



CREDIT COURSE OUTLINE

I. COVER PAGE

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|------------|--------------------------|-------|
| (1) PE 31A | (2) THEORY OF BASKETBALL | (3) 1 |
| Number | Title | Units |

| | | |
|--|--|---|
| (4) Lecture / Lab Hours: | (8)Classification: | |
| Total Course Hours | | |
| Total Lec hours: 1.00 | Degree applicable: | X |
| Total Lab hours: 1.00 | Non-degree applicable: | |
| Total Contact hours: 36.00 | Basic skills: | |
| Lec will generate <u>0</u> hour(s) outside work. | (9)RC | Fulfills AS/AA degree requirement: (area) |
| Lab will generate <u>0</u> hour(s) outside work. | | General education category: |
| (5) Grading Basis: | Grading Scale Only | Major: |
| | Pass/No Pass option | Certificate of: |
| | Pass/No Pass only | Certificate in: |
| (6) Advisories: | (10)CSU | Baccalaureate: X |
| Eligibility for English 126 | (11)Repeatable: (A course may be repeated three times) | 3 |
| (7) Pre-requisites(requires C grade or better): | | |
| Corequisites: | | |

(12) Catalog Description:
 Competitive basketball skills, contest strategy, officiating and related topics in preparation for the intercollegiate basketball season. Students must perform and compete at the intercollegiate level. Students in this course must perform and compete at the intercollegiate level.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- I. use proper and safe practice drills.
- II. demonstrate proper techniques related to specific positions.
- III. illustrate a basic knowledge of position-specific assignments and their application on the basketball court.
- IV. demonstrate an understanding of proper decorum policies as determined by the Commission on Athletics and head basketball coach.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- I. evaluate and critique his/her own skill levels in preparation for intercollegiate basketball.
- II. plan, implement, and practice appropriate basketball drills that promote improved levels of performance during the intercollegiate basketball season.

IV. COURSE OUTLINE:

Lecture Content:

- A. Introduction
 1. Grading/evaluation process
 2. Appropriate practice attire
 3. Team policies / forms
 4. Commission on Athletics policies / forms
- B. Student Athlete Retention Program
 1. Notebook
 2. Purpose
 3. Study table
- C. Introduction of training program

1. Court procedures
2. Care and use of equipment
3. Demonstration of position-specific drills

D. Post-season assessment of student's skill level with head coach

1. Individual goals
2. Team goals
3. Program expectations

E. Final evaluation of the student's continued participation in the course to be determined by head basketball coach

Lab Content:

A. Instruction in:

1. Basic offensive skills and strategies
2. Basic defensive skills and strategies
3. Shooting
4. Free throws
5. Passing

B. Participation in training sessions

1. Offensive Skills
 - a. shooting
 - b. passing
 - c. free throws
2. Defensive Skills
 - a. blocking
 - b. defensive position - man-to-man
 - c. defensive position - zone

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

I. Sample Text Title:

II. Other Readings

1. Recommended - *Reedley College Player Policy Handbook 2010 (updated annually)*

Global or international materials or concepts are appropriately included in this course

Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Topics include tolerance and problem-solving within the team concept. Team-building through “forming, storming, norming and performing” stages recognizes multiracial/multicultural differences as potential challenges to purposeful team function. Through directed discussion, head coach will acknowledge the individual differences of those that make up the basketball team and how to cooperatively work as a successful unit towards a common goal.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

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| A. Writing | |
| Check either 1 or 2 below | |
| <input type="checkbox"/> | 1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided. |
| <input checked="" type="checkbox"/> | 2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C. |
| <input type="checkbox"/> | a) essay exam(s) |
| <input type="checkbox"/> | b) term or other paper(s) |
| <input type="checkbox"/> | c) laboratory report(s) |
| <input type="checkbox"/> | d) written homework |
| <input type="checkbox"/> | e) reading reports |
| <input type="checkbox"/> | f) other (specify) |

Required assignments may include but are not limited to the following:

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| B. Problem Solving | |
| Computational or non-computational problem-solving demonstrations, including: | |
| <input type="checkbox"/> | a) exam(s) |
| <input type="checkbox"/> | d) laboratory reports |

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| <input type="checkbox"/> | b) quizzes | <input type="checkbox"/> | e) field work |
| <input type="checkbox"/> | c) homework problems | X | f) other (specify): |

Required assignments may include but are not limited to the following:

| | | | |
|--|-------------------------|--------------------------|-------------------------|
| C. Skill demonstrations, including: | | | |
| X | a) class performance(s) | <input type="checkbox"/> | c) performance exams(s) |
| <input type="checkbox"/> | b) field work | <input type="checkbox"/> | d) other (specify) |

Required assignments may include but are not limited to the following:

1. warm-up/stretch routine
2. shooting routing
3. daily defensive workout
4. daily offensive workout
5. daily free throw station

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|---|--------------------|--------------------------|---------------------|
| D. Objective examinations including: | | | |
| X | a) multiple choice | <input type="checkbox"/> | d) completion |
| X | b) true/false | <input type="checkbox"/> | e) other (specify): |
| X | c) matching items | <input type="checkbox"/> | |

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

50% Participation 40% Skills Tests 10% Written Tests

Attached Files:

| | |
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| <p><u>BASIC SKILLS ADVISORIES PAGE</u> The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.</p> | |
| <p>(eligibility for English 126) (as outcomes for English 262)</p> <p><input type="checkbox"/> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.</p> <p><input checked="" type="checkbox"/> Applying word analysis skills to reading in context.</p> <p><input checked="" type="checkbox"/> Using adequate basic functional vocabulary skills.</p> <p><input checked="" type="checkbox"/> Using textbook study skills and outlining skills.</p> <p><input type="checkbox"/> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p> | <ol style="list-style-type: none"> 1. Student must be able to read and comprehend instructor handouts and various weight room informational placards. 2. Student must be able to understand basic terminology associated with concepts of physical fitness, proper identification of weight room equipment, and muscles 3. Student must be able to adequately learn from reading assignments and apply knowledge gained to active participation in weight room |
| <p><u>Check the appropriate spaces.</u></p> <p><input type="checkbox"/> Eligibility for Math 101 is advisory for the target course.</p> <p><input checked="" type="checkbox"/> Eligibility for English 126 is advisory for the target course.</p> <p><input type="checkbox"/> Eligibility for English 125 is advisory for the target course.</p> <p><u>If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.</u></p> | |

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| REQUISITES |
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| No requisites |
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