

**YORK UNIVERSITY
FACULTY OF HEALTH
SCHOOL OF KINESIOLOGY AND HEALTH SCIENCE**

Course: Co-Ed Basketball (HH/PKIN 0301)
Term: Fall 2021

Course Webpage: eClass
Prerequisite / Co-requisite: none

Course Instructor

Larkin Lamarche (they/them)
Email: lamarche@yorku.ca

Office: Virtually, email me!
Office hour: Monday 12:00-1:00PM (EST)

Time and Location

Tuesday and Thursday 1:30-2:30 PM (EST), TAIT main gym

Territorial and Land Acknowledgement

In this course, we will learn about basketball. How does this connect to the land? Think of the material needed to build basketball courts, the space needed for these facilities from the Rogers Centre to the hoops at a local park to my own driveway. These spaces are possible because of the land and agreements made with Indigenous Peoples, and so, I have included a territory and land acknowledge.

As a white settler with Irish and French-Canadian heritage, I recognize and acknowledge the colonial violence that takes place (both past and present) on which the lands I live, and are assumed to be owned property. This violence (with associated colonial oppressive structures) is responsible for transgenerational trauma. York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region. This territory acknowledgement does not come without action for truth and reconciliation (see the [Calls to Actions](#) from the Truth and Reconciliation Commission of Canada). Learn more about the significance of land acknowledgements [here](#).

Course Description

PKIN 0301 is designed to offer an introduction to the fundamental individual and team skills of basketball as well as an introduction to coaching basketball. Students are exposed to the fundamental basketball skills and are expected to perform these basketball skills with a level of skill and proficiency. Students will be able to describe the important teaching points related to specific basketball skills and describe the common basketball terms. Students will apply the skills in scrimmage situations.

Organization of the Course

This course will consist primarily of on court activity sessions. The course involves two weekly 1-hour sessions taught by the course instructor. Readings, videos, and other material may be assigned to enrich your learning of the course material each week.

Course Objectives

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

1. Identify and define key terminology and rules in basketball

2. Demonstrate knowledge of basic individual basketball skills and team play strategies
3. Demonstrate practical and theoretical aspects of teaching a basketball skill
4. Apply knowledge to game-like scenarios and scrimmages
5. Critically reflect on your growth in engagement, skills, knowledge, and the teaching of skills

Course Text / Readings

There is no assigned textbook in the course. Any assigned readings (academic journal articles, videos, or complimentary material of other formats) will be made available on eClass. See the course schedule for details.

Evaluation

The final grade on the course will be based on the following weighted items as indicated below:

- **Activity engagement** – 40%, based on engaged participation across sessions. See eClass for grading rubric and characteristics of “engagement.” See course schedule for brief description of sessions and learning objectives.
- **Test** – 25%, on material from Sept 9 through Oct 26; open book and available for a 24-hour period, on Thursday Oct 28 at 1:30PM, EST, due by Friday Oct 29 by 1:30PM, EST.
- **Leading an activity**– 15% total (5% for the lesson plan, 10% for in-class facilitation); due according to sign-up date. This assignment will give you the opportunity to work in teams to lead the class through a 10-minute drill focusing on a skill. This will give students more practice with the individual skills throughout the term too! See eClass for full assignment details and grading rubric.
- **Self-reflection** – 20%; due by Tuesday Dec 7 1:30PM, EST to the assignment drop box on eClass. This assignment will give you the opportunity to critically think about your growth over the term and the ways basketball can foster lifelong activity engagement.

Course Schedule

Content note:

This course has a physical activity component. I recognize that these spaces are not always positive. For me, physical activity spaces, and basketball in particular, can be anxiety provoking. I will do my best at fostering an inclusive teaching and learning environment that encourages you to balance meaningful engagement in course material with the self-care that feels best for you. My goal is NOT to make you into a basketball superstar – grades are not based on skill. My goal is to encourage you to move around a basketball court and get you to think about your own growth and engagement so you end up finding satisfaction in your movement experience in the course. York University has supports for students for mental health! [Check out this list resources.](#)

SEPT 9: INTRODUCTION TO THE COURSE

We will NOT meet in person today! Use the time to get familiar with eClass, the course outline and evaluation. Email me with any questions or concerns.

SEPT 14, 16: FOOTWORK AND BALL HANDLING

This will be our first in-person session! We will go through several movement-based activities to learn the foundations of footwork such as body balance and control, pivots, change of direction and pace. We will also start to do some ball handling movements.

By the end of this week, you will be able to:

1. Identify the different footwork patterns used in basketball
2. Perform the different footwork patterns used in basketball
3. Demonstrate understanding of the strategical effectiveness of footwork patterns used in basketball
4. Perform ball handling movements on the spot and while moving

SEPT 21, 23: PASSING

This week will be all about passing – the different ways we get the basketball from one player to another. We will try out the chest pass, bounce pass, baseball pass, and push pass. We will also learn about fakes and footwork to facilitate passing effectively under pressure.

By the end of this week, you will be able to:

1. Identify the different types of passes used in basketball
2. Perform the different types of passes used in basketball
3. Demonstrate understanding for the strategical effectiveness of the different types of passes used in basketball
4. Perform fakes used in basketball
5. Demonstrate understanding of the strategical effectiveness of fakes and footwork used in basketball

SEPT 28: DRIBBLING

Today will be all about dribbling. We will try out dribbling on the spot, while moving around the court, and when there is pressure.

By the end of this class, you will be able to:

1. Identify the different types of dribbling used in basketball
2. Perform the different types of dribbling used in basketball
3. Demonstrate understanding of the strategical effectiveness of the different types of dribbling used in basketball

SEPT 30: REFLECT ON YOUR OWN (NO CLASS)

Today is national day for Truth and Reconciliation. Use this day to connect to the land – find a local basketball hoop or basketball facility/stadium. Find out what territory this hoop sits on. Which treaties protect that land? Which Indigenous Peoples live on that land?

By the end of this day, you will be able to:

1. Identify the territory(ies), treaty(ies), and Indigenous Peoples associated with your chosen local basketball hoop
2. Critically reflect on what land means to that hoop (this gets integrated into your reflection assignment; see Part 5) Don't forget to take a picture!

OCT 5, 7: SHOOTING

Swoosh or a bank-shot...this week is all about shooting! We will try out the different types of shots like a set shot, foul shot, and lay-up.

By the end of this week, you will be able to:

1. Identify the different types of shots used in basketball
2. Perform the different types of shots used in basketball
3. Demonstrate understanding of the strategical effectiveness of the different types of shots used in basketball

READING WEEK (OCTOBER 11-15)

OCT 19, 21: DEFENSIVE FOOTWORK

D-FENSIVE! (clap, clap) This week is all about defence – how to use footwork to prevent the offence from scoring. We will learn about footwork for on-the-ball, off-the-ball, and team defence.

By the end of this week, you will be able to:

1. Identify and perform the fundamentals of on-the-ball defense
2. Identify and perform the fundamentals of off-the-ball defense
3. Identify and perform the fundamentals of team defence
4. Demonstrate understanding of the strategical effectiveness of these fundamentals in the game

OCT 26: REBOUNDING

Box-out! This day will be about offensive and defensive rebounding.

By the end of this class, you will be able to:

1. Identify and perform the fundamentals of defensive rebounding
2. Identify and perform the fundamentals of offensive rebounding
3. Demonstrate understanding of the strategical effectiveness of these fundamentals in the game

OCT 28: TEST

The written test will be made available today. The test will be a written, open-book test. You will have a 24-hour period to complete it. The test will contain multiple choice, short answer, and application question based on your observation of a video. The material for the test will come from Sept 9 through Oct 26. The test file will be available Thursday Oct 28 at 1:30AM (EST). You have until Friday Oct 29 at 1:30PM (EST) to submit the completed test.

NOV 2, 4: TWO-PERSON PLAY

This week will start to put things together in two-person play. Students will be given the opportunity to learn specific strategies such as give-and-go, back-door, and pick and roll, as well as defensive footwork to defend such strategies.

By the end of this week, you will be able to:

1. Identify and perform some 2-on-2 offensive strategies
2. Identify and perform some 2-on-2 defensive strategies
3. Demonstrate understanding of the strategical effectiveness of these strategies in the game

NOV 9, 11: THREE-PERSON PLAY

Add in another pair and we have 3-person play. This week will expand the strategies to 3-on-3 play.

By the end of this week, you will be able to:

1. Identify and perform some 3-on-3 offensive strategies
2. Identify and perform some 3-on-3 defensive strategies
3. Demonstrate understanding of the strategical effectiveness of these strategies in the game

NOV 16, 18: FIVE-PERSON PLAY

This week will take us through the half-court positioning of 5-on-5 play for offence and defence.

By the end of this week, you will be able to:

1. Identify the positioning of players for 5-on-5 play
2. Perform positioning (in all spots) for 5-on-5 play
3. Apply concept from 1-on-1, 2-on-2, and 3-on-3 play in a 5-on-5 setting
4. Demonstrate understanding of the strategical effectiveness of positioning and space in 5-on-5 play

NOV 23, 25: TRANSITION, PRESSING

How do we get from one end of the court to the other for defence and offence positioning? This week will be all about transitioning effectively and the full-court press

By the end of this week, you will be able to:

1. Identify the fundamentals of positioning in defensive and offensive transitioning

2. Perform the fundamentals of positioning in defensive and offensive transitioning
3. Identify fundamentals in the full-court press in offensive and defensive transitioning
4. Demonstrate understanding of the strategical effectiveness of these fundamentals in transitioning

Nov 30, Dec 2: SOME SET PLAYS, PUTTING IT ALTOGETHER

This week will start with some set plays for in-bounding the ball and end with a game of basketball!

By the end of this week, you will be able to:

1. Critically reflect on the concept of self-care practices in your life and potential future career

DEC 7: NO MATERIAL TO COVER; SELF-REFLECTION ASSIGNMENT DUE

This week is a work week for your assignment. I will make myself available for questions and concerns during our usual lecture and tutorial times. No course material will be covered – it is simply access time to me if you need it.

Grading, Assignment Submission, Lateness Penalties and Missed Tests

GRADING

Practicum courses are graded using a scale of A, B, C, F or Pass/Fail. You may choose to exercise the **Pass/Fail option** for their final grade. It is your responsibility to notify me that they wish to exercise the Pass/Fail option within the first 2 weeks of the course. To exercise the Pass/Fail option, please email me so that a Pass/Fail Form can be completed and signed.

ASSIGNMENT SUBMISSION

The reflection assignment and lesson plan for the group assignment are to be submitted as described under the heading “Evaluation” of this outline, and within the full description for the assignment on eClass.

LATENESS PENALTY

Assignments received later than the due date will be penalized 5% per 24 hours. However, if you email me and let me know you are having challenges meeting the deadline (for any reason) AND you send this email before the deadline, we will work together to find a new due date.

MISSED TESTS

If you miss a test, we will work together to agree on a new due date.

TURNITIN

This course will use Turnitin.

ADDITIONAL INFORMATION

It is expected, and part of your engagement mark, that you come dressed appropriately for movement. It is also expected you act in a professional manner as outlined in the grading rubric. To receive credit for the course, you must attend and actively participate in a minimum of 80% of classes (4 absences are allowed for this course), unless an accommodation is made.

As part of York’s Community of Care Commitment, all members of the York community share in the responsibility of keeping others safe on campuses. In this class, as elsewhere on campus, students must comply with all University health and safety protocols, including:

- ✓ Self-screening using the YU Screen* tool prior to coming to campus for any in-person activities
- ✓ Not attending in-person activities at any of York University’s campuses/locations when you are feeling unwell or if you answer YES to any of the screening questions.

- ✓ Wearing masks or face coverings that completely cover the mouth, nose and chin while on campus
- ✓ Avoiding eating and drinking in classrooms, research and in shared spaces, where eating is explicitly not permitted (e.g., Libraries)
- ✓ Engaging in good hand hygiene
- ✓ Following instructions in designated spaces, as they pertain to giving space to one another and/or protocols for entry to and exit from classrooms, instructional and other shared spaces (e.g., Libraries), when applicable

Helpful Links:

1. York U Better Together website (<https://www.yorku.ca/bettertogether/>)
2. COVID Screening Checklist (<https://www.yorku.ca/bettertogether/appendix-a/>)
3. Use the York U Screen Daily (<https://yorku.ubixhealth.com/login>)

IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) - <https://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012-.pdf>

- [Senate Policy on Academic Honesty](#) and the Academic Integrity Website
 - SPARK's [Academic Integrity module](#)
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation