

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

**Course:** Men's Basketball (HH/PKIN 0302  
Section N)  
**Term:** Winter 2023

**Course Webpage:** eClass  
**Prerequisite / Co-requisite:** none

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**Course Instructor**

Larkin Lamarche (they/them)  
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Office: Stong College 332

Office hour: Wednesdays 10:00-11:00AM (ET)  
in my office or over Zoom (see eClass for link);  
by appointment if outside this dedicated time

**Time and Location**

Section N: Monday and Wednesday 1:30-2:30PM (ET), 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 Original 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 0302 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. 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 over the term

## 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 in a way that aligns with copyright and fair dealings practices. 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** – 80%, 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.
- **Focused skill choice** – 10%, showing your baseline and articulation of skill and goal for term, due by January 11 by end of class. See eClass for Focused Skill & Showcase assignment information.
- **Skill showcase** – 10%, showcase skill and articulation of growth of skill over term based on sign-up time March 29, April 3 & 5. See eClass for Focused Skill & Showcase assignment information.

## 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.](#)

### JANUARY 9 & 11: SKILLS SAMPLER

This week will be used to meet each other and choose a skill to focus on for your showcase assignment. Time on each day will be given for Part 1 of the assignment.

### JANUARY 16 & 18: FOOTWORK AND BALL HANDLING

This week 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

### **JANUARY 23 & 25: 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

### **JANUARY 30 & FEBRUARY 1: DRIBBLING**

This week 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 week, 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

### **FEBRUARY 6 & 8: 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

### **FEBRUARY 13 & 15: DEFENSIVE FOOTWORK**

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

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 defense
4. Demonstrate understanding of the strategical effectiveness of these fundamentals in the game

### **READING WEEK (FEBRUARY 20-24)**

### **FEBRUARY 27: 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

### **MARCH 1: FOCUSED SKILL PRACTICE**

Today will be used to dedicate some substantial time to your focused skill of choice. We will also try to teach someone else our skill and perhaps share some tips with each other.

### **MARCH 6 & 8: TWO-PERSON PLAY**

This week will start to put things together in two-person play. You 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

### **MARCH 13 & 15: 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

### **MARCH 20 & 22: 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

### **MARCH 27: TRANSITION, PRESSING, SOME SET PLAYS**

How do we get from one end of the court to the other for defence and offence positioning? Today we put everything together. We will also cover 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. 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
5. Perform some in-bounding set plays

### **MARCH 29, APRIL 3 & 5: SHOWCASE**

This time is all about showcasing your chosen skill. Remember it's not about how good you can perform the skill, it's more about thinking through how this whole process went for you over the term. Your showcase is by time sign-up. If you aren't showcasing, no need to come to the court.

### **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 download the Pass/Fail Form from eClass, complete it, and email it to me.

### **ASSIGNMENT SUBMISSION**

The focused skill and showcase assignment are submitted as described under the heading “Evaluation” of this outline, and within the full description for the assignment on eClass.

### **LATENESS PENALTY**

If you do not showcase your skill (for Part 1 by the end of class on January 11 or by your sign-up time for Part 2) of the Focused Skill & Showcase assignment, a grade of zero will be given. A make-up opportunity may be considered upon communication with me about your absence with a 5% deduction applied. If you know you will be absent, email me **before** the deadline so I can arrange a make-up without a late penalty deduction.

### **COVID-19 INFORMATION**

It is expected, and part of your engagement mark, that you come dressed for movement (i.e., wear the clothing and footwear that allows you to be comfortable and to move freely and safely in the gym). 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.

Effective June 28, 2022, York University has paused its mask mandate. While no masks are required to be worn, it is strongly encouraged that masks are worn to prevent the spread of COVID-19. Check out the [Better Together](#) website for the most updated information. As part of York’s Community of Care Commitment, I will remind you of a few health and safety protocols including:

- ✓ Not attending in-person activities at any of York University’s campuses/locations when you are feeling unwell
- ✓ Engaging in good hand hygiene
- ✓ Availability of rapid tests on [Keele campus](#)

#### 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) - [http://www.yorku.ca/secretariat/senate\\_cte\\_main\\_pages/ASCP.htm](http://www.yorku.ca/secretariat/senate_cte_main_pages/ASCP.htm)  
<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