

George Mason University
College of Education and Human Development
Physical Activity for Lifetime Wellness

RECR 145 (001) Volleyball Introduction (1)
I Credit, Spring 2020
MW 1030-1145 am/RAC 1200-Fairfax Campus, Lynn Gym
1/21-3/14

Faculty

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Office location: Before and After class
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Prerequisites/Corequisites

None

University Catalog Course Description

Introduces students to fundamental knowledge and basic skills of volleyball.

Course Overview

Students will describe and show successful use of the various techniques of passing, serving, setting, spiking, blocking as well as strategy and techniques for different positions on the court. Each student will rotate through all the positions including setter.

An initial motor skill evaluation of passing, serving, and setting will be given the first day to determine the skill level of all students. A skill assessment will give at the end of the course to objectively measure improvement of skills. Those students who are already skilled at these tasks will be used for demonstration and will be separated appropriately during small and longer version of the games.

Participation is extremely important to the completion of in-class activity. All students will be expected to attend all class sessions, actively participate with good sportsmanship on the court and in class discussions, and complete written assignments. All assignments must be submitted at the beginning of class on the specified date due or **no credit will be given.**

Course Delivery Method

This is an activity class.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Set-up volleyball poles and net;
2. Serve the ball accurately inside the opponent's court either through underarm or overhand serve;
3. Perform the basic skills of bump pass, two-handed overhead pass, spike, and block during game situations;
4. Demonstrate the proper position and court coverage while playing;
5. Explain at least two strategies used in volleyball;
6. Distinguish appropriate strategies based on strength of teammates and opponents;
7. Use the rules of the game learned during class during game situation;
8. Referee a game using the basic functions and hand signals learned during class;

Professional Standards

NA

Required Texts

None. All reading, assignments, quizzes, information will be placed on Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy).

• Assignments and Examinations

- Skill Assessment – This will be done while students play on the court and during skill assessments.
- Written Final – An end of class test will cover technical and tactical knowledge, the rules of the game, and referee signals. Multiple choice, true and false, and short answer questions will be used. All quizzes and exams are on Blackboard.

• Other Requirements

- 5 points will be given each day with a deduction of 1 point for each five-minutes that a student is late. Please allow time to check in at the RAC desk to scan ID.
- Students must attend the entire class period and participate in the daily activities to receive full credit for the class. This includes setting up and taking down the net. The first day of class will count in the attendance / participation score. Please come prepared to participate.
- Students are required to participate with good sportsmanship, teamwork, and cooperation with instructor and classmates. Points will be deducted for each time a student's behavior must be corrected.
- Students will also learn to officiate games and have the opportunity to be a referee.

- Unexcused absences and late arrivals will significantly affect the grade. Emailing the instructor does not excuse a student from class or participation. A doctor's note is required to excuse students from injury or illness. The note must be presented to the instructor immediately after returning to class.
- There is no extra credit so it is important that students attend and participate daily.

Class Information

1. Students with injuries or pre-existing conditions that may affect performance must inform the instructor.
2. Most of the communication outside of class will be through GMU e-mail.

• **Course Performance Evaluation Weighting**

Attendance/Participation – 70 points

Skill Assessment – 30 points

Written Final - 40 points

• **Grading Policies**

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59
	B- = 80 – 83	C- = 70 – 73	

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

DAY	TOPIC	READINGS
1	Introduction to Volleyball; How to use/set up equipment; pre-assessment of basic skills.	
2	Basic Strategies of Volleyball; Forearm Pass and Setting; Games	
3	Different types of Serve techniques; Review Forearm Passing and Setting; Smaller version of the game.	Rules, court dimensions of court
4	Review different serves, passing and setting. Basic rules of the games. Games	Rules, skills information
5	Importance of Setting; Review Passing/Serving/Setting; Being a referee. Games	Referee signals, rules
6	Different types of Attacking; Review Passing/Serving/Setting/Attacking; Basics attacking. Games	

7	Defensive strategies; Review basic skills, rules of the game; Games	Libero, defensive strategies
8	Blocking and strategies; Review basic skills, more field play tactics; Games	
9	Team Transition; Review basic skills, more field play tactics; play best of three sets game. Rotation Techniques	
10	Review basic skills, more field play tactics; play best of five sets game. Individual Attention and Questions	
11	Review basic skills, more field play tactics; play best of five game; begin skill assessments. Individual Attention and Doubts Clearing Session:	
12	Review basic rules, skills, more field play tactics; play best of three sets; begin skill assessments; Individual Attention and Improvement sessions	Review skills, rules, being a referee
13	Review basic skills, more field play tactics; play best of three sets; begin on-field practical evaluation. Individual Attention and Improvement Module	
14	Final Written Evaluation	
15	Final Skill assessments, games	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

1. GMU Policies and Resources for students

Policies

- a. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- b. Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it

- regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu>).
 - e. Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

1. Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
2. **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing titleix@gmu.edu.
3. For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
4. For additional information on the College of Education and Human Development, please visit our website <http://cehd.gmu.edu/>.