

**YORK UNIVERSITY  
FACULTY OF HEALTH  
SCHOOL OF KINESIOLOGY AND HEALTH SCIENCE**

**Course:** Women's Basketball (HH/PKIN 0303  
Section A)  
**Term:** Fall 2023

**Course Webpage:** eClass  
**Prerequisite / Co-requisite:** none

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**Course Instructor**

Larkin Lamarche (they/them)  
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Office: Stong College 332  
Office hour: Just email me to set something up!

**Time and Location**

Tuesdays and Thursdays 1:30-2:30PM (ET), TAIT McKenzie Centre Main Gym

**Territorial and Land Acknowledgement**

In this course, we will learn about basketball. How does this connect to the land? Think of the material needed to build basketball courts, the space needed for these facilities from the Rogers Centre to the hoops at a local park to my own driveway. These spaces are possible because of the land and agreements made with Original Peoples, and so, I have included a territory and land acknowledge. The picture of my childhood driveway basketball hoop used for the eClass page is near the Onondaga Escarpment (in what settlers call Port Colborne, Ontario). The Onondaga Nation (People of the Hills) is one of six nations that make up the Haudenosaunee, or People of the Longhouse. The Onondaga is considered the capital of the Haudenosaunee and remains the meeting place for the Grand Council of Chiefs. Five other nations make up the Six Nations – Mohawk, Oneida, Cayuga, Seneca, and the Tuscarora (who joined in the early 1700's).

*As a white settler scholar with Irish, Scottish, Welsh, and French-Canadian heritage, I recognize and acknowledge the colonial violence that takes place (both past and present) on which the lands I live, and are assumed to be owned property. This violence (with associated colonial oppressive structures) is responsible for transgenerational trauma. I live in an area called by the Neutral Peoples, Attiwandaronia, and what is also called the bay Macassa ("beautiful waters": Hamilton area). I work at York University. As an institution, we recognize that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, Métis and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region. This territory and land acknowledgement does not come without action for truth and (re)conciliation (see the [Calls to Actions](#) from the Truth and Reconciliation Commission of Canada). Learn more about the significance of territory and land acknowledgements [here](#) and in this video [here](#).*

**Course Description**

PKIN 0303 is designed to offer an introduction to the fundamental individual and team skills of basketball as well as an introduction to coaching basketball. Students are exposed to the fundamental basketball skills and are expected to perform these basketball skills with a level of skill and proficiency. Students will be able to describe the important teaching points related to specific basketball skills and describe the common basketball terms. Students will apply the skills in scrimmage situations.

## Organization of the Course

This course will consist primarily of on court activity sessions. The course involves two weekly 1-hour sessions taught by the course instructor.

## Learning Outcomes

By the end of this course, you will be able to:

1. Identify and define key terminology and rules in basketball
2. Demonstrate knowledge of basic individual basketball skills and team play strategies
3. Demonstrate practical and theoretical aspects of teaching a basketball skill
4. Apply knowledge to game-like scenarios and scrimmages
5. Critically reflect on your growth over the term

## Course Text / Readings

There is no assigned textbook or readings in the course.

## Evaluation

The final grade on the course will be based on the following weighted items as indicated below:

- **Activity engagement** – 80%, based on engaged participation across sessions. See eClass for grading rubric and characteristics of “engagement” (i.e., attendance, collegiality, engaged participation). See course schedule for brief description of sessions and learning objectives so that you are prepared for the session’s content. Note that a progress engagement grade will be posted on eClass by October 24 as a way to provide feedback at the half-way mark (this equals half of the engagement grade, i.e., 40%).
- **Skill showcase (baseline)** – 10%, articulation of your current skill, a chosen skill and goal for term; due in physical form by the start of class on September 14. See eClass for Skill focus & showcase assignment information (Part 1) and worksheet posted under September 12 & 14: Skill sampler.
- **Skill showcase (follow-up)** – 10%, showcase skill to peer, teach peer your chosen skill, and articulate your growth over term; due in physical form by the start of class on November 30. See eClass for Skill focus & showcase assignment information (Part 2) and worksheet posted under November 30: Skill peer-showcase.

## Course Schedule

### Content note:

This course has a physical activity component. I recognize that these spaces are not always positive. For me, physical activity spaces, and basketball in particular, can be anxiety provoking. I will do my best at fostering an inclusive teaching and learning environment that encourages you to balance meaningful engagement in course material with the self-care that feels best for you. My goal is NOT to make you into a basketball superstar – grades are not based on skill. My goal is to encourage you to move around a basketball court and get you to think about your own growth and engagement so you end up finding satisfaction in your movement experience in the course. York University has supports for students for mental health! [Check out this landing page for a variety of resources.](#)

### SEPTEMBER 7: NO CLASS

No court time today, instead, orient yourself to eClass and review the course outline and assignment information files. Ensure you have signed-up for a Student Recreation Membership (FREE!) in order to access Tait McKenzie Centre for this course.

### SEPTEMBER 12 & 14: SKILLS SAMPLER

This week will be used to meet each other, get a taste of the skills we will learn, and choose a skill to

focus on for your skill showcase assignment. Check out the Skill focus & showcase assignment information on eClass under the Welcome & key information section (your answers to the reflection questions are due by the start of class on September 14!).

### **SEPTEMBER 19 & 21: FOOTWORK AND BALL HANDLING**

This week we will go through several movement-based activities to learn the foundations of footwork such as body balance and control, pivots, change of direction and pace. We will also start to do some ball handling movements.

By the end of this week, you will be able to:

1. Identify the different footwork patterns used in basketball
2. Perform the different footwork patterns used in basketball
3. Demonstrate understanding of the strategical effectiveness of footwork patterns used in basketball
4. Perform ball handling movements on the spot and while moving

### **SEPTEMBER 26 & 28: PASSING**

This week will be all about passing – the different ways we get the basketball from one player to another. We will try out the chest pass, bounce pass, baseball pass, behind-the-back pass and push pass. We will also learn about fakes and footwork to facilitate passing effectively under pressure.

By the end of this week, you will be able to:

1. Identify the different types of passes used in basketball
2. Perform the different types of passes used in basketball
3. Demonstrate understanding for the strategical effectiveness of the different types of passes used in basketball
4. Perform fakes used in basketball
5. Demonstrate understanding of the strategical effectiveness of fakes and footwork used in basketball

### **OCTOBER 3 & 5: DRIBBLING**

This week will be all about dribbling. We will try out dribbling on the spot, while moving around the court, and when there is pressure.

By the end of this week, you will be able to:

1. Identify the different types of dribbling used in basketball
2. Perform the different types of dribbling used in basketball
3. Demonstrate understanding of the strategical effectiveness of the different types of dribbling used in basketball

### **READING WEEK (OCTOBER 9-13)**

#### **OCTOBER 17 & 19: SHOOTING**

Swoosh or a bank-shot...this week is all about shooting! We will try out the different types of shots like a set shot, foul shot, and lay-up.

By the end of this week, you will be able to:

1. Identify the different types of shots used in basketball
2. Perform the different types of shots used in basketball
3. Demonstrate understanding of the strategical effectiveness of the different types of shots used in basketball

#### **OCTOBER 24 & 26: DEFENSIVE FOOTWORK**

D-FENSE! (clap, clap) This week is all about defense – how to use footwork to prevent the offense from

scoring. We will learn about footwork for on-the-ball, off-the-ball, and team defense.

By the end of this week, you will be able to:

1. Identify and perform the fundamentals of on-the-ball defense
2. Identify and perform the fundamentals of off-the-ball defense
3. Identify and perform the fundamentals of team defense
4. Demonstrate understanding of the strategical effectiveness of these fundamentals in the game

### **OCTOBER 31: REBOUNDING**

Box-out! This day will be about offensive and defensive rebounding.

By the end of this class, you will be able to:

1. Identify and perform the fundamentals of defensive rebounding
2. Identify and perform the fundamentals of offensive rebounding
3. Demonstrate understanding of the strategical effectiveness of these fundamentals in the game

### **NOVEMBER 2: FOCUSED SKILL PRACTICE**

Today will be used to dedicate some substantial time to your skill of choice. We will also try to teach someone else our skill and perhaps share some tips with each other. Want my help specifically? Today is the day!

### **NOVEMBER 7 & 9: TWO-PERSON PLAY**

This week will start to put things together in two-person play. You will be given the opportunity to learn specific strategies such as give-and-go, back-door, and pick and roll, as well as defensive footwork to defend such strategies.

By the end of this week, you will be able to:

1. Identify and perform some 2-on-2 offensive strategies
2. Identify and perform some 2-on-2 defensive strategies
3. Demonstrate understanding of the strategical effectiveness of these strategies in the game

### **NOVEMBER 14 & 16: THREE-PERSON PLAY**

Add in another pair and we have 3-person play. This week will expand the strategies to 3-on-3 play.

By the end of this week, you will be able to:

1. Identify and perform some 3-on-3 offensive strategies
2. Identify and perform some 3-on-3 defensive strategies
3. Demonstrate understanding of the strategical effectiveness of these strategies in the game

### **NOVEMBER 21 & 23: FIVE-PERSON PLAY**

This week will take us through the half-court positioning of 5-on-5 play for offence and defense.

By the end of this week, you will be able to:

1. Identify the positioning of players for 5-on-5 play
2. Perform positioning (in all spots) for 5-on-5 play
3. Apply concept from 1-on-1, 2-on-2, and 3-on-3 play in a 5-on-5 setting
4. Demonstrate understanding of the strategical effectiveness of positioning and space in 5-on-5 play

### **NOVEMBER 28: TRANSITION, PRESSING, SOME SET PLAYS**

How do we get from one end of the court to the other for defence and offence positioning? Today we put everything together. We will also cover some set plays for in-bounding the ball and end with a game of basketball!

By the end of this week, you will be able to:

1. Identify the fundamentals of positioning in defensive and offensive transitioning
2. Perform the fundamentals of positioning in defensive and offensive transitioning
3. Identify fundamentals in the full-court press in offensive and defensive transitioning
4. Demonstrate understanding of the strategical effectiveness of these fundamentals in transitioning
5. Perform some in-bounding set plays

### **NOVEMBER 30: SKILL PEER SHOWCASE**

This time is all about showcasing your chosen skill to a peer. Remember it's not about how good you can perform the skill, it's more about thinking through how this whole process went for you over the term. Your answers to the reflection questions (follow-up, Part 2) are due to me by the start of today. See the skill focus & assignment information on eClass under the Welcome & key information section.

### **DECEMBER 5: NO COURT TIME**

Rest is important. Today we rest.

## **Grading, Attendance & Preparedness, Assignment Submission, Late Work**

### **GRADING**

Practicum courses are graded using a scale of A, B, C, F or Pass/Fail. You may choose to exercise the **Pass/Fail option** for their final grade. It is your responsibility to notify me that they wish to exercise the Pass/Fail option within the first 2 weeks of the course. To exercise the Pass/Fail option, please download the Pass/Fail Form from eClass under the Welcome & key information section, complete it, and email it to me.

### **ATTENDANCE & PREPAREDNESS**

It is expected, and part of your engagement grade, that you arrive to the gym on-time, dressed for movement (i.e., wearing the clothing and footwear that allows you to be comfortable, confident, and to move freely and safely in the gym). Learning outcomes are posted week-by-week to help get you ready for the course content. Note there are women's washrooms (same floor as main gym) and an all-genders washroom (near the fieldhouse). There is also a water fountain just outside the main gym. You can keep your belongings in the main gym on the bleachers/benches. The signage for the gym and washrooms is fairly good along the ceiling of the hallways. You will swipe need to swipe York ID and enter through the turn-stalls. Be sure to have signed up for a (free) Student Recreation Membership. Staff are also very happy to help you.

Your attendance is recorded and is considered part of your engagement grade. As per the [practicum guidelines](#) set out by the School of Kinesiology and Health Science, students must attend and actively participate in a minimum of 80% of the classes in this course (i.e., 2 absences allowed in this course). Please connect with me if meeting this requirement is not possible for any reason so that, together, we can develop an accommodation plan.

### **ASSIGNMENT SUBMISSION**

The focused skill and showcase assignment are submitted as described under the heading "Evaluation" of this outline, and within the full description for the assignment on eClass.

### **LATE WORK**

If you do not submit your reflection questions for the skill showcase assignment (baseline, follow-up) by the deadline, a grade of zero will be given. If you know you will be absent and cannot hand it in by the deadline, email me **before** the deadline so I can arrange a mode of submission without a late penalty deduction. If no communication occurred prior to the deadline, you can still hand-in your assignment, but a 5% deduction will be applied. For any student enrolling late into the course, please connect with me as soon as possible to make submission arrangements for the skill showcase assignment (Part 1).

## **IMPORTANT COURSE INFORMATION FOR STUDENTS**

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy [webpage](#):

- One-page, important course information for students found [here](#).
- [Senate Policy on Academic Honesty](#) and the Academic Integrity Website
  - SPARK's [Academic Integrity module](#)
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

## **COVID-19 INFORMATION**

Effective June 28, 2022, York University has paused its mask mandate. While no masks are required to be worn, it is strongly encouraged that masks are worn to prevent the spread of COVID-19. Check out the [Better Together](#) website for the most updated information. As part of York's Community of Care Commitment, I will remind you of a few health and safety protocols including:

- ✓ Not attending in-person activities at any of York University's campuses/locations when you are feeling unwell
- ✓ Engaging in good hand hygiene