

RLS* K101 Introduction to Recreation and Leisure Studies

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Office: C102

Office Hours: T,Th 1-2, MWF 10-11

Prerequisite: ENG*K101 eligibility

COURSE DESCRIPTION:

Surveys the organization and operation of recreational programs offered by community agencies, recreation service centers, industry, hospitals, camps and municipal and state recreation departments. Field experience to acquaint students with the nature and diversity of programs and services are included.

COURSE OUTCOMES:

After completing this course the student will be able to do the following:

1. Develop an awareness and understanding of the scope and significance of leisure in the patterns of behavior and culture across all elements of American Society.
2. Develop awareness and understanding of the roles of the leisure services professional.
3. Develop historical and philosophical perspectives of the leisure patterns.
4. Recognize and relate how leisure may be integrated into our lives as an essential part of our basic lifestyles.
5. Assess personal career paths in relationship to the recreation and leisure services profession.
6. Examine the philosophies of multiculturalism and diversity as they relate to service delivery in the recreation and leisure field.

7. Identify the different benefits associated with parks, recreation, and leisure.
8. Identify and explain how government and professional organizations affected the development of recreation and leisure in Canada and the United States.
9. Understand how philosophic reasoning can help solve ethical problems and dilemmas that they will encounter as leisure service professionals.
10. Understand the four ways or systems, in which recreation and leisure is delivered.
11. Understand how community-based recreation for the disabled came about.
12. Describe the philosophy of community-based recreation approaches.
13. Describe the overall role and characteristics of the nonprofit sector in society.
14. Explain the role of the professional in nonprofit organizations
15. Define types of commercial recreation.
16. Identify career opportunities in commercial recreation and tourism.
17. Define therapeutic recreation.
18. Identify the benefits of therapeutic recreation.

19. Analyze the history of therapeutic recreation for its impact on inclusion and contemporary therapeutic recreation services

20. Describe the history and current organization of campus recreation.
21. Explain the philosophical shifts in the role of recreation in corrections throughout history.
22. Describe the history and current conditions of employee recreation.
23. Describe the developmental characteristics for each life stage that are the most relevant to the design and delivery of leisure and recreation services.

24. Understand the foundation of recreational sport management.
25. Recognize wellness outcomes inherent in recreation activities.
26. Recognize the shift in the medical world from treatment to prevention.
27. Understand the social, economic, psychological, and cultural importance of outdoor recreation.

INSTRUCTIONAL MATERIALS:

Introduction to Recreation and Leisure, Human Kinetics, ed. Champaign, IL: Human Kinetics, 2006

NOTES ON THE COURSE AND ASSIGNMENTS:

1. All assignments are due on the date indicated in the course syllabus. Assignments turned in more than one week late will not receive any credit.
2. All papers and homework must be typewritten or work processed and double-spaced.
3. All papers must be prepared using 5th edition (APA) American Psychological Association writing style manual guidelines.

COURSE REQUIREMENTS AND ASSIGNMENTS:

1. Research Article Review: Paper

- a. The student will locate a professionally reviewed research article that pertains to this field of study, the recreation profession. Students are responsible for obtaining a printed version of the article. Students will prepare a six- to eight-page typed and double-spaced “reflection” paper of their review of the research presented in the journal article. The paper should include the following:

1. An APA style cover page.
2. A summary of the abstract using APA format.

3. An introduction of the topic presented by the author of the article.
4. A review of the literature or topic presented by the author of the article.
5. An outline of the research presented using the headers used in the research: methods, subjects (scope of the study)—the who, what, when, where and why.
6. Results or a summary of the data gathered or interviews conducted.
7. A discussion and conclusion(s) from the point of view of the research article author
8. A section reflecting on what you learned about the topic. In your opinion, what was profound or new? What recommendations do you have for future research?
9. A reference page citing the journal article reviewed.
10. Appendixes, tables, and figures presented in the article can be included in the body of your paper.

b. Presentation Requirements

Students will orally present the research from the refereed journal article to the class on a day assigned by the instructor. Dress professionally.

*Present the positions from the article to the class in a creative manner.

*Be sure to involve the total class in discussion and stimulate interest.

* The presentation must incorporate class learning.

*The depth of material presented from the research article must be sufficient to cover the topic.

* Plan a 10- to 12-minute presentation, including time for class discussion.

*Visual aids and handouts are required.

The purpose of the presentation is to educate and stimulate fellow students into thinking about how they react to attitudes and beliefs regarding

recreation, parks, and leisure, and related concerns; and how leisure influences people's lives when they review research.

2. Field experience

This requirement is fulfilled by assisting in planning and implementing a recreational activity.

3. Field experience review paper

Student will review their field experience and write a 2-3 page paper evaluating the experience.

4. Paper: My personal Leisure Philosophy

All students are affected by what happens in the field of recreation and leisure for as long as they live. For most of us, that could be well into our 80s or 90s.

Questions to answer in your paper

1. What is your earliest memory of leisure and recreation?
2. What was the impact of this first experience on your current leisure philosophy?
3. Summarize how leisure has changed or not changed since your childhood.
4. What is your definition of leisure?
5. Whom do you consider the person(s) who most influenced your perspective of leisure? Why?
6. What would you plan to do for leisure if you were required to retire right now, why?
7. How would your leisure lifestyle change if you could not continue to participate in your current favorite leisure activity?

5. Homework

Students will be provided a set of short-answer questions from each of the chapters of the text during the semester.

6. Mandatory Attendance Days

Students are required to attend research articles presentation days, guest speaker days.

7. Examinations: three exams

8. Class participation

Regular class attendance is expected. Students are responsible for preparing daily for class reading assignments; tests; and class work.

ACADEMIC MISCONDUCT

The instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity, and can request the temporary removal or exclusion from the classroom of any student engaged in conduct that violates the general rules and regulations of the institution. Extended or permanent exclusion from lecture or laboratory activities or further disciplinary action can only be effected through appropriate procedures of the institution.

Plagiarism, cheating on quizzes or tests, or any form of academic dishonesty is strictly prohibited. Students guilty of academic dishonesty directly or indirectly will receive a zero for the exercise, quiz or test and may receive an "F" grade for the course in addition to other possible disciplinary sanctions which may be imposed through the regular institutional procedures. Any student that believes that he or she has been erroneously accused may appeal the case through the appropriate institutional procedures if their grade was affected.

Make-Up Work

Any assignment can be obtained from the instructor. Unit tests can only be made up by special arrangement with the instructor. Make-up tests will be granted on an individual basis only following a conference with the instructor; where the reason(s) for missing the test must be determined mitigating circumstances beyond the control of the student such as, illness, death in the family, or change in condition of employment. If two tests are missing during the semester and/or if the final exam is missed the student will receive an "F" grade if he or she is failing other parts of the course or an "I" if the student is passing all other parts of the course.

REVISIONS TO THE SYLLABUS

Students are responsible for learning all of the objectives and all of the items in the course outline whether they are discussed in lecture,/and or lab or not. The instructor reserves the right to revise the objectives, topic outline, or academic schedule contained in this syllabus without notice. However, if the revisions affect scheduled unit tests a 48-hour notice will be given for the new test date.

CELLULAR PHONES AND/OR BEEPERS

Cellular phones and beepers are only allowed in class or lab if they are turned off or in silent mode. Under no circumstances are phones to be answered in class. When there are extenuating circumstances that require that a student be available by phone or beeper, that student must speak to the instructor prior to class, so that together they can arrive at an agreement.

SPECIAL NOTICE

If you have a visible or hidden disability which may require classroom, lab and/or test-taking modifications, please see me as soon as possible. If you have not registered with Chris Scarborough, learning specialist or a counselor in the Student Services Development Center, you must do so early in the semester.

CLASS CANCELATION

You will be notified via email in case of class cancelation.

SUMMARY OF EVALUATION CRITERIA

| Requirement | Points |
|--|----------|
| Paper: My Personal Leisure Philosophy | 50 |
| Homework/class work | 20 each |
| Recreation/Leisure experience | 20 |
| Recreation/Leisure experience paper | 50 |
| Exams | 100 each |
| Paper: Critical analysis of research paper | 75 |
| Presentation of research paper | 25 |
| Class participation | 10 |
| Mandatory attendance days | 20 |

| Date | Topic | Assignment |
|------|---|--|
| 1/19 | Introduction to course, overview | Leisure Philosophy paper/read ch.1/hw |
| 1/26 | chapter 1 class work | read ch.2,3/hw |
| 2/9 | chapter 2,3 class work | read ch. 4,5/hw |
| 2/16 | chapter 4,5 class work | assign research article/study exam/read ch.6 |
| 2/23 | exam/ chapter 6 class work | read ch. 7,8/hw |
| 3/1 | chapter 7, 8 class work | read ch. 9,10/ hw |
| 3/8 | chapter 9,10 class work | study exam/ read ch. 11 |
| 3/15 | exam/ chapter 11 class work | read ch. 12/hw |
| 3/29 | first draft of research article due/ class work | read ch. 13, 14/ hw |
| 4/5 | chapter 13,14 class work | read ch. 15, 16/hw |
| 4/12 | chapter 15, 16 class work/research article due | read ch. 17,18/hw |
| 4/19 | make up day/ oral presentations | |
| 4/26 | Oral presentations/field experience paper due | |
| 5/3 | Oral presentations | |
| 5/10 | exam | |