



PHYS ED 4-80 High Intermediate Basketball (.5 units)

Instructor:	Lon Rork http://pe.berkeley.edu/instructors_lon_rork.html
Class Times:	Monday and Wednesday 1-2pm
Location:	Kleeberger Fieldhouse – Rec Sports Facility
Contact:	Email: lonrork@berkeley.edu
Office:	RSF 39 or 185 Hearst Memorial Gymnasium
Office Hours:	T 1-2pm Hearst Gym 185
Required Text:	None
Recommended Text:	<i>Basketball: Steps to Success</i> by Hal Wissel <i>Basketball Shooting</i> by Dave Hopla

I. Course Description: High Intermediate Basketball is a course designed for individuals with significant basketball experience. The focus of the course will be on both individual skill development as well as advanced team concepts. Team concepts will include handling multiple number fast breaks, being able to execute both on ball and dribble penetration offenses based offenses, as well as team defensive concepts. The class will also involve recording individual shooting numbers throughout the semester to track improvement.

II. Statement of Course Goal and Learning Objectives: The goal of this course is to improve upon the student's overall basketball knowledge including team concepts as well as to improve their overall individual skill set. Objectives: At the conclusion of the course, students shall be able to:

1. Improve their individual overall shooting and ball handling abilities.
2. Describe and execute a ball screen based offense as well as demonstrate the ability to utilize screens both on and off the ball in a 4 on 4 and 5 on 5 scenarios.
3. Describe and execute dribble penetration based offense.
4. Describe and execute proper footwork and shooting technique for post play.
5. Understand the concepts of help side and strong side defense in 3 on 3, 4 on 4, and 5 on 5 based games.

III. Method of Assessment and Evaluation: The achievement of course objectives shall be assessed by the following: observation and assessment of skill as written in the above objectives. Final grades shall be based on the percentage of the overall points accumulated according to the following:

Attendance:	130 points (50%)
Effort/Participation and Ability to Follow Directions:	50 points (19%)
Skill Level Assessment:	<u>80 points (31%)</u>
Total Points:	260 points (100%)

GRADE (FOR ROSTER)	GRADE POINTS PER UNIT	RECOMMENDED PERCENTAGE BREAKDOWN	DESCRIPTION
A+	4.0	94–100%	Excellent: The grade of "A+", when awarded at the instructor's discretion, represents extraordinary achievement, but does not receive grade point credit beyond that received for the grade of A.
A	4.0	94–100%	
A-	3.7	90–93%	
B+	3.3	86–89%	Good
B	3.0	83–85%	
B-	2.7	80–82%	
C+	2.3	76–79%	Fair: Each course in a certificate program must be completed with a grade of C or better, although some programs have higher requirements.
C	2.0	73–75%	
C-	1.7	70–72%	
D+	1.3	66–69%	Barely passed
D	1.0	63–65%	
D-	0.7	60–62%	
F	0.0	< 60%	Failed

IV. Course Requirements

1. Students are expected to show up on time prepared to participate in basketball activities for every class. Wearing appropriate athletic clothing including athletic shoes, preferably basketball shoes, is required. Students not prepared for class may be dismissed and will have that class count as an absence.
2. Attendance and participation are a large portion of the final grade in the course, and absences and tardies will have a negative effect on the final grade. Each class attended is worth 5 points towards the final grade. It is recommended that students plan ahead and only use absences for minor illnesses or other unexpected events that may occur during the semester.
3. There are no makeups for classes that have already been missed. However, students are allowed to makeup excused absences when they know that they will have a conflict and inform the instructor ahead of time. An example of an excused absence would be an interview for graduate school, university-sponsored event, etc. Students must attend another basketball section prior to missing their section in order to not have the class count as an absence. If this is not possible please contact the lecturer for other alternative ways to make up absences.
4. Each student must abide by the university's honor code (see <https://teaching.berkeley.edu/berkeley-honor-code>):

***“As a member of the UC Berkeley community, I act with
honesty, integrity, and respect for others.”***

Violation of the Honor Code shall result in a grade of an “F” for the course.

5. Have a great time in our class. Not only will you learn about and improve your basketball skills but it is also a great chance to get some exercise and make new friends. It might even be the highlight of your semester.

V. Official Policies of the University of California at Berkeley

All students must abide by the *Berkeley Campus Code of Student Conduct* <https://sa.berkeley.edu/code-of-conduct>.

Statement of Accommodation. The University of California at Berkeley provides reasonable accommodations to students with disabilities through the Disabled Students' Program (<https://dsp.berkeley.edu>). For more information regarding these services, please contact the staff in the Disabled Students' Program via telephone at 510.642.0518, visit in person at 260 Cesar Chavez Student Center, or email at dsp@berkeley.edu.

Accommodation of Religious Creed. The University of California at Berkeley is compliant with Education code, Section 92640(a) and permits any student to undergo a test or examination, without penalty, at a time when that activity would not violate the student's religious creed, unless administering the examination at an alternative time would impose an undue hardship which could not reasonably have been avoided (see <https://sa.berkeley.edu/uga/religion> for detailed information).

Academic Integrity. “You are a member of an academic community at one of the world’s leading research universities. Universities like Berkeley create knowledge that has a lasting impact in the world of ideas and on the lives of others; such knowledge can come from an undergraduate paper as well as the lab of an internationally known professor. One of the most important values of an academic community is the balance between the free flow of ideas and the respect for the intellectual property of others. Researchers don't use one another's research without permission; scholars and students always use proper citations in papers; professors may not circulate or publish student papers without the writer's permission; and students may not circulate or post materials (handouts, exams, syllabi--any class materials) from their classes without the written permission of the instructor.

Scheduling Conflicts. Please notify the instructor in writing by the second week of the term about any known or potential extracurricular conflicts (such as religious observances, graduate or medical school interviews, or team activities). The instructor shall try his or her best to help you with making accommodations, but cannot promise them in all cases. In the event there is no mutually workable solution, you may be dropped from the course. (For more information, see the *Guidelines Concerning Scheduling Conflicts with Academic Requirements* <https://academic-senate.berkeley.edu/sites/default/files/guide-acad-sched-conflicts-final-2014.pdf>).

VI. Safety and Emergency Preparedness. The University of California at Berkeley has numerous contacts for emergency situations. In the event of an emergency, the following information may be helpful (See <http://emergency.berkeley.edu/contacts.shtml>).

- Emergency Contacts <http://emergency.berkeley.edu/contacts.shtml>
- WarnMe/Nixle emergency alerts <https://warnme.berkeley.edu>
- Campus Emergency Management Areas <http://emergency.berkeley.edu/emerg-mgmt-areas.shtml>
- Campus Map <http://emergency.berkeley.edu/lib/img/campusmap.pdf>
- Safe and Well by the American Red Cross <https://safeandwell.communityos.org/cms/>

Tentative Course Schedule

January

- 22 Course Introduction
- 27 Ball handling drills and basic shooting drills introduced
- 29 Dribble penetration shots, beginning of 4 out "O", intro to shooting numbers

February

- 3 Penetration shots with extra pass, 4 on 4 on 4 penetration rules
- 5 4 on 4 on 4 penetration rules continued with shooting drills to emphasize
- 10 4 on 4 on 4 penetration rules continued with shooting drills, cont.
- 12 3 on 3 breakdowns (screens, dribble limit, spacing) 3 on 3 Olympic rules
- 19 3 on 3 breakdowns continued
- 24 Fast break 2 on 1 and 3 on 2 concepts
- 26 Fast break 2 on 1 and 3 on 2 concepts, cont.

March

- 2 Team formation and begin working with teams in 3 on 3 and 4 on 4 on 4
- 4 Begin work with teams 4 on 4 with different rules
- 9 Start to develop team understanding with 4 on 4 and 5 on 5
- 11 Work with team developing roles
- 16 Track shooting numbers, individual defensive focus
- 18 Track shooting numbers, individual defensive focus, cont.
- 30 Team defensive concepts with shell drill

April

- 1 Team defensive concepts for 3 on 3, 4 on 4, and 5 on 5
- 6 Fast break drills with teams and 4 on 4 on 4 as well as 5 on 5
- 8 Fast break drills with teams and 4 on 4 on 4 as well as 5 on 5, cont.
- 13 Post play and team development
- 15 Post play continued with development of team play with multiple options
- 20 Continue team development
- 22 Continue team development
- 27 Evaluations and playoffs
- 29 Evaluations and playoffs

May

- 4/6 Reading, Review, and Recitation (RRR) Week; attendance not required