



156B - Advanced Basketball
Units: 1
Spring 2015

Location: Physical education building (north and south gym)

Instructor: Joshua Herscher

Office: PED 108

Office Hours: 12-1:50 Mon-Wed

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Course Description

156B is an advanced basketball class, in which advanced basketball techniques, fundamentals and strategies will be introduced and taught. This class will continue on where 156a left off and will go further in depth with the above mentioned.

Learning Objectives

Recognize the physical and mental benefits of increased activity.

Determine factors involved with development, fitness levels and training strategies.

Examine the effect of nutrition, rest and other lifestyle factors that contribute to better health.

Students will be exposed to a variety of activities providing them the opportunity to:

Apply learned fundamental skills.

Utilize physical activity as a tool to manage stress.

Empower themselves by setting and working toward realistic individual goals.

Participate in a motivating and nurturing environment resulting in a greater sense of well-being and self-esteem.

Students will demonstrate proficiency through knowledge and acquired skills enabling them to:

Understand and utilize various training methods.

Assess individual levels of fitness components.

Develop an appreciation of physical activity as a lifetime pursuit and a means to better health.

Prerequisite(s): 156a (beginner basketball class) or a waiver from the instructor if you have played high school basketball

Course Notes:

Must bring proper athletic ware to class. Basketball shoes, basketball shorts and a t-shirt. Ankle braces are recommended but not mandatory.

Description and Assessment of Assignments

What kind of work is to be done and how should it be completed, i.e. how the learning outcome will be assessed. Include any assessment and grading rubrics to be used.

Grading Breakdown

Cognitive 50%

Midterm 20%

Final 30%

Pyschomotor 50%
35%

Skill assessment 15% Participation/attendance

Additional Policies

156B is a participation based class, therefore it's important that attendance remain consistent.

Course Schedule: A Weekly Breakdown

Weeks 1 and 2 – Ball Handling

- Isolation Moves - Inside out, Crossover, Through legs, Behind and around the back, Spin move, Retreat dribble, Speed dribble
- Combination moves
- Two-ball dribble

Week 3 – Passing

- Chest, Bounce, Side Bounce, Overhead, Pocket Pass, Around the Back
- Passing in Transition

Weeks 4 and 5 – Mid and Long Range Shooting

- Shooting while set
- Shooting while receiving a pass on the move
- Shooting off the dribble
- Shot fake step through and step back

Week 6 – Lay-ups

- Triple threat
- Advanced footwork to get to the basket
 - o Euro step, reverse lay-up

Weeks 7 and 8 – Transition Offense

- Learning the fast break
 - o 3 on 2, 2 on 1, 11-man fast break, UCLA fast break drill, Ultimate fast break drill

Weeks 9 and 10 – Offensive Team Strategies

- Motion Offense, Flex, Horns (pick and roll), One-hitters

Week 11 – Free Throws and Basketball Related Games

- 21, Knock Out, Horse, etc

Week 12 – Defense

- Man to man – help side and on ball
- Zone defenses
- Trapping defenses

Week 13 – Rebounding

- Boxing out – in man to man defense and in zone defense

Week 14 – Tournament

Week 15 - Final

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*<https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.