AUBURN UNIVERSITY

SYLLABUS

Spring 2019

# Course Details:

Course Number: PHED 1410-003

Course Title: Team Sports Basketball

Day/Time: TR 11am-12:15pm

Location: Student Activities Center 142 (Meet in Basketball Gym)

Credit Hours: 2 credit hours

Prerequisites: None

# Contact Information:

Instructor: Michael Morris

Office Address: 301 Wire Road, Kinesiology Research Facility, Rm # 106

Email: mam0222@auburn.edu

Office Hours: Monday and Wednesday 10-11 am (or by appointment)

Secondary Contact: Robin Thornburg-Brock; [thornr1@auburn.edu](mailto:thornr1@auburn.edu)

# Texts or Major Resources:

This PHED course will utilize an e-book version of the textbook that will be made available to you in the Canvas site associated with your course. Since you use an e-book in your class, there are a few important things to know up-front:

DO NOT BUY OR ORDER A TEXTBOOK FOR THIS CLASS. It will be provided to you in Canvas.

You will be charged $ 39.50 for the e-book by the AU Bookstore. The charge will be made to your AU e-bill on January 31st, 2019 and will appear as "Bookstore Charges" on the e-bill issued following that date.

No charge will be made to your account if you drop the class before the 15th class

day January 30th, 2019 .

You will be able to view the course text in Canvas, and will also be able to view it using the Canvas mobile application.

For billing questions/concerns, contact Rusty Weldon, Assistant Director of the AU Bookstore, [weldora@auburn.edu](mailto:weldora@auburn.edu).

Please note if you “opt out” of eBook charges, you will not have access to the materials you need to complete the course.

# Course Description:

Basic concepts and physical activities associated with basketball. The first phase of the semester will focus on the basic offensive techniques of passing, shooting, and dribbling The next phase will home in on offensive and defensive strategies such as triple threat, moves to the basket, pass and cut (team offense), pick and roll, off ball screening, off ball defense, on ball defense, and help and recover defense. Furthermore, modified and overload games will be introduced.

The final phase of the semester will be the Sport Education (SE) season. The first part of SE will cover the meaning behind SE, the goals and objectives of the unit, the role of the teacher and student, discussion of rules and regulations. We will later progress into role allocation, player code of conduct, student assessment, peer teaching, practice, preseason, and post season.

# Course Objectives:

After taking this course you will have a working knowledge of skill and techniques used in basketball such as passing, shooting, dribbling, certain offensive and defensive strategies. One will possess an understanding of teaching skills and strategies through proper use of instruction and positive feedback. Students will understand the various roles and responsibilities to organize a basketball team and execute a match.

# Course Content: (assignment due dates/exams are in bold and highlighted)

Week 1: **Classes Begin – 1/9/19**

**Introduction**

Week 2: **Syllabus Quiz – 1/18/19**

**Phase I**

**Passing Drills and Activities**

Week 3: **Canvas Module #1 - Exercise Vocabulary – 1/25/19**

**Shooting Drills and Activities**

***- Last day to drop a course with no grade assignment – 1/30/19***

Week 4: **Canvas Module #2 - Health Benefits of Engaging in Regular Physical Activity**

– **2/1/19**

**Dribbling Drills and Activities**

Week 5: **Skills Test I**

Week 6: **Canvas Module #3 - FITT Principles – 2/15/19**

**Skills Test I (if necessary)**

Week 7: **Phase II**

**Techniques and Game Play**

Week 8: **Canvas Module #4 - Behavioral Change Strategies – 3/1/19**

**Techniques and Gameplay**

Week 9: **Techniques and Gameplay**

***SPRING BREAK 3/11/19-3/15/19***

Week 10: **Canvas Module #5 - Preparing and Recovering from Exercise – 3/22/19**

**Phase III**

**Sport Education Season**

***NOTE: Last day to withdraw from course with no grade penalty. "W" assigned – 3/29/19***

Week 11: **Canvas Module #6 – Conceptual Core (if applicable)– 3/29/19**

**Sport Education Season**

Week 12: **Skills Test II**

**Sport Education Season**

Week 13: **Skills Test II (if necessary)**

**Sport Education Season**

Week 14: **Award Ceremony**

Week 15: **Final Exam/Course Survey (NOT AU-EVALUATE) – 4/8/19-4/26/19**

# Course Requirements / Evaluation:

Item Percentage

Participation 40%

2 Skills Exams 20%

Syllabus Quiz 5%

5-6 Canvas Modules 30%

Final Exam/Course Survey (NOT AU-Evaluate) 5%

Total 100%

\*\*Extra Credit – SONA

Participation - requires students be dressed appropriately and fully take part in daily activities and exercises from beginning to the end of class. Participation will be graded based on instructor observation. Students are required to behave in an orderly fashion and exhibit quality sportsmanship throughout the semester. Mature behavior consists of respecting both the teacher and peers. Students are not required to engage in altercations with one another, use profane or ugly language, and make obscene gestures. During instruction, students are required to give the instructor their undivided attention. Unruly behavior will result in an initial warning, and the student will sit out for a period. However, if the behavior problem persists the student will have to exit the class and I will nullify their participation points for the day.

Skills Tests – See Course Content.

Syllabus Quiz - Week 1 posted on Canvas.

Canvas Modules – see schedule of Course Content for due dates.

Final Exam – Complete Course Survey on Canvas (NOT AU-Evaluate)

The final exam will consist of a course survey on Canvas.

## Grading Scale:

A = 100 – 90%

B = 89 – 80%

C = 79 – 70%

D = 69 – 60%

F = Below 60%

## \*\*College of Education SONA EXTRA CREDIT OPPORTUNITY

Your class has the opportunity to participate in the online research participation system, College of Education SONA. You will receive an email from SONA that enables you to sign up for research solicitations. If you do not receive this email by the third week of classes, please email [**sona@auburn.edu**](mailto:sona@auburn.edu). If you are under 19 years of age you must get your parents’ consent to participate in each study. Forms are available online. It is your job to make sure that your earned extra credit goes to the correct course. You can modify this in your student SONA account. If you sign up for a study that has appointments, you are expected to attend. If you need to cancel, follow the directions for cancelling an appointment for that study. Please pay attention to cancellation deadlines for that study. If you fail to do so you will be marked as a “no-show” in SONA. Two “no-show” designations will result in you being locked out of SONA for the semester and you will not be able to receive extra credit through research participation for that semester.

Your instructor is not affiliated with SONA, so participation or non-participation will not influence your status in this course, other than the extra credit points you can earn. SONA will report the number of credits you have earned to the instructor of the course you select when registering for research solicitations.

There are several SONA systems on campus. To receive credit in this course you must participate in the College of Education SONA.

The School of Kinesiology or your instructor is not responsible for the availability or lack of availability of SONA extra credit.

½ points will not be credited to final grade.

1 30-minute session = 1 credit

2 credits = 1 point added to final grade

4 credits = 2 points added to final grade

6 credits = 3 points added to final grade

8 credits = 4 points added to final grade

10 credits = 5 points added to final grade (maximum allowed)

# Course Policy Statements:

## A. Attendance:

Physical Activity and Wellness Program Attendance Policy

The material and experiences in this class are important and if you are not in class, you cannot take an active role as a student. Class attendance and appropriate participation is paramount to your success as a student. Participation is defined as, but not limited to, “fully engaging in the course content and activities at a level that is deemed appropriate by the instructor.” Once a student has accrued five unexcused absences he/she will not be permitted to take the final examination and will receive a grade of FA (as stipulated by the Physical Activity and Wellness Program guidelines). Moreover, students who accrue eight (8) absences (excused, unexcused and/or combination of each type) will not be permitted to take the final examination and will receive a grade of FA.

Everyday students will sign in on the roll sheet. There is a 5-minute grace period after the start of class. There will be a 1-point deduction for every minute after the 5-minute grace period. Failure to arrive 15 minutes at the start of class (10 minutes after the 5-minute grace period) will result in an unexcused absence.

## B. Excused Absences:

Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Appropriate documentation for all excused absences is required. Please refer to the [Auburn University Student Policy eHandbook](http://www.auburn.edu/studentpolicies) at the following link www.auburn.edu/studentpolicies for more information on excused absences.

## C. Make-Up Policy:

Arrangement to make up missed examinations due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. The format of the make-up exam will be as specified by the instructor. If the student fails to follow these instructions the excused absence in question will be calculated as an unexcused absence.

Course Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum will be made to your syllabus and/or course assignments will replace the original material.

Inclement Weather: In case of inclement weather, check your Auburn email account for alternative class location and/or assignments.

# 9. Academic Honesty Policy:

All portions of the Auburn University student academic honesty code (Title XII) found in the [Auburn University Student Policy eHandbook](http://www.auburn.edu/studentpolicies) www.auburn.edu/studentpolicies will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

# 10. Disability Accommodations:

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Please note that accommodations are not retroactive. Accommodations begin after: (1) a meeting with the Office of Accessibility to determine appropriate accommodations; and (2) a meeting with the Instructor arranged by the student.

**Skill Test 1**

**Objective:** Students will form into groups and create a skill-based game utilizing any of the three fundamental elements (passing, shooting, or dribbling). The game must be creative and have a unique aspect to it. Students will write a description of the game they created. The description must consist of: **how teams are divided, the amount of space the game will take up, the role of the team or any individual members, the objective of the game, game play, how scoring works, equipment, critical elements, ques, and fair play.** I will provide cones and poly spots as needed for your games. All games created must occupy at least a half court or full court. Each game must require the participation of all group members present on the court. The description must be submitted on canvas **Monday at 11:59 pm**. Here is an example below.

**End Line Passing game (Ward & Lehwald, 2018)**

Divide students into two teams of 5 to 6 players. Play the game on half of the court from sideline to sideline. Each team has a student that is designated as the goalie; this student stands behind opposite sideline (the goal line). The other team members stand within the playing area. The object is for a team to pass the ball as they move toward the team end zone and to pass the ball to their goalie within the end zone. This is a passing only game; dribbling and running (with basketball) are not allowed. The defenders must try to intercept the pass, but the ball cannot be taken out of another student’s hands. If the ball is intercepted the intercepting team must move the ball toward the goal by passing. A team scores a goal when the ball is passed successfully across the goal line and caught by the goalie. Defenders are not allowed in the goal area. When a goal is scored, the student who passed the ball to the goalie becomes the new goalie, and the goalie plays on the court. Play continues for the designated time.

**Equipment**

One Ball per 10 to 12 students

**Critical elements**

1. Stress the importance of defenders staying on one person. Cue: Man, to Man

2. Stress the importance for students to move when they do not have the ball. Cue: Move to get open

3. Stress the importance of short passes. Cue: Keep passes short.

4. Don’t throw passes until teammates get open and present a target. Cue Patient

**Fair Play**

1. Do not take or slap at the ball when it is in an offensive players hand.

2. Do not take any steps when you have the ball. This is called traveling, the traveling team loses possession.

3. At the of play, allow one free pass before playing defense.

4. Allow the shooter to attempt the shot without any physical or vocal distractions.

5. When a dispute arises, do rock paper scissors.

6. No running or dribbling is allowed.

7. No one can guard the goal.

8. Shake hands with the other team when the game is over.

For the skills test, groups will teach and play their games with each other for the duration of the class period. Groups will have 5 minutes to instruct their games and 15 minutes to play. The first part of instruction, group members must explain **the importance of safety, how teams are divided, the amount of space the game will take up, the role of the team or any individual members, the objective of the game, game play, how scoring works, critical elements, and fair play.** Then the game will be played at a walk-through pace. The lead group must guide their opponent throughout the walk-through reinforcing team/member roles, the objective, scoring, critical elements, and fair play. The walk-through will continue until all students demonstrate an understanding of the game. Following the walk through the lead group will check for understanding. Once everyone signals that they have an understanding, then both teams will compete. The team that is not playing will peer evaluate. The Rubric is below.

|  |  |  |
| --- | --- | --- |
|  | MEET | DOES NOT MEET |
| Game Creation: 4 points | 4 | 2.0 |
|  | The game created uses one of the three elements, school equipment is utilized appropriately at all the time. Game has all required components within description. The game is creative and has a unique aspect. | The game created uses other elements not discussed, school equipment is not utilized appropriately. None or some of the required components are present. The game is not creative and is commonly used (i.e. 21, Knockout, Horse, 3-man weave, etc.) |
| Teaching: 4 points | 4 | 2.0 |
|  | Teaching of the created game maximizes student learning. Class can effectively participate and play game incorporating all the elements. | Presentation of the created game is ineffective and hard to follow, forcing students to improvise during game play. |

**Skill Test II Sport Education Student Assessment:**

**1. 3 Weekly Journals: 60 Points**

**2. Peer Evaluation: 10 points**

**3. Sport Education Quiz: 10 points**

**4. Team Evaluation from Instructor: 10 points**

**5. Exit Survey: 5 points**

**6. Code of Conduct Agreement: 5 Points**

Total: 100 points (10 percent of Final Grade)

**\*Details and Rubrics for Skill Test II will be in assignments on Canvas**