KINE_1131

Racquet Sports

Spring 2026

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Office Hours: M-Thu 8-12

Purpose of the Course: The purpose of a racquet sports class in a kinesiology program is to provide a practical, activity-based environment for applying principles of human movement and physical fitness. Through participation in sports such as tennis, pickleball, badminton, and racquetball, students develop motor skills, coordination, agility, and cardiovascular fitness while examining biomechanical and physiological factors that influence performance. The course emphasizes proper technique, movement efficiency, and injury prevention, allowing students to analyze how the body adapts to sport-specific demands. Additionally, students gain experience in skill instruction, practice design, and feedback, helping bridge the gap between kinesiology theory and real-world teaching or coaching applications while promoting racquet sports as lifelong physical activities.

Course Description: This course introduces students to the fundamental skills, rules, strategies, and movement patterns associated with a variety of racquet sports, including tennis, pickleball, badminton, and racquetball. Emphasis is placed on the application of kinesiology principles such as biomechanics, motor learning, and exercise physiology to improve performance, movement efficiency, and injury prevention. Students will engage in skill development, drills, and game play while also learning basic instructional and assessment techniques relevant to teaching and coaching. The course promotes physical fitness, coordination, and lifelong participation in racquet sports through both practical activity and applied movement analysis.

Learning Objectives

By the end of this course, students will be able to:

1. Demonstrate proper fundamental techniques and movement patterns in a variety of racquet sports (e.g., tennis, pickleball, badminton, racquetball).
2. Apply basic biomechanical principles to analyze and improve racquet sport skills, including strokes, serves, and footwork.
3. Perform effective footwork, balance, and agility movements specific to racquet sport play.
4. Explain the physiological demands of racquet sports and their impact on cardiovascular fitness and muscular endurance.
5. Identify common injury risks associated with racquet sports and demonstrate safe practices for injury prevention.
6. Utilize basic motor learning principles to improve skill acquisition and performance.
7. Apply basic game rules, scoring systems, and strategies during game play.
8. Design and participate in skill-building drills and modified games appropriate for various skill levels.
9. Demonstrate effective communication and feedback techniques for teaching or coaching racquet sport skills.
10. Assess personal performance and fitness levels and reflect on progress throughout the course.
11. Exhibit sportsmanship, ethical behavior, and respect for peers during class activities.
12. Recognize the role of racquet sports in promoting lifelong physical activity and overall wellness.

Grading

Grading will be solely participation and attendance. Both are worth 100pts. There may be some extra credit opportunities to make up missing grades throughout the semester.

Attendance Policy

If you are going to be absent you need to let me know 24 hours in advanced for it to be counted as an excused absent.

Tentative Schedule

Week 1: Course Introduction & Movement Foundations	**Week 2: Biomechanics of Racquet Sports**
• Course overview, expectations, and safety guidelines	• Kinetic chain and force production • Grip mechanics and racquet control

• Introduction to racquet sports and equipment • Basic athletic stance, grip types, and ready position • Warm-up and movement screening • Baseline fitness and skill assessments	• Footwork patterns: split step, lateral movement • Intro drills across multiple racquet sports
Week 3: Tennis – Groundstrokes • Forehand and backhand technique • Stroke mechanics and movement analysis • Practice drills and modified game play • Video or peer-based movement feedback	**Week 4: Tennis – Serve & Net Play** • Serve biomechanics and injury prevention • Volleys and overheads • Fitness emphasis: core and shoulder stability • Small-sided tennis games
Week 5: Badminton – Fundamental Skills • Grip differences and racquet control • Clear, drop, and drive shots • Court movement and agility drills • Energy system demands of badminton	**Week 6: Badminton – Advanced Skills & Strategy** • Smash mechanics and deception • Doubles positioning and strategy • Reaction time and speed training • Skill assessment
Week 7: Pickleball – Fundamentals • Rules, scoring, and court positioning • Groundstrokes, serves, and dinking • Balance and coordination emphasis • Modified game play	**Week 8: Pickleball – Strategy & Application** • Net play and tactical decision-making • Injury prevention for wrist and shoulder • Midterm practical or written assessment • Reflective performance evaluation
Week 9: Racquetball – Fundamentals • Court awareness and movement patterns • Forehand and backhand shots • Cardiovascular demands and conditioning	**Week 10: Racquetball – Strategy & Conditioning** • Shot selection and angles • Anaerobic conditioning and agility • Applied fitness testing

• Game play drills	• Skill-based game play
Week 11: Motor Learning & Skill Acquisition • Practice structure (blocked vs. random) • Feedback types and skill progression • Teaching peers a selected skill • Applied coaching activity	**Week 12: Injury Prevention & Performance Training** • Common racquet sport injuries • Warm-up, mobility, and recovery strategies • Strength and conditioning for racquet sports • Movement efficiency drills
Week 13: Teaching & Coaching Applications • Lesson planning for racquet sports • Peer-led instruction sessions • Assessment and feedback techniques • Teaching practicum evaluation	**Week 14: Fitness Integration & Lifelong Activity** • Designing racquet sport fitness sessions • Adaptations for different populations • Recreational vs. competitive participation • Tournament-style class play
Week 15: Final Skill Assessments & Game Play • Skill performance assessments • Strategy application in game settings • Self and peer evaluations • Review of kinesiology concepts	**Week 16: Final Evaluation & Course Wrap-Up** • Final practical or written exam • Reflection on skill and fitness progress • Course review and feedback • Discussion of lifelong engagement in racquet sports

Required by SACSCOC: Student Learning Outcomes

All courses aligned with specific degree programs should state the Student Learning Outcomes (SLOs) of that program on the course syllabi. Faculty can find the degree

program SLOs in the Course Catalog on degree pages or they can reach out their Academic Assessment Program Coordinator for assistance.

Required Statement Regarding Generative Artificial Intelligence (AI)

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

Here are some recommended statements faculty might adapt for their syllabi: https://ctl.utexas.edu/chatgpt-and-generative-ai-tools-sample-syllabus-policy-statements. Review the entire AI Policy here.

Required by THECB

Marketable Skills. All courses aligned with specific degree programs should use the Marketable Skills of that program that are reported to THECB. The Academic Assessment Program Coordinators can provide the Marketable Skills for each degree plan. They also are located at srinfo.sulross.edu/hb2504/.

Required by Americans with Disability Act Statement (ADA)

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Ronnie Harris, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email ronnie.harris@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Required Student Responsibilities Statement

All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.