

**SPORT SCIENCE & MANAGEMENT  
SS5104 BASKETBALL**

<b>Academic Year</b>	2024-25	<b>Semester</b>	1
<b>Course Coordinator</b>			
<b>Course Code</b>	SS5104		
<b>Course Title</b>	Basketball		
<b>Pre-requisites</b>	-		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	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 basic fundamental skills, rule/terminology, officiating, team offence/defence, and situational strategies.

**Intended Learning Outcomes (ILO)**

By the end of this 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. apply the rules of the game during lessons 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: Rebounding – defensive and offensive
  - a. Individual defensive and offensive moves
  - b. Basic team defensive and offensive concepts/strategies
3. Officiating
  - a. Rules, terminology and officiating patterns

## NTU Competencies & Graduate Attributes

### NTU Competencies

Character	√
Competence	√
Cognitive agility	√

### NTU Graduate Attributes

Graduate Attributes	Level (i.e., basic, intermediate, advanced)
1. Adaptability	Intermediate
2. Building Inclusivity	Basic
3. Collaboration	Advanced
4. Decision Making	Basic
5. Critical Thinking	Basic

## Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Weighting	Team/ Individual	Assessment Rubrics
1. Practical Assessment	1, 2, 3	60%	Individual	Appendix 1 (Skills), Appendix 2 (Gameplay)
2. Theory Assessment	3	30%	Individual	Quiz
3. Participation	1, 2, 3	10%	Individual	Appendix 3
Total		100%		

## Formative Feedback

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

In every practical session, everyone will be rotated to apply your rules knowledge by officiating the games at the end of each session. Verbal feedback is to be given while you are officiating. Discussion and debriefing will be given after the games.

Throughout the course, you will have the 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"><li>- Give hands-on experiential learning to support key strategies provided in class.</li><li>- Provide tasks for you to utilise what you recently learned to apply</li></ul>

	<p>in various game situations.</p> <ul style="list-style-type: none"> <li>- Give space and time for small group activities and discussions to allow you to assimilate the content and for sharing learning.</li> </ul> <p>Provide verbal feedback on your techniques to enhance your learning.</p>
Lectures	Lectures will provide you with key learning concepts and theories 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 of the rules covered in lectures and practical sessions.

### **Reading and References**

#### NIE Research and Publications

1. Koh, K. T. & Wang, C. K. J. (2020). Basketball: A Guide for Physical Education Teachers and Coaches. World Scientific; Singapore. ISBN: 978-981-121-934-4

#### Other Readings and References

Nil

### **Course Policies and Student Responsibilities**

#### (1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes – lecture and laboratory – punctually, submit all scheduled assignments and take tests by due dates. You are not allowed to swap laboratory groups without express permission from the course coordinator. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions they 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 strongly encouraged to wear proper sports shoes (preferably court shoes instead of running shoes that support your ankle and multi-direction change). No sandals or general going-out shoes are allowed. Wear comfortable sports apparel for lessons. Please remove jewellery such as necklaces, earrings, rings, etc. and trim your nails. Bring a set of dry clothes to change into after the class. Bring along a water bottle for hydration purposes.

#### 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 recognise 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 [NTU Student Academic Integrity Policy and Procedures link](#) in the Student Portal for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Special note: Generative AI tools will be allowed to the extent stipulated for each assignment in the assignment instructions, and any such use must be duly referenced or disclosed.

#### Course Instructors

Instructor	Office Location	Phone	Email
TBA			

#### Planned Weekly Schedule

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


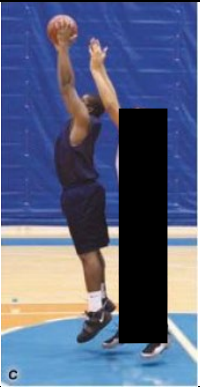
3	<ul style="list-style-type: none"> <li>• Watch the experts play the sport (SUNIG or POL-ITE competition/video)</li> <li>• Shooting – Jump shot</li> <li>• Individual defensive</li> <li>• Rebound &amp; Fast break</li> </ul>	1, 2	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Skill practice</li> </ul>
4	<ul style="list-style-type: none"> <li>• Defensive &amp; Offensive skills (2 V 2, 3 V 3)</li> <li>• Give &amp; Go</li> <li>• Offensive skills (4 V 4)</li> <li>• Offensive skills (3 on 2, 2 on 1)</li> </ul>	1, 2	<ul style="list-style-type: none"> <li>• Skill practice</li> </ul>
5	<ul style="list-style-type: none"> <li>• Offensive skills (5 V 5)</li> <li>• Pick and Roll (2 V 2)</li> <li>• Setting screen (3 on 3, 4 on 4)</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>• Skill practice</li> </ul>
6	<ul style="list-style-type: none"> <li>• Officiating (video)</li> <li>• 3 V 3 Competition (FIBA33)</li> </ul> <p>Students are expected to organise and administer the competition</p> <ul style="list-style-type: none"> <li>• Team offensive strategy: man-to-man</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Gameplay</li> </ul>
7	<ul style="list-style-type: none"> <li>• Team defensive strategy: help man-to-man</li> <li>• Man to Man Competition (5 V 5)</li> <li>• Officiating</li> </ul> <p>Students are expected to organise and administer the competition</p> <ul style="list-style-type: none"> <li>• Man to Man Competition (5 V 5)</li> <li>• Officiating</li> </ul> <p>Students are expected to organise and administer the competition</p>	1, 2, 3	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Gameplay</li> </ul>
Recess Week			
8	<ul style="list-style-type: none"> <li>• Team defensive strategy: 2-1-2 zone defence</li> <li>• Officiating</li> <li>• Team offensive strategy: against 2-1-2 zone defence</li> <li>• Officiating</li> <li>• Competition (2-1-2 Zone defence/offence)</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Gameplay</li> </ul>
9	<ul style="list-style-type: none"> <li>• Team defensive strategy: 2-1-2 zone defence</li> <li>• Officiating</li> <li>• Team defensive strategy: 1-2-2 zone defence</li> <li>• Officiating</li> <li>• Team offensive strategy: against 1-2-2 zone defence</li> <li>• Officiating</li> <li>• Competition (1-2-2 zone)</li> <li>• Officiating</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Gameplay</li> </ul>
10	<ul style="list-style-type: none"> <li>• Recap on defensive strategy (2-1-2 &amp; 1-2-2)</li> <li>• Recap on offensive strategy (against 2-1-2 &amp; 1-2-2)</li> <li>• Officiate and administer competition</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Gameplay</li> </ul>

11	Practical Assessment (Skills)	1	
12	Practical Assessment (Gameplay)	2	
13	Theory Assessment	3	

## Appendix 1: Practical (Skills) Assessment (30%)

Individually, you will be assessed on demonstrating 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 the player in black attire)




	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Wide base</li> <li><input type="checkbox"/> Hands up</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Go for ball and catch it with two hands</li> <li><input type="checkbox"/> Protect ball in front of forehead</li> <li><input type="checkbox"/> Land in balance</li> </ul>

### 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. The score obtained will be converted to 10% of the total mark.

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

One-handed set shot

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



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. The score obtained will be converted to 10% of the total mark.

Points	3	2	1	0
Skill performance	Student performs all 14 descriptors.	Student performs 8-13 descriptors.	Student performs 1-7 descriptors.	Student performs none of the descriptors.
Whether ball enters basket or not	N.A.	Ball enters the basket	N.A.	Ball did not enter the basket.



## Lay-up<sup>1</sup>

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

### 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. The score obtained will be converted to 10% of the total mark.

Points	3	2	1	0
Skill performance	Student performs all 8 descriptors.	Student performs 5-7 descriptors.	Student performs 1-4 descriptors.	Student performs none of the descriptors.
Whether ball enters basket or not	N.A.	Ball enters the basket	N.A.	Ball did not enter the basket.

<sup>1</sup> [https://www.youtube.com/watch?reload=9&v=Zc\\_nD92Fu6k](https://www.youtube.com/watch?reload=9&v=Zc_nD92Fu6k)

## Appendix 2: Practical (Gameplay) Assessment (30%)

You will be assessed on the performance of the concept-related behaviours during gameplay. The concepts and their related behaviours 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)”. The score obtained will be converted to 30% of the total mark.

Concepts	Behaviours (adapted from Basketball learning outcomes; SDCD, 2016)	5 pts	4 pts	3 pts	2 pts	1 pts
Keeping possession of the ball	<ul style="list-style-type: none"> <li>Pass the ball when guarded to a teammate who is free, dodge the defender and move into open space to receive the ball</li> <li>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</li> </ul>					
Using space to invade	<ul style="list-style-type: none"> <li>Receive the ball in a ready position to shoot, pass or dribble, and dribble when there is an open lane towards the basket</li> </ul>					
Creating space to invade	<ul style="list-style-type: none"> <li>Dodge the defender and move into open space to create options for teammate to shoot, pass or dribble</li> </ul>					
Attacking the goal	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>					
Regaining possession of the ball	<ul style="list-style-type: none"> <li>Intercept the pass when it is within the defender’s reach</li> <li>Rebound the ball after a shot</li> </ul>					
Delaying the invasion	<ul style="list-style-type: none"> <li>Guard the attacker to prevent the attacker from dribbling towards the basket</li> </ul>					
Denying space to invade	<ul style="list-style-type: none"> <li>Guard the attacker to prevent the attacker from receiving the ball</li> </ul>					
Denying scoring opportunities	<ul style="list-style-type: none"> <li>Guard the attacker to prevent the attacker from shooting</li> </ul>					

Note:

- 5 pts – very effective (always)
- 4 pts – effective (usually)
- 3 pts – moderately effective (sometimes)
- 2 pts – ineffective (rarely)
- 1 pts – very ineffective (never)

**Appendix 3: Participation (10%)**

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