



## **156A- Beginner Basketball**

**Units: 1**

**Spring 2015**

**Location:** Physical Education Building (North and South Gym's)

**Instructor: Joshua Herscher**

**Office:** Physical education building

**Office Hours:** 12-1:50 Mon-Wed

**Contact Info: [jhersche@usc.edu](mailto:jhersche@usc.edu)**

**IT Help:** Group to contact for technological services, if applicable.

**Hours of Service:**

**Contact Info:** 213-740-5555

**[consult@usc.edu](mailto:consult@usc.edu)**

## Course Description

To provide basic skill development in the fundamental techniques of passing, dribbling, shooting, offense, defense, history and rules of the game.

## Course Objectives

1. To present the basic fundamentals of basketball in a format that will enable a novice to develop a foundation on which to build.
2. For individuals who have had some experience in basketball, to be able to start where they are and to improve and enhance their skill acquisition.
3. To develop coordination, strength and endurance, through participation in an active game requiring running, jumping, and throwing.
4. To develop skill in the execution of the fundamentals of the game to provide for enjoyable participation by the individual.
5. To develop an understanding and appreciation for the game of basketball.

Attending class and being on time are extremely important. To improve your physical fitness requires regular participation in class activities. Learning is based on a scope and sequence approach and is developed through practice and repetition. Failure to attend class regularly may hinder one's ability to obtain certain required performance levels and thus may lower your grade. There are no class make ups. Also, no make ups are given for missed exams. In case of absence, you will be held accountable for all work missed. Athletic type clothing and athletic shoes are required. For safety reasons, those not properly attired will not be allowed to participate.

## Learning Objectives

**Students will understand the importance of sound health and fitness principles as they relate to better health and will be able to:**

Recognize the physical and mental benefits of increased activity.

Determine factors involved with development, fitness levels and training strategies

**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 active learning to stimulate continued inquiry about physical education, health and fitness.

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

Assess individual levels of fitness components.

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

### **Course Notes**

Bring proper dress attire for the class. This includes **basketball shoes, athletic shorts and t-shirt. Ankle braces are recommended but not mandatory.**

### **Supplementary Materials**

Supplementary materials will be handed out in class.

### **Description and Assessment of Assignments**

There will be a midterm and final exam. Both exams will consist of true and false, multiple choice and short essay totaling 100 points.

### **Grading Breakdown**

Cognitive: 50%                      Midterm - 20%    Final Exam - 30%

Psychomotor: 50%      Skill Assessment – 10%    Class Participation – 40%

### **Additional Policies**

Add any additional policies that students should be aware of: late assignments, missed classes, attendance expectations, use of technology in the classroom, etc.

## Course Schedule: A Weekly Breakdown

Weeks 1	Dribbling
Week 2	Passing
Week 3	Mid and long range Shooting
Week 4	Movement and Positioning
Week 5	Basic rules and Violations
Week 6	Defense: man to man
Week 7	Rebounding
<b>Week 8</b>	<b>Midterm</b>
Week 9	Team Offensive
Week 10	Zone Defense
Week 11	Fast Breaks
Week 12	Free Throws
Week 13	Sport Specific Conditioning and Plyometrics
Week 14	Skill Assessment
<b>Week 15</b>	<b>Final Exam (Comprehensive) – Last Day of Class</b>

## 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](mailto: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](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.