



**SPORT SCIENCE & MANAGEMENT
SS9104 BASKETBALL**

Pre-requisites	None required
No of AUs	3
Contact Hours	Total hours: 39

Course Aims

This course is designed to provide you with the basic skills and knowledge to play and enjoy recreational basketball. You will be taught on basic fundamental skills, rule/terminology, officiating, team offense/defense, and situational strategies.

Intended Learning Outcomes (ILO)

By the end of the course, you should be able to:

1. play basketball competently including basic skills in dribbling, passing, shooting, footwork and game play.
2. execute the basic offensive and defensive strategies in various game situations.
3. recall and apply the rules of the game during lesson and gameplay.

Course Content

The following topics will be covered:

1. Basic Techniques
 - a. Footwork – stance, back pedal, pivoting and change of direction
 - b. Ball handling – passing, receiving and dribbling
 - c. Shooting – set shot, lay-up shot, free throw and jump shot
2. Basic Tactics
 - a. Rebounding – defensive and offensive
 - b. Individual defensive and offensive moves
 - c. Basic team defensive and offensive concepts / strategies
3. Officiating
 - a. Rules, terminology and officiating patterns

Assessment (includes both continuous and summative assessment)

Component	Course ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Individual/ Group	Assessment rubrics
1.Participation	1-3	A2, C2, D1,	10%	Individual	Appendix 1
2.Theory	3	A1, B1,B2	30%	Individual	
3.Practical	1-3	A1, A2, C1, C2, E1, E2	60%	Individual	Appendix 2 & 3
Total			100%		

Graduates of the SSM programme should show:

Competence	
A1: {Understanding}	process and interpret information, evidence and methodologies related to sport science or sport management
A2: {Self-discipline}	independently apply themselves to solve relevant problems
A3: {Modern Tool Usage}	use technology to communicate and provide feedback on sports activities, improve sports performance, monitor and increase physical activity, provide exercise prescription, solve problems for disadvantaged athletes/sportspeople, and commercialize and innovate sports products, events and services
Creativity	
B1: {Critical Thinking}	critically assess the applicability of sport science and sport management tools toward problems and in the workplace
B2: {Analytical Thinking}	critically analyse data from a multitude of sources
B3: {Interdisciplinary Thinking}	connect the subfields of sport science and sport management to tackle problems

B4: {Innovation}	be able to develop new applications or improve existing techniques
B5: {Entrepreneurship}	develop new ideas and plans for sport science, businesses and events
Communication	
C1: {Effective Communication}	present findings or ideas from sport science and sport management research logically and coherently at the appropriate level for the intended audience and in all forms of communication
C2: {Teamwork}	work in teams on projects that require sport science or sport management application, and communicate results via demonstration, verbally and in written form
Civic-Mindedness	
D1: {Professionalism}	act in a manner that respects the profession and meets the expectations of the sport science and sport management industry
D2: {Inclusiveness}	promote sport and physical activity in all individuals to bring people together and improve physical, social and psychological outcomes
Character	
E1: {Ethical behaviour}	act with integrity and in a socially responsible and ethical manner in line with societal and legal expectations in relation to collecting and analysing data of people and protecting personal data with appropriate computer security
E2: {Sportspersonship}	demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity

Formative feedback

Feedback for learning will be verbal provided during each practical session where you have the opportunity to learn the techniques and apply them during game situations.

Every practical session, everyone will be rotated for applying your rules knowledge by officiating the games at the end of each session. Verbal feedback to be given while you are officiating. Discussion and debrief will be given after the games.

Throughout the course, you will have opportunity to apply the skills after practice. During the learning process, verbal feedback on the techniques and suggestions on the areas of improvement will be given.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Practical sessions on court	<ul style="list-style-type: none">- Give hands-on experiential learning to support key strategies provided in class- Provide tasks for you to utilize what they recently learned to apply in various game situations.- Give space and time for small group activities and discussions to allow you to assimilate the content and for sharing learning- Provide verbal feedback on your techniques to enhance your learning.
Lectures	Lectures will provide you with the key learning concepts and theories, which are closely linked to the practical sessions.
Online learning	Time will be given for learning from online materials as a part of flip teaching approach. These materials will support key concepts and knowledge on the rules covered in lectures and practical sessions.

Reading and References

American Sport Education Program (1996). Coaching Youth Basketball. Champaign, IL: Human Kinetics.

Krause, J.V., Meyer, D. & Meyer, J. (1999). Basketball Skills & Drills (2nd Ed). Champaign, IL: Human Kinetics

Wissel, H. (2004) Basketball: Steps to success. Champaign, IL: Human Kinetics.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes (i.e. lecture and practical) punctually and take tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions you have missed. You are expected to participate in all discussions and class activities unless there is a valid medical reason not to do so.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

(3) Absence Due to Medical or Other Reasons

If you are sick and not able to complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science

& Management (or Home School) administration to obtain official leave. Without this, the missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

(4) Attire and safety

You are expected to participate in practical sessions. In addition, you are expected to wear appropriate attire for participation, obey safety rules, and take appropriate care of and return all equipment after use.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Collaboration is encouraged for your work in the class because peer-to-peer learning helps you understand the subject better and working in a team trains you to better communicate with others. Working together and exchanging ideas and experiences will help improve the quality of your assessed presentation. It is important to credit others for their contribution to your work which promotes ethical practices and academic integrity.

Course Instructors

Instructor	Office Location	Phone	Email

Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	<ul style="list-style-type: none"> • Course requirements and assessments. • Footwork • Ball handling • Passing & Receiving (Chest, bounce & overhead) • Passing & Receiving (Chest, bounce & overhead) 	LO1	
2	<ul style="list-style-type: none"> • Revision • Dribbling (pivot) • Shooting – Set shot • Dribbling (cross-over) • Shooting – Lay-up 	LO1,LO3	

	<ul style="list-style-type: none"> • Revision • Individual offense 		
3	<ul style="list-style-type: none"> • Watch the experts play the sport (SUNIG or POL-ITE competition/video) • Shooting – Jump shot • Individual defensive • Rebound & Fast break 	LO1, LO3,	
4	<ul style="list-style-type: none"> • Defensive & Offensive skills (2 V 2, 3 V 3) • Give & Go • Offensive skills (4 V 4) • Offensive skills (3 on 2, 2 on 1) 	LO1, LO2, LO3,	
5	<ul style="list-style-type: none"> • Offensive skills (5 V 5) • Pick and Roll (2 V 2) • Setting screen (3 on 3, 4 on 4) 	LO2, LO3	
6	<ul style="list-style-type: none"> • Officiating (video) • 3 V 3 Competition (FIBA33) <p>Students are expected to organize and administer the competition</p> <p>18 • Team offensive strategy: man-to-man</p>	LO1, LO2, LO3,	
7	<ul style="list-style-type: none"> • Team defensive strategy: help man-to-man <p>20 • Man to Man Competition (5 V 5)</p> <ul style="list-style-type: none"> • Officiating <p>Students are expected to organize and administer the competition</p> <ul style="list-style-type: none"> • Man to Man Competition (5 V 5) • Officiating <p>Students are expected to organize and administer the competition</p>	LO1,LO2, LO3	
8	Recess Week		
9	<ul style="list-style-type: none"> • Team defensive strategy: 2-1-2 zone defense • Officiating • Team offensive strategy: against 2-1-2 zone defense • Officiating • Competition (2-1-2 Zone defense/offense) 	LO1, LO2, LO3	
10	<ul style="list-style-type: none"> • Team defensive strategy: 2-1-2 zone defense • Officiating • Team defensive strategy: 1-2-2 zone defense • Officiating • Team offensive strategy: against 1-2-2 	LO1, LO2, LO3	

	zone defense • Officiating • Competition (1-2-2 zone) • Officiating		
11	Practical Test (Individual Skills)	LO1	
12	Practical Test (Individual Skills & Team Play)	LO2	
13	Practical Test (Team Play) and Theory Test	LO2, LO3	

Appendix 1: Participation Assessment (10%)

Criterion	0-2	3-5	6-7	8-10
Pre-class readings and/or participation in activities during class	Does not complete the required readings and/or actively participate in activities during class	Completes some of the required readings and/or actively participates in some of the activities during class	Completes most of the required readings and/or actively participates in most of the activities during class	Completes all the required readings and/or actively participates in all activities during class

Appendix 2: Technique Assessment (30%)

Individually, you will be assessed on your demonstration of the one-handed set shot, a lay-up, and rebounding. Illustration and descriptors for the one-handed set shot (10%), a lay-up (10%), and rebounding (10%) are adapted from Wissel (2011).

Rebounding (without opponent; refer only to player in black attire)

 <p>b</p>	 <p>c</p>
<input type="checkbox"/> Wide base <input type="checkbox"/> Hands up	<input type="checkbox"/> Go for ball and catch it with two hands <input type="checkbox"/> Protect ball in front of forehead <input type="checkbox"/> Land in balance

Scoring for rebounding

Student will perform the technique three times and each performance will be scored using the rubric below. A maximum of three points can be scored for each performance, and a maximum of nine points can be scored for this section of the technique assessment.

Points	0	1	2	3
Description	Student performs none of the descriptors.	Student performs 1-2 descriptors.	Student performs 3-4 descriptors.	Student performs all 5 descriptors.

One-handed set shot

 <p>a</p>	 <p>b</p>	 <p>c</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Feet shoulder-width apart <input type="checkbox"/> Knees slightly bent <input type="checkbox"/> Shoulders relaxed <input type="checkbox"/> Elbow in <input type="checkbox"/> Shooting hand faces basket; non-shooting hand supports ball <input type="checkbox"/> Ball high between ear and shoulder <input type="checkbox"/> Eyes on basket 	<ul style="list-style-type: none"> <input type="checkbox"/> Lower knees before shot <input type="checkbox"/> Eyes on target 	<ul style="list-style-type: none"> <input type="checkbox"/> Extend legs, back, shoulders and elbow together <input type="checkbox"/> Keep non-shooting hand on ball until release <input type="checkbox"/> Flex shooting hand's wrist and fingers forward <input type="checkbox"/> Release ball off finger pads <input type="checkbox"/> Follow through with arm extended <input type="checkbox"/> Ball enters basket

Scoring for one-handed set shot

Student will perform the technique three times and each performance will be scored using the rubric below. A maximum of five points can be scored for each performance, and a maximum of fifteen points can be scored for this section of the technique assessment.

Points	0	1	2	3	4
Description	Student performs none of the descriptors.	Student performs 1-7 descriptors.	Student performs 8-13 descriptors.	Student performs all 14 descriptors.	Ball enters basket

Lay-up¹

 <p style="text-align: center;"><i>a</i></p>	 <p style="text-align: center;"><i>b</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> Pick up ball at knee of shooting side foot; shooting hand on top, non-shooting hand supports ball <input type="checkbox"/> Take short step with take-off foot <input type="checkbox"/> Dip knee of take-off foot <input type="checkbox"/> Eyes on basket 	<ul style="list-style-type: none"> <input type="checkbox"/> Raise ball straight up to shoot with shooting hand facing basket <input type="checkbox"/> Jump straight up, pushing off with take-off foot <input type="checkbox"/> Protect ball with non-shooting hand until release <input type="checkbox"/> Land in balance at spot of take-off, ready to rebound <input type="checkbox"/> Ball enters basket

Scoring for lay-up

Student will perform the technique three times and each performance will be scored using the rubric below. A maximum of five points can be scored for each performance, and a maximum of fifteen points can be scored for this section of the technique assessment.

Points	0	1	2	3	4
Description	Student performs none of the descriptors.	Student performs 1-4 descriptors.	Student performs 5-7 descriptors.	Student performs all 8 descriptors.	Ball enters basket

¹ https://www.youtube.com/watch?reload=9&v=Zc_nD92Fu6k

Appendix 3: Gameplay assessment (30%)

You will be assessed on the performance of the concept-related behaviors during gameplay. The concepts and its related behaviors are detailed in the table below, and your performance is rated on a 5-point scale ranging from “very effective (always)” to “very ineffective (never)”.

Concepts	Behaviors (adapted from Basketball learning outcomes; SDCD, 2016)	Very effective (always)	Effective (usually)	Moderately effective (sometimes)	Ineffective (rarely)	Very ineffective (never)
Keeping possession of the ball	<ul style="list-style-type: none"> Pass the ball when guarded to a teammate who is free, dodge the defender and move into open space to receive the ball Dodge the defender and move into open space, receive the ball with a jump/stride stop and pivot to a ready position to shoot, pass or dribble 					
Using space to invade	<ul style="list-style-type: none"> Receive the ball in a ready position to shoot, pass or dribble, and dribble when there is an open lane towards the basket 					
Creating space to invade	<ul style="list-style-type: none"> Dodge the defender and move into open space to create options for teammate to shoot, pass or dribble 					
Attacking the goal	<ul style="list-style-type: none"> Receive the ball in a ready position to shoot, dribble or shoot, shoot when there is space and within range and ability, and follow through to rebound the ball Dribble when there is an open lane towards the basket, shoot in a continuous action when within range and ability, and follow through to rebound the ball 					
Regaining possession of the ball	<ul style="list-style-type: none"> Intercept the pass when it is within the defender’s reach Rebound the ball after a shot 					
Delaying the invasion	<ul style="list-style-type: none"> Guard the attacker to prevent the attacker from dribbling towards the basket 					
Denying space to invade	<ul style="list-style-type: none"> Guard the attacker to prevent the attacker from receiving the ball 					
Denying scoring opportunities	<ul style="list-style-type: none"> Guard the attacker to prevent the attacker from shooting 					