

Independent Study Online Course Syllabus

Course Number: ATH 920

Course Title: Coaching Basketball

X Online ☐ Distance Learning

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Units: 3

Grade Level: K-12

Course Description

This online course is designed to help coaches learn how to teach the technical and tactical skills of basketball. An important focus is on skill demonstration and error detection as participants learn how to develop practice plans and complete other assignments that will help to apply the learning immediately...in class or on the court! Following completion of the online portion offered through Human Kinetics, the students will then work through the application portion of the material where they begin to apply what they have learned.

IMPORTANT NOTE: Enrollment in this course is a two part process: a) Register for this course through Fresno Pacific University, so you receive continuing education credits, b) Register for this course through Human Kinetics, so you have access the online course material and textbook. Your fees to Fresno Pacific University do NOT include the Human Kinetics Coach Education online course material and textbook. Please refer to the Human Kinetics Coach Education website for more information and to register: http://www.asep.com/asep_content/org/FPU.cfm.

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete all assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Technology Requirements

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Moodle:

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: (http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – <http://col.fresno.edu/student>.

Moodle Site Login and passwords – (or other online course access information)

Students will need to have internet access to log onto <http://ce-connect.fresno.edu>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to:00 5pm.

Getting Help with Moodle:

If you need help with Moodle, please contact the Center for Online Learning (COL), + by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at <http://col.fresno.edu/contact/request-services>. Please identify that you are with the Continuing Education/Independent Studies department.

Course Materials

You will purchase the **Coaching Basketball** online course through the American Sport Education Program. In addition to the text and DVD listed below, you will be given access to the online class. You will need to have access to Microsoft Word so that completed assignments can be downloaded into the University moodle system.

Textbook:

American Sport Education Program, (2007). Coaching Basketball: Technical and Tactical Skills, 1st edition, Human Kinetics, Inc.

CD-ROM:

Coaching Basketball: Technical and Tactical Skills

Course Requirements

1. An online examination will be taken following the self-study of the textbook material. This exam is provided by ASEP and is intended to ensure that students have adequately mastered the material from the textbook.

The following assignments were designed by the instructor to help students apply some of the key principles from the textbook:

2. Assignment #1 – Analyzing free throws. (Domain 6-Standard 27)
3. Assignment #2 – Questioning strategies. (Domain 4-Standard 28)
4. Assignment #3 – Evaluation of offensive and defensive tactical skills. (Domain 6-Standard 28)
5. Assignment #4 - Evaluate team situation. (Domain 7)
6. Assignment #5 – Design 2 practice plans. (Domain 5)
7. Assignment #6 – Letter and agenda. (Domain 7-Standard 31)
8. Assignment #7 – One scouting tool. (Domain 6-Standard 29)
9. Assignment #8 – Interview a basketball coach. (Domain 1)
10. Assignment # 10 – Observe a basketball practice. (Domain 5)
11. Assignment # 11 – Develop a philosophy of coaching. (Domain 1)

National Content / Common Core Standards

Although the textbook does a great job of covering all of the Standards for coaches as identified in National Standards for Sport Coaches which is put out by the National Association for Sport and Physical Education, I have chosen certain Domains through the assignments which are designed to reinforce and apply what was taught in the textbook. The complete book of Domains and Standards can be ordered through the American Alliance for Health, Physical Education and Recreation web site at: www.aahperd.org/naspe

Student Learning Outcomes

1. Students will have a good knowledge base of knowledge of all of the Domains and Standards for coaches as evidenced by scoring at least 80% on the ASEP written exam.
2. Students will be able to analyze and remediate a fundamental skill as evidenced by successful completion of the Analyzing Free Throws assignment. (Domain 6-Standard 27)
3. Students will be able to understand the thought processes of their athletes as they successfully complete the Questioning Strategies assignment. (Domain 4-Standard 28)
4. Students will be able to demonstrate an ability to prioritize and evaluate tactical skills as evidenced by successful completion of the Evaluation of Offensive and Defensive Tactical Skills assignment. (Domain 6-Standard 28)
5. Students will be able to show an ability to assess and organize their available resources as evidenced by the successful completion of the Evaluate Team Situation assignment. (Domain 7)
6. Students will be able to plan organized practices as evidenced by successful completion of the Design 2 Practice Plans assignment. (Domain 5)

7. Students will be able to demonstrate that they can organize effective informational meetings as evidenced by successful completion of the Letter and Agenda assignment. (Domain 7-Standard 31)
8. Students will be able to choose or develop an effective tool for collecting and organizing information about opponents as indicated by successful completion of One Scouting Tool assignment. (Domain 6-Standard 29)
9. Students will be able to organize and conduct an interview for the purpose of learning from others in their profession as indicated by successful completion of the Interview assignment. (Domain 1, Standard 1)
10. Students will be able to identify elements of a practice session that enhance the learning process through the Practice Observation assignment. (Domain 5)
11. Students will be able to articulate an athlete-centered coaching philosophy as evidenced by the final Philosophy paper. (Domain 1, Standard 1)

Schedule of Topics and Assignments

Assignments should be completed in the order that they appear in the syllabus above and as they are listed in the Moodle system.

Evidence of Learning

Number of the Learning outcome	What assignments will be used to ensure that students have the opportunity to learn this? (Instructor may list number of the assignment)	How will you assess how well your students learned this?
1	Comprehensive exam	ASEP requires a minimum of 80%
2	Free Throws	Students will show that they can both understand and apply the concepts as outlined in the textbook.
3	Questioning Strategies	Students will apply the strategies that they learned with their players and report the process.
4	Rating Forms	Students will show that they can choose and utilize appropriate forms which match their goals.
5	Evaluate Team Situation	Students will use categories from the textbook to evaluate their current situation.
6	2 Practice Plans	Students will show that they can apply the principles that they have learned and utilize the suggested format.
7	Letter and Agenda	Students will produce a sample letter and an agenda that can be used for a meeting with parents.
8	Scouting Tool	Students will choose an appropriate scouting tool and then utilize it in scouting an opponent.
9	Coach Interview	Students will identify and interview a fellow basketball

		coach. They will identify ahead of time what they hope to accomplish through the interview.
10	Practice Observation	Students will observe a practice conducted by another coach. They should be able to identify teaching practices that will enhance both the learning and communication elements.
11	Coaching Philosophy	Students will be able to articulate and effective philosophy which effectively applies a balance of the three main coaching objectives as identified by ASEP.

Grading Policies and Rubrics

260 total points possible

A = 234-260

B = 208-233

Credit = 208-260, No Credit = below 208

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics below).
- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
- All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Assignments

1. Examination	80 points
2. Free Throw	10 points
3. Questioning Strategies	10 points
4. Rating Forms	20 points
5. Team Situation	10 points
6. 2 Practice Plans	40 points
7. Letter and Agenda	10 points
8. Scouting Tool	20 points
9. Interview	20 points
10. Practice Observation	15 points
11. Coaching Philosophy	25 points

Total	260 points
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Rubric for Evaluating Assignments

	1 Significantly below standard	2 Approaches but does not meet standard	3 Meets standard	4 Exceeds standard
ASEP comprehensive written exam	Student scores below 60%	Student scores 60-79%	Student scores 80-89%	Students scores above 90%
Analyzing free throws	<u>0-5 points</u> Assignment is missing or more than two major elements are either missing or are misapplied.	<u>6-7 points</u> One or two of the key points or elements is either missing or misapplied or drills are missing.	<u>8-9 points</u> All major elements of the assignment are covered but one or two minor elements are either missing or misapplied.	<u>10 points</u> Student accurately applies each of the key points, identifies application of the 3 elements and applies appropriate drills and/or procedures.
Questioning strategies	<u>0-5 points</u> Assignment is missing, only one player is questioned or the questioning does not indicate understanding of the purposes of the questioning.	<u>6-7 points</u> 2 different players are questioned but the questioning does not emphasize the thought processes of the players.	<u>8-9 points</u> 2 different players are questioned but the questions are not quite focused on the key strategy for that situation.	<u>10 points</u> Correct application of the questioning strategies is used for two players and appropriate questions are used for the situation.
Rating Forms	<u>0-11 points</u> Assignment is missing, or an element of either the offense or defense is missing, or the assessment is not addressed.	<u>12-15 points</u> Assignment is completed but the tool does not assess important elements or elements of the assessment questions are not	<u>16-17 points</u> Assignment is completed but the tool is a bit weak in assessing key elements. Assessment questions were a	<u>18-20 points</u> An appropriate tool is designed for both offense and defense and was utilized with players. Assessment questions were

		addressed.	bit brief or incomplete.	answered in a thoughtful manner.
Evaluate Team Situation	<u>0-5 points</u> Assignment is missing or major categories are missing and/or answers are missing.	<u>6-7 points</u> Two or three categories are missing or answers are missing or are not adequately addressed.	<u>8-9 points</u> One category is missing or answers are a bit brief.	<u>10 points</u> Each category is evaluated and the questions are answered completely.
2 Practice Plans	<u>0-23 points</u> Assignment is missing, or major portions of the plans are missing, or only one plan is presented.	<u>24-31 points</u> 2 complete plans but three or more of the elements are weak. Does not indicate an understanding of the Games Approach or it is missing.	<u>32-35 points</u> 2 complete practice plans but a couple of the elements are a bit weak. Does indicate an understanding of the Games Approach.	<u>36-40 points</u> 2 practice plans are complete and include all required elements as outlined in the textbook. Includes an element of the Games Approach.
Letter and Agenda	<u>0-5 points</u> Assignment is missing or the letter or agenda is missing, and/or major elements are missing, and/or significant errors.	<u>6-7 points</u> Both letter and agenda are included but major elements from one or the other are missing. More significant errors are made.	<u>8-9 points</u> Both letter and agenda are included but are missing minor elements from the guideline. Minor typing or proofreading errors.	<u>10 points</u> Both letter and agenda are included and contain all key elements from the guideline. Both are virtually free of errors.

Scouting Tool	<u>0-11 points</u> Assignment is missing or scouting tools are not utilized correctly. No application of the data.	<u>12-15 points</u> Scouting tool is used but it is unclear that it has been used effectively. Data summary is either not there or is not applied.	<u>16-17 points</u> Scouting tool is chosen and used effectively but a bit weak in how the data is applied.	<u>18-20 points</u> One of the scouting tools is chosen and effectively used according to the guidelines. Data is applied appropriately.
Interview	<u>0-11 points</u> Assignment is missing or more than 1 element is missing and/or low quality of writing or application.	<u>12-15 points</u> 1 element is missing or there is clear indication of little preparation and/or application.	<u>16-17 points</u> All 4 elements are covered but there is not the depth of content and application.	<u>18-20 points</u> All 4 elements of the assignment are clearly covered in a way that shows growth through the process. Written work is proofread and is easy to follow.
Practice Observation	<u>0-9 points</u> Multiple sections missing and/or low quality of writing or application.	<u>10-11 points</u> 1 element is missing or there is indication of little preparation ahead of the observation or detailed description.	<u>12-13 points</u> All 6 elements are addressed but not much detail and or not effective proofreading.	<u>14-15 points</u> All 6 elements of the assignment are clearly covered in a way that shows understanding of the concepts. Written work is clear and easy to understand.
Coaching Philosophy	<u>0-16 points</u> Objectives not adequately addressed. Descriptions and applications are unclear. Poor quality of writing.	<u>17-19 points</u> Not all of the 3 major objectives are adequately addressed. Descriptions and applications are less clear. Proofreading errors are more common.	<u>20-22 points</u> The 3 ASEP objectives are all included but the clarity of the descriptions and applications are not all clear. Minor proofreading errors.	<u>23-25 points</u> The 3 ASEP objectives are clearly described and applied appropriately. The quality of writing is high and is free of errors.

Grading Options

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit grade form when coursework has been completed. (A link to the online grading system will be provided by the instructor.)

Instructor/Student Contact

As your instructor, I will be available to answer any questions you might have as you work your way through the course. Plan to use the email address as the first point of contact but we can also use the phone as a follow up if a more extensive conversation is necessary. At the least, I ask you to email me upon receiving my first email so I can be sure that you received the attachments, contact me when you have completed the self-study and have taken the ASEP exam, and either just before or just after completion of the Lesson Plans. Please make note that I might not be as quick with responses during the summer months or school vacations but I will be committed to checking my email at least twice per week, even when I am traveling in more remote areas.

References/ Resources

I would recommend that you familiarize yourself with the resources available at the American Sport Education Program web site: www.asep.com

There are also many books written by basketball coaches that can help you get deeper into the philosophy of coaches.

A very good book on coaching girls and women is Catch Them Doing Good by Tony DiCicco and Colleen Hacker. Although it is written about coaching soccer, the principles certainly apply to other sports as well.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.

