



**SPORT SCIENCE & MANAGEMENT
SS5105 VOLLEYBALL**

Academic Year	2019-20	Semester	1
Course Coordinator			
Course Code	SS5105		
Course Title	Volleyball		
Pre-requisites	Nil		
No of AUs	3		
Contact Hours	39		

Course Aims

Volleyball is one of the sport courses offered under the Sport Electives@SSM. This course aims to equip you with the knowledge and skills of Volleyball so that you are able to demonstrate the techniques of the game, and play the game.

Intended Learning Outcomes (ILO)

By the end of this course, you (as a student) would be able to:

1. Recall the rules of the game
2. Demonstrate the techniques of the game
3. Explain the concepts of the game
4. Demonstrate the skills of the game during gameplay
5. Employ the concepts of the game during gameplay
6. Apply the rules of the game during gameplay

Course Content

1. Rules of the game
2. Concepts of the game
3. Techniques and skills of the game

Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weight-ing	Team/ Individual	Assessment Rubrics
1. Theory Test	1 & 3	A1, C1	30%	Individual	N.A.
2. Technique Assessment	2	A1, A2	30%	Individual	Appendix 1
3. Gameplay Assessment	2, 4, 5 & 6	A1, C2, D2, E2	30%	Team	Appendix 2
4. Professional Qualities	1, 2, 3, 4, 5 & 6	D1, E1, E2	10%	Individual	Appendix 3
Total			100%		

Graduates of the SSM programme should show:

Competence	
A1: {Understanding}	process and interpret information, evidence and methodologies related to sport science or sport management
A2: {Self-discipline}	independently apply themselves to solve relevant problems
A3: {Modern Tool Usage}	use technology to communicate and provide feedback on sports activities, improve sports performance, monitor and increase physical activity, provide exercise prescription, solve problems for disadvantaged athletes/sportspeople, and commercialize and innovate sports products, events and services
Creativity	
B1: {Critical Thinking}	critically assess the applicability of sport science and sport management tools toward problems and in the workplace
B2: {Analytical Thinking}	critically analyse data from a multitude of sources
B3: {Interdisciplinary Thinking}	connect the subfields of sport science and sport management to tackle problems
B4: {Innovation}	be able to develop new applications or improve existing techniques
B5: {Entrepreneurship}	develop new ideas and plans for sport science, businesses and events
Communication	
C1: {Effective Communication}	present findings or ideas from sport science and sport management research logically and coherently at the appropriate level for the intended audience and in all forms of communication
C2: {Teamwork}	work in teams on projects that require sport science or sport management application, and communicate results via demonstration, verbally and in written form
Civic-Mindedness	

D1: {Professionalism}	act in a manner that respects the profession and meets the expectations of the sport science and sport management industry
D2: {Inclusiveness}	promote sport and physical activity in all individuals to bring people together and improve physical, social and psychological outcomes
Character	
E1: {Ethical behaviour}	act with integrity and in a socially responsible and ethical manner in line with societal and legal expectations in relation to collecting and analysing data of people and protecting personal data with appropriate computer security
E2: {Sportspersonship}	demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity

Formative Feedback

Instructor will provide verbal feedback to you on your techniques, skills and gameplay during the situational games and developmental focus tasks.

Instructor will respond to your queries during/after the presentations on rules and concepts of the game.

Learning and Teaching Approach

Approach	How does this approach support students in achieving the learning outcomes?
Presentation	Instructor will present and explain the rules and concepts of the game to you.
Situational games	You will participate in situational games that are designed to highlight a concept associated with the game. After each situational game, instructor will lead a Q&A session with you to elicit the concept.
Developmental focus tasks	You will participate in developmental focus tasks to practice the techniques and skills needed to enact the concept elicited in the situational games.

Reading and References

1. Elements of Volleyball, compiled by Dr. Moses Lim
2. FIVB Rules of the Games
3. Bob Miller (2005), The Volleyball Handbook, Human Kinetics (Additional reference)

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 and submit the scheduled assignment by the due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions missed. You are expected to participate in all discussions and class activities unless there is a valid medical reason not to do so.

As this is a sports-specific class, you are expected to be in relevant sports attire. Shorts, sports top/shirt and sports shoes are necessary for participation.

(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.

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 recognize 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 [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Collaboration is encouraged for your work in the class and laboratories because peer-to-peer learning helps you understand the subject better and working in a team trains you to better communicate with others. Working together and exchanging ideas and experiences will help improve the quality of your assessed presentation. It is important to credit others for their contribution to your work which promotes ethical practices and academic integrity.

Course Instructors

Instructor	Office Location	Phone	Email

Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	Introduction to volleyball Safe play Postures and movements Overhead/volley pass Game play – Inculcating Read	Introduction and brief Movement focus tasks Developmental focus tasks Situational games	2, 4, 5
2	Movements Review – Overhead/volley pass Underarm pass/dig Three touch play Game play	Movement focus tasks Developmental focus tasks Situational games	2,3, 4, 5
3	Movements Review: Overhead/volley pass Underarm pass/dig Passing with setter's role on 2 nd touch Service Three touch play Game play	Movement focus tasks Developmental focus tasks Situational games	1, 2, 3, 4, 5
4	Movements Review: Passing	Movement focus tasks	2, 4, 5, 6

	Service and Serve receive Spiking Game play	Developmental focus tasks Situation games	
5	Movements General review of techniques Spiking and tip Team attack system Understanding rotations Game play	Movement focus tasks Developmental focus tasks Situational games Peer learning Presentation	1 - 6
6	Movements Individual attack Block: single and multiple Game play	Movement focus tasks Developmental focus tasks Situational games	2 - 6
7	Movements Techniques review 6 v 6 formation Simple offence Game play	Movements Developmental focus tasks Situational games Game play	4 - 6
8	Movements Techniques review Simple defense Game play	Movements Developmental focus tasks Situational games Game play	4-6
9	Movements Techniques review Game play	Movements Developmental focus tasks Game play	2 4-6
10	Movements Techniques review Game play	Movements Development focus tasks Game play	2 4-6
11	Course conceptual Review Techniques review Game play: 6 v 6	Theory Quiz Developmental focus tasks Game play	1, 3 2, 4 - 6
12	Individual Technique Review Team practice Game play: 6 v 6	Individual Assessment Game play	2 2, 4, 5 & 6
13	Gameplay Review	Gameplay Assessment	2, 4, 5 & 6

Appendix 1: Technique assessment

As an individual, you will be assessed on the effective demonstration of individual techniques. The execution and its related behaviors are detailed in the table below, and the individual's performance is rated on a 5-point scale ranging from "very effective (always)" to "very ineffective (never)", with exception of Service, which is rated on a 10-point scale. The weighting for this individual assessment is 30%.

Techniques	General Principles and Consideration for Observation	Very effective (always)	Effective (usually)	Moderately effective (sometimes)	Ineffective (rarely)	Very ineffective (never)
Serve	<ul style="list-style-type: none"> - Player performs the same pre-serve routine, every time. - Player can consistently serve in play and desired zone. - Player demonstrates consistent and proper technique in serving. - Serve has good velocity and can potentially disrupt serve receive patterns. 					
Dig	<ul style="list-style-type: none"> - Body in low athletic stance, weight on balls of feet, knees bent - Called mine - Hands together - Ball went towards target - Control of ball - Pass had a purpose 					
Volley	<ul style="list-style-type: none"> - Body in athletic position, weight on balls of feet - Made triangle for hands - Called mine - Good follow through - Control of ball - Pass had a purpose 					
Spike	<ul style="list-style-type: none"> - Footwork is correct - Body weight is transferred correctly - Arm pull back is low - Contact with ball is high with an open hand 					

	- Ball is hit into the court					
Serve receive	<ul style="list-style-type: none"> - Body in athletic position, weight on balls of feet - Palms up, platform straight and extended in front of body - Knees are almost 90 degrees, hips are strong - Player is clearly ready to pass - Good follow through - Control of ball - Pass had a purpose 					

Appendix 2: Gameplay assessment

As a team, you will be assessed on the performance of the concept-related behaviors during gameplay. The concepts and its related behaviors are detailed in the table below, and the team's performance is rated on a 5-point scale ranging from "very effective (always)" to "very ineffective (never)". The weighting for this gameplay assessment is 30%.

Concepts	Behaviors	V e r y e f f e c t i v e (a l w a y s)	E f f e c t i v e (u s u a l l y)	M o d e r a t e l y e f f e c t i v e (s o m e t i m e s)	I n e f f e c t i v e (r a r e l y)	V e r y i n e f f e c t i v e (n e v e r)
Positioning	<ul style="list-style-type: none"> ● Ready for play and in the appropriate position. ● Anticipates where the ball is going and moves to the ball and is ready to make the next play. 					
Teamwork	<ul style="list-style-type: none"> ● Plays own position ● Sets it up for others to hit ● Encourages others 					
Sportsmanship	<ul style="list-style-type: none"> ● Plays by all rules ● Acknowledges good plays by opponents ● Encourages teammates to do their best 					

Skill Execution	<ul style="list-style-type: none"> • Uses and successfully executes proper techniques 					
Transitions	<ul style="list-style-type: none"> • Understands transitioning • Able to move from defense to offense • Understands court cover for transitioning 					
Game Knowledge	<ul style="list-style-type: none"> • Knows the rules • Can keep score • Knows when to use each skill 					
TOTAL						

Appendix 3: Professional qualities

As an individual, you will be assessed on the effective demonstration of appropriate qualities as befitting a student. The considerations are detailed in the table below, and the individual's performance is rated on a 2-point scale ranging from "Above Expectation" to "Below Expectation." The weighting for these considerations is 10%.

Qualities for consideration	Expectation		
	Above	Met	Below
Punctuality and regularity of attendance			
Appropriate attire and participation			
Adequate effort in participating in all activities with others			
Willingness to accept responsibility and learn			
Good sportsmanship			