubles strategies, (2) Develop physical fitness and motor skills, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle.

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Course Objectives

Upon completion of this course, students will be able to:

- Perform essential techniques on basic strokes and control the ball's placement with the use of spin.
- Demonstrate proper singles and doubles tactics (Serve and volley, I formation, Australian)
- Maintain a 30 ball rally.
- Understand advanced concepts as it relates to tennis etiquette, terminology, and rules.
- Racket maintenance (re-gripping and stringing options)
- Apply the essential biomechanical body awareness of tennis.

- Explain the importance of spine stability and utilize the techniques necessary to align the body to maintain a healthy spine.
- Properly perform strengthening and conditioning exercises to decrease the risk of injuries associated with tennis.
- Perform appropriate warm-up and cool-down routines to reduce the risk of injury during tennis.

Course Assignments

Check the assignments tab on Canvas for more information and to submit work.

1. **Syllabus assignment.** List topics of interest, class expectations, and medical history that may affect your participation in class. **Due Wed, Jun 26.**
2. **Video analysis.** Choose a stroke you'd like improve and have a friend videotape you hitting that shot. Compare your forehand, backhand, volley, overhead, or serve to a current professional on the WTA or ATP Tour (Iga Swiatek, Aryna Sabalenka, Coco Gauff, Elena Rybakina, Jessica Pegula, Ons Jabeur, Novak Djokovic, Carlos Alcaraz, Jannik Sinner, Daniil Medvedev, Alexander Zverev, Andrey Rublev). Write a few paragraphs identifying changes you can make to your posture, footwork, balance, racquet preparation, contact point, and follow through to hit the ball more consistently. **Due Wed, July 17**
3. **Self-care assignment.** Self-care is crucial for our physical, emotional, and mental well-being. This assignment gives you the opportunity to take care of yourself and write your own self-reflection. Identify something that you enjoy, makes you feel good, or something you've been wanting to try or do, and write a **short self-reflection paragraph**. Check Canvas for examples of self-care under various categories. **Due Wed, July 31.**
4. **PHYSWELL Practice Journal.** See Canvas for details. **Due Wed, Aug 7.**

Pre/Post Assessments

At the beginning and end of the quarter students will complete speed/agility tests (shuttle run, and spider drill) as well as groundstroke/volley/serving drills to track progress made throughout the quarter.

Course Requirements, Grading and Attendance

You must attend 70% of all classes and successfully complete all written assignments. There will be no make-up classes. The only excused absences will be for: **documented illness**, **university documented absence** and **documented family emergencies**. Roll will be taken at the beginning of each class. **Students who arrive 5 minutes late to class, will be counted late for the day (2 late arrivals = 1 absence).** Grading basis is Satisfactory/No Credit and will be reflected as S/NC on your transcript.

Required Dress and Equipment

- Appropriate clothing is to be worn at all times (i.e. t-shirts, gym shorts, sweats, etc.).
- Tennis racquet, athletic clothing with pockets, and non-marking, rubber soled tennis shoes. No running shoes allowed.
- A few loaner racquets are typically available if you forget yours, haven't bought one yet, or break a string.
- **Please bring a water bottle to every class...hydration is crucial!**

Rain Policy

Meet at the courts unless it is raining at the start of class. Class will be moved indoors to the AOERC basketball courts or one of the classrooms via email if the courts are too wet to play on and the gym is available.

Court Reservation

There are 14 reservable tennis courts on campus between Taube South and West Campus. Go to <https://clublocker.com/organizations/13911/home> to reserve a court.

Tentative Class Schedule

Week	Skills	Knowledge (self-study)
1	Warm up and cool down exercises. Forehand and backhand technique	Syllabus. Dynamic vs static stretching
2	Forehand and backhand drills on ball machine. Volley introduction and drills. Ladder drills.	Tennis fitness and footwork.
3	Serve and Return drills and games. Developing a topspin serve. Resistance band training.	Topspin and slice principles.
4	Overhead, lob, drop shot, slice drills and games.	String and frame options. Overgrip vs replacement grips
5	Singles strategy and play. Offense vs defense drills.	Learning from mistakes and reading your opponent.
6	Doubles strategy and play. Hand signals.	Doubles formations and movement.
7	Singles Tournament	Sportsmanship during competition.
8	Singles Tournament	USTA league play.

Stanford University PHYSWELL Policy and Procedure

Attendance and participation

Students must attend the first week of class in order to stay registered for PE courses.

Attendance and participation is crucial, as is doing all reading and assignments in order to be able to participate in discussion. A huge amount of learning in this course happens in real time, during class. If you **MUST** be absent, please let the instructor know *in advance*. You may not be able to make up the work. If a course is pass/fail, students need to achieve an 70% attendance to pass the course.

Respect your instructors and your classmates, and we will return the favor. Respect includes creating (and being part of) an environment conducive to learning, which includes but is not

limited to: being on time, turning off cell phones, listening and contributing. Listening and contributing involves hearing other opinions, crafting respectful rebuts, transferring opinions from readings/course experiences, and actively participating in high quality discussion.

Late Policy

Students, who arrive 5 minutes late to class, will be counted late for the day (2 late arrivals = 1 absence).

Assignments, submission policies, evaluation and grading criteria

There are a handful of assignments utilized that will help instructors monitor student learning during the course. Feedback gathered from your assignments is used to identify where you might be struggling so that instructors can adjust teaching, and students can adjust studying. These might involve written reflections, checks for understanding, reflection questions, activities in class, quizzes, online tests, projects during class, journals, presentations, exams, or papers. Pending the type of assignment, grading will be done utilizing a rubric specific to that project/paper/presentation (and conveyed in advance by the instructor) and valued in the syllabus.

Grades will be based on attendance, participation and assignment completion. Grading basis is Satisfactory/No Credit and will be reflected as S/NC on your transcripts. Therefore, you must have a 70% or higher in all the requirements in order to have a satisfactory in this course.

For a S/NC course, you must complete all assignments at 70% or higher in order to pass the course. Homework assignments are to be submitted as indicated on Canvas. **Each assignment receives 100% when completed on time. Late homework will be penalized at a rate of 10% per day late** (one letter grade for every 24-hour period an assignment is late, including weekends). Any assignment turned in **after 3 days** of the due date will receive 60% (or lower), which results in the student receiving a N/C for the course.

Writing assignments should have a font no smaller or bigger than 12-point and should be spaced in an appropriate format for the assignment. Each should have a cover sheet listing:

- Name and number of course
- Student's name
- Assignment title

Meet APA Publication Manuscript style and format, i.e., references, citing (direct and paraphrasing quotes, headings, etc.)

Office Hours

Please come talk if you have questions or concerns about the course. The scheduled office hours are the best time to meet with instructors; instructors are happy to make appointments with students who are unable to stop by during these times.

Procedure for reporting incidents/accidents occurring during class

We do our best to minimize the risk of injuries in our courses. However, there is a possibility of injuries occurring when participating in physical activities. If an injury occurs during class,

please notify your instructor immediately and fill out the online incident report using this online form (<http://su17.stanford.edu/>) within 24 hours of the incident.

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Electronic Mail and Canvas Website

Students are expected to have access to email and to check it frequently. Instructors will use email to send announcements as needed. The syllabus, lecture slides, some of the readings and other pertinent information will be stored on the Canvas website. Please notify the TAs or instructor if there are technical problems with the materials on the website, otherwise, it is assumed that all students have access to readings and other course materials.

Field Based Experiences

If the course you are participating in has field-based experiences, there will be special policies beyond the usual ones listed here. The policies for these instances will be distributed and covered prior to going into the field for clarification.

Honor Code

The Honor Code articulates University expectations of students and faculty in establishing and maintaining the highest standards in academic work. Examples of conduct that have been regarded as being in violation of the Honor Code (and are most relevant for this course) include copying from another's examination paper or allowing another to copy from one's own paper; unpermitted collaboration; plagiarism; revising and resubmitting a quiz or exam for regarding, without the instructor's knowledge and consent; representing as one's own work the work of another; and giving or receiving aid on an academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted.

See <http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm> for more information on the Honor Code.

Access and Accommodations

Stanford is committed to providing equal educational opportunities for disabled students, who are a valued and essential part of the Stanford community.

Students approved for academic accommodations through the Office of Accessible Education (OAE) are responsible for requesting accommodation letters via OAE | CONNECT, and sharing those letters with instructors as early in the quarter as possible. Timely notification is necessary to implement approved accommodations in this course, and they do not apply retroactively.

In addition, accommodations cannot fundamentally alter the essential elements of a course or program. OAE will engage with students, faculty, and staff in the interactive process to identify options and possible solutions to remove or mitigate barriers to access.

To initiate services with OAE, visit oea.stanford.edu.

Student Mental Health

College can be stressful. Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work. If so, please speak with me. However, relationships, family worries, loss or a personal struggle or crisis can also contribute to decreased academic performance and well-being.

Stanford University provides counseling resources to support students, faculty and staff. Some of your options include approaching Residence Deans, Sexual Assault and Relationship Abuse Office, Bridge Peer Counseling Center, the Office of Religious Life, and CAPS (Counseling and Psychological Services) to speak with an on-call clinician at 650-723-3785 for both urgent and emergent matters.

In the event I suspect you need additional support, expect that I will express my concerns (and the reasons for them) to you and remind you of the resources that might be helpful. My intention is to let you know that I am concerned and that help, if needed, is available.

Affordability of Course Materials

Stanford University and its instructors are committed to ensuring that all courses are financially accessible to all students. If you are an undergraduate who needs assistance with the cost of course textbooks, supplies, materials and/or fees, please feel free to contact the Diversity & First-Generation Office for assistance.