

**SPORT SCIENCE & MANAGEMENT  
SS5105 VOLLEYBALL**

<b>Academic Year</b>	2024-25	<b>Semester</b>	1
<b>Course Coordinator</b>			
<b>Course Code</b>	SS5105		
<b>Course Title</b>	Volleyball		
<b>Pre-requisites</b>	-		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	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 can demonstrate the techniques of the game and play the game.

**Intended Learning Outcomes (ILO)**

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

1. demonstrate the techniques of the game.
2. explain the concepts of the game.
3. demonstrate the skills of the game during gameplay.
4. employ the concepts of the game during gameplay.
5. recall and apply the rules of the game during gameplay.

**Course Content**

The following topics will be covered:

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

## NTU Competencies & Graduate Attributes

### NTU Competencies

Character	√
Competence	√
Cognitive agility	√

### NTU Graduate Attributes

Graduate Attributes	Level (i.e., basic, intermediate, advanced)
1. Adaptability	Advanced
2. Communication	Intermediate
3. Decision Making	Basic
4. Learning Agility	Basic
5. Self Management	Intermediate

### Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Weighting	Team/ Individual	Assessment Rubrics
1. Practical Assessment	1,3,4 & 5	60%	Individual	Appendix 1 (Skill) Appendix 2 (Gameplay)
2. Theory Assessment	2 & 5	30%	Individual	(Quiz)
3. Participation	1 - 5	10%	Individual	Appendix 3
Total		100%		

### Formative Feedback

During the situational games and developmental focus tasks, the instructor will provide verbal feedback on your techniques, skills and gameplay.

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

### Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Presentation	The instructor will present and explain the rules and concepts of the game to you.
Situational Games	You will participate in situational games designed to highlight a concept associated with the game. After each situational game, the 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**

### NIE Research and Publications

Nil

### Other Readings and References

1. Elements of Volleyball, compiled by Dr Moses Lim (provided by the instructor)
2. FIVB Rules of the Games
3. Bob Miller (2005), The Volleyball Handbook, Human Kinetics ISBN 0-7360-5610-6

## **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	ILO	Readings/ Activities
1	<ul style="list-style-type: none"> <li>• Introduction to volleyball</li> <li>• Safe play</li> <li>• Postures and movements</li> <li>• Overhead/volley pass</li> <li>• Game play – Inculcating Read</li> </ul>	2, 4, 5	<ul style="list-style-type: none"> <li>• Introduction and brief</li> <li>• Movement focus tasks</li> <li>• Developmental focus tasks</li> </ul> Situational games
2	<ul style="list-style-type: none"> <li>• Movements</li> <li>• Review – Overhead/volley pass</li> <li>• Underarm pass/dig</li> <li>• Three touch play</li> <li>• Game play</li> </ul>	2,3, 4, 5	<ul style="list-style-type: none"> <li>• Movement focus tasks</li> <li>• Developmental focus tasks</li> <li>• Situational games</li> </ul>
3	<ul style="list-style-type: none"> <li>• Movements</li> <li>• Review: Overhead/volley pass</li> <li>• Underarm pass/dig</li> <li>• Passing with the setter's role on 2<sup>nd</sup> touch</li> <li>• Service</li> <li>• Three touch play</li> <li>• Game play</li> </ul>	2, 3, 4, 5	<ul style="list-style-type: none"> <li>• Movement focus tasks</li> <li>• Developmental focus tasks</li> </ul> Situational games

4	<ul style="list-style-type: none"> <li>• Movements</li> <li>• Review: Passing</li> <li>• Service and Serve receive</li> <li>• Spiking</li> <li>• Game play</li> </ul>	2-5	<ul style="list-style-type: none"> <li>• Movement focus tasks</li> <li>• Developmental focus tasks</li> </ul> Situation games
5	<ul style="list-style-type: none"> <li>• Movements</li> <li>• General review of techniques</li> <li>• Spiking and tip</li> <li>• Team attack system</li> <li>• Understanding rotations</li> <li>• Game play</li> </ul>	1 - 5	<ul style="list-style-type: none"> <li>• Movement focus tasks</li> <li>• Developmental focus tasks</li> <li>• Situational games</li> </ul> Peer learning Presentation
6	<ul style="list-style-type: none"> <li>• Movements</li> <li>• Individual attack</li> <li>• Block: single and multiple</li> <li>• Game play</li> </ul>	1-5	<ul style="list-style-type: none"> <li>• Movement focus tasks</li> <li>• Developmental focus tasks</li> <li>• Situational games</li> </ul>
7	<ul style="list-style-type: none"> <li>• Movements</li> <li>• Techniques review</li> <li>• 6 v 6 formation</li> <li>• Simple offence</li> <li>• Game play</li> </ul>	3-5	<ul style="list-style-type: none"> <li>• Movements</li> <li>• Developmental focus tasks</li> <li>• Situational games</li> </ul> Game play
Recess Week			
8	<ul style="list-style-type: none"> <li>• Movements</li> <li>• Techniques review</li> <li>• Simple defence</li> <li>• Game play</li> </ul>	3-5	<ul style="list-style-type: none"> <li>• Movements</li> <li>• Developmental focus tasks</li> <li>• Situational games</li> </ul> Game play
9	<ul style="list-style-type: none"> <li>• Movements</li> <li>• Techniques review</li> <li>• Game play</li> </ul>	1 3-5	<ul style="list-style-type: none"> <li>• Movements</li> <li>• Developmental focus tasks</li> </ul> Game play
10	<ul style="list-style-type: none"> <li>• Movements</li> <li>• Techniques review</li> <li>• Game play</li> </ul>	1 3-5	<ul style="list-style-type: none"> <li>• Movements</li> <li>• Development focus tasks</li> <li>• Game play</li> </ul> Game Conceptual Review
11	<ul style="list-style-type: none"> <li>• Theory Assessment</li> <li>• Techniques review</li> <li>• Game play: 6 v 6</li> </ul>	1-5	<ul style="list-style-type: none"> <li>• Developmental focus tasks</li> </ul> Game play
12	<ul style="list-style-type: none"> <li>• Skill Assessment</li> <li>• Team practice</li> <li>• Game play: 6 v 6</li> </ul>	1-5	<ul style="list-style-type: none"> <li>• Individual Assessment</li> </ul> Game play

13	Game Play Assessment	1-5	• Game Play

## Appendix 1: Skill Assessment (30%)

As an individual, you will be assessed on the effective demonstration of individual techniques. The execution and its related behaviours 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)", except for Service, which is rated on a 10-point scale.

Techniques	General Principles and Consideration for Observation	Very effective (always)	Effective (usually)	Moderately effective (sometimes)	Ineffective (rarely)	Very ineffective (never)
<b>Serve</b>		<b>10-9</b>	<b>8-7</b>	<b>6-5</b>	<b>4-3</b>	<b>2-0</b>
Serve	<ul style="list-style-type: none"> <li>- Player performs the same pre-serve routine every time.</li> <li>- Player can consistently serve in play and desired zone.</li> <li>- Player demonstrates consistent and proper technique in serving.</li> <li>- Serve has good velocity and can potentially disrupt serve receive patterns.</li> </ul>					
<b>Dig / Volley / Spike / Serve receive</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Dig	<ul style="list-style-type: none"> <li>- Body in a low athletic stance, weight on balls of feet, knees bent</li> <li>- Called mine</li> <li>- Hands together</li> <li>- Ball went towards the target</li> <li>- Control of the ball</li> <li>- Pass had a purpose</li> </ul>					
Volley	<ul style="list-style-type: none"> <li>- Body in an athletic position, weight on balls of feet</li> <li>- Made triangle for hands</li> <li>- Called mine</li> <li>- Good follow through</li> <li>- Control of the ball</li> <li>- Pass had a purpose</li> </ul>					
Spike	<ul style="list-style-type: none"> <li>- Footwork is correct</li> <li>- Body weight is transferred correctly</li> <li>- Arm pull back is low</li> <li>- Contact with the ball is high with an open hand</li> <li>- Ball is hit into the court</li> </ul>					
Serve receive	<ul style="list-style-type: none"> <li>- Body in an athletic position, weight on balls of feet</li> </ul>					

	<ul style="list-style-type: none"> <li>- Palms up, platform straight and extended in front of the body</li> <li>- Knees are almost 90 degrees, hips are strong</li> <li>- Player is clearly ready to pass</li> <li>- Good follow through</li> <li>- Control of the ball</li> <li>- Pass had a purpose</li> </ul>					
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## Appendix 2: Gameplay Assessment (30%)

As a team, 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 the team's performance is rated on a 5-point scale ranging from "very effective (always)" to "very ineffective (never)".

Concepts	Behaviours	Very effective (always)	Effective (usually)	Moderately effective (sometimes)	Ineffective (rarely)	Very ineffective (never)
Points		5	4	3	2	1
Positioning	<ul style="list-style-type: none"> <li>Ready for play and in the appropriate position.</li> <li>Anticipates where the ball is going, moves to the ball, and is ready to make the next play.</li> </ul>					
Teamwork	<ul style="list-style-type: none"> <li>Plays own position</li> <li>Sets it up for others to hit</li> <li>Encourages others</li> </ul>					
Sportsmanship	<ul style="list-style-type: none"> <li>Plays by all rules</li> <li>Acknowledges good plays by opponents</li> <li>Encourages teammates to do their best</li> </ul>					
Skill Execution	<ul style="list-style-type: none"> <li>Uses and successfully executes proper techniques</li> </ul>					
Transitions	<ul style="list-style-type: none"> <li>Understands transitioning</li> <li>Able to move from defence to offence</li> <li>Understands court cover for transitioning</li> </ul>					
Game Knowledge	<ul style="list-style-type: none"> <li>Knows the rules</li> <li>Can keep score</li> <li>Knows when to use each skill</li> </ul>					
TOTAL						

### Appendix 3: Participation (10%)

You will be assessed based on your individual level of participation. The weighting for this individual level of participation is 10%.

	10-8	7-6	5-3	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.