

# Course Syllabus

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## EDMA 255

### Coaching Basketball: Building a Culture of Competitiveness, Respect and Togetherness in Your Basketball Program

Drake University

**Instructor:** Jeff Ebling

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#### Course Description:

Learn about successful basketball coaching through a person-first/team-first perspective. The self-paced class will allow you to reflect on your coaching practices and challenge you to be the best leader for your basketball program through honing your leadership skills to better enable you to build your program through the development of a positive, winning team culture along with increasing your basketball IQ. Videos and readings embedded into the curriculum of this course will stretch your mind to reflect on current practices and best-practice leadership.

Coaching basketball is a class for all students who want to grow both as a coach and a leader. The unique set-up of this class will help current head coaches grow and aspiring head coaches develop a blue print for success both in games and in community relationships.

This course will be delivered online using the Blackboard Learning Management System and will be broken down into several components of study/analysis:

1. Text readings from:

Kuchar, Bill (2004). *Coaching High School Basketball: A Guide to Building a Championship Team*. McGraw-Hill Education. Print ISBN: 978-0071438766, Ebook ASIN: B000QCS9GY

Gordon, J. (2007). *The energy bus : 10 rules to fuel your life, work, and team with positive energy*. Hoboken, NJ: John Wiley & Sons. Print ISBN: 9780470100288, Ebook ISBN: 9780470117415

2. Various video elements
3. Reflection on your current practices

4. Activities and assignments that support you in applying and extending your new knowledge.
5. Two virtual meetings with your instructor – one at mid-term, one at end of course

### Learning Objectives:

As a result of participating in course reading, viewing, activities and assignments students will:

1. Reflect on and enhance their practices as the leader of their program.
2. Generate multiple ideas for offensive, defensive and special teams systems to direct their team to a championship level
3. Redesign the elements of their practices to make them more effective
4. Identify and apply methods to effectively find and utilize the energy agents in their community, school and basketball program
5. Analyze the parts of the game a coach can control and identify which parts they have to trust their players to handle.
6. Increase and enhance their level of effective communication and relationship building with their team, assistant coaches, parents, and other stakeholders in their program.

### Course Expectations:

Complete all course work. The assignments in this course have been intentionally designed to contribute to your knowledge, understanding and ability to lead a basketball program through strong relationships and strategy that is reflective and intelligent.

Turn in all assignments using Blackboard. During Module 4 and toward the end of Module 8, reach out to schedule your virtual meeting with your instructor. **Our goal is to have everything for this course completed two weeks before the end date of the course. This includes all of your assignments as well as the Final Instructor Meeting.**

ASK for help if you are unclear!

### Course Content and Activities:

**Module 1:** Establishing a coaching blueprint: What do you want your team to emphasize?

Activities/Assignments to be submitted for grading:

- |                               |    |
|-------------------------------|----|
| • Module 1 Reflection Journal | 5  |
| • Selecting a Coach Journal   | 10 |
| • Core Values Description     | 15 |
| • Leadership Philosophy Paper | 15 |

**Module 2:** Developing players: How to offer opportunities and collaborate with all stakeholders to make your players great

Activities/Assignments:

- Module 2 Reflection Journal 5
- Stakeholder and Resource List 10
- 12 Month Calendar 10
- Communication plan 20

**Module 3:** Practicing with a purpose: Establishing a plan to keep your team engaged during practice so they can succeed on game night

Activities/Assignment:

- Module 3 Reflection Journal 5
- Practice Plans 20
- “Put-In” list 15
- Motivational Quotes 10

**Module 4:** Where is your passion going to lie: How are you going to bring energy to your basketball program?

Activity/Assignment:

- Module 4 Reflection Journal 5
- Team Rules Revision 10
- Energy Vampire Identification and Management 15
- Passion paper 20
- Mid-Term Instructor Meeting 10

**Module 5:** There are TWO ends of the floor: building a defensive system that puts that energy to use.

Activities/Assignments:

- Module 5 Reflection Journal 5
- Buy-in Strategy 10
- Drill Identification 10
- Defensive Game Plan and Philosophy 20

**Module 6:** Putting some points on the board: Building an effective and efficient offensive system

Activities/Assignments:

- Module 6 Reflection Journal 5
- Personnel Analysis 15
- Offensive Game Plan and Philosophy 20

**Module 7:** Controlling what you can control: Special situations where a coach can impact the game.

Activities/Assignments:

- Module 7 Reflection Journal 5
- Special Situation Calendar 10
- Special Situation Plays Diagrams 15
- Scouting Report 20

**Module 8:** Communication is the key: putting it all together by learning to be an expert communicator through reflecting on all perspectives

Activities/Assignments:

- Module 8 Reflection Journal 5
- Team Rules Revisited 10
- Communication Tool Analysis 15
- Pre-Game Speech Video Critique 20
- Passion Paper Revisited 30
- Final Instructor Meeting 10

Evaluation Criteria:

Please review rubrics located in the Blackboard course related to each assignment to help guide your responses.

Be sure to:

- Respond with insight, clarity and precision (cite specific text/video examples)
- Respond in relevant illustrative detail (include specific, observable examples)
- Write competently at the graduate level (word-processed, proofread document, APA Format)

There will be 8 modules in this course worth a total of 425 points. Your final letter grade will be determined by the following percentages:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and lower

#### Accommodations Clause:

If you have a disability and will require academic accommodations in this course, please contact your instructor at the beginning of the course or prior to the first official day of class. Michelle Laughlin coordinates accommodations. Jean Hansen may assist as well. Their contact information is listed below:

Michelle Laughlin  
Director of Student Disability Services  
(515) 271-1835  
[michelle.laughlin@drake.edu](mailto:michelle.laughlin@drake.edu)

Jean Hansen  
School of Education  
Sr. Online Instructional Designer  
(515) 271-3906  
[jean.hansen@drake.edu](mailto:jean.hansen@drake.edu)

Again, please be sure to make arrangements for accommodations prior to the start or at the beginning of the course.

#### Statement of Plagiarism:

Academic dishonesty results in failure of this course. Consult the Drake Catalog (p. 26-28) for policies regarding plagiarism, academic dishonesty, and the severity of resulting consequences. Give credit where credit is due. Use the APA Publication manual to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. In other words, do not submit work for this course that you have done for other courses.