CALIFORNIA STATE UNIVERSITY, CHICO
College of Communication and Education
Department of Parks and Recreation Management
Recreation 200 Foundations of Leisure and Recreation
Section 01: Spring 2011 MW 12:00-2:00PM, Tehama 121

Susan Barnett  
susanLbarnett@yahoo.com
Office: Yolo 181  
Dept. Office: Yolo 173 EMAIL is PREFERRED method of contact – Subject Line should read “RECR 200;”
Office Number: 898-5211
Office Hours: T: 10AM-1PM; W: 8-9AM  
VISTA is used frequently throughout the semester – CHECK VISTA DAILY and before coming to class!

Course Description
First professional preparation course for majors and minors. Prerequisite to all upper-division required recreation courses. Sociology and social psychology of leisure. History of leisure in Western cultures. Philosophical foundations of leisure studies. Introduction to the principal journals and professional literature. Ethics and foundations of professional practice. Introduction to the principal professional organizations. Career and course of study planning.

Note. The primary goal of RECR 200 is to prepare majors and minors for more advanced courses in the fields of hospitality, recreation, leisure services, parks, and therapeutic recreation. CSU, Chico’s Department of Recreation and Parks Management is one of only three undergraduate programs in the United States that is fully-accredited by the National Recreation and Park Association (NRPA). As such, we accomplish many of the NRPA’s Council on Accreditation (COA) series 8 standards in RECR 200. These “COA” numbers are found throughout the syllabus and calendar.

Required Text
We will use the text for almost all of the reading in the class. However, if the text does not adequately cover a subject, we may include outside readings. These will generally consist of magazine articles housed on the campus library’s electronic reserve website. Other material may be accessed via VISTA or the web. Guest speakers may also distribute materials or their handouts may be placed on reserve.

Required Materials
• Scantrons – Fourteen #815-E quiz strips and two #886-E mini-essay forms.
• A computer lab pass is recommended but not required for this class.

Course Objectives
Students completing this course should:
• Gain an overview of the shared knowledge, competencies and values of the professions of parks, recreation, leisure services, and hospitality.
• Understand the personal, social, environmental, and economic context in which professionals operate.
• Develop or improve professional competencies as identified by national and state professional organizations.
• Identify an educational course of study and career path for professional success and begin (or further) the academic advising process to support those efforts.
• Develop professional writing skills and use of writing resources.
Course Questions

You can think of this course as helping you answer the following questions:

✓ As recreation professionals, what do we share?
  (Professionals in recreation, hospitality, tourism, parks and natural resources, and therapeutic recreation share professional roots, philosophical foundations, core values, and attitudes.)

✓ Where can we work?
  (Leisure services are provided in many ways with career options for many interests.)

✓ What can you expect across your career?
  (How will changing trends alter your career in the field?)

✓ What are your personal and professional philosophies of leisure and leisure services?

Learning Methodology

As a student, you should expect the instructor to help facilitate your learning of the course topics in a reasonable and understandable method. The traditional methods used in this course include lectures, in-class and out-of-class readings and assignments, quizzes and exams, and portfolios. Additional methods include group discussion, collaborative work, and activities. The activities will be fun in nature but will help support the topic being presented for the week.

Group activities in this class will mostly occur in randomly assigned small groups (of three to five members). However, you will be randomly assigned a “home” group to use as a supportive tool during the semester. To best aid group members throughout the semester, each member will share contact information and course aspirations. It is your responsibility to manage the group process in your group; however, the instructor(s) will be available to consult with you about possible strategies for handling difficult group situations.

Ultimately, students are responsible for their own learning. You make the choice to engage in the learning environment and take what is necessary for you to be successful in this course and the future as a professional. Your classmates are your future colleagues; therefore begin exercising professionalism by respecting others. Showing respect includes coming to class prepared and on time, making contributions to the class community, listening attentively, not talking when others are talking, and not making light of the serious comments of others.

Classroom Environment and Requirements

1. It’s all about respect… No Cell Phones! Turn them off before class begins. Ten point penalty for looking at your cell phone for any reason during the class, even when we are in transition time between the classroom and an activity. You may bring a laptop to class for purposes of taking notes but will be checked for appropriate use during class.

2. I welcome you to come by my office to discuss any assignments, concerns or difficulties you may be having in class, and, to assist you with any information regarding other recreation classes or about your future. If you have comments or just want to talk, please visit or call during office hours. In spite of all our best efforts, misunderstandings happen. Remember, this is YOUR class. What you get out of it is your responsibility and your choice. I will be happy to help you as much as possible, but ultimately, the outcome of your success is up to you.
3. **Attendance is mandatory!** Roll is taken in this class using a roll sheet or through quiz participation. **5 points will be deducted per day absent.** Our meeting time is the most important aspect of the course. Bring the textbook, notes, and course outline to EVERY CLASS. No credit if you are unprepared. The only thing that should keep you from coming to class is a serious illness (verifiable) or death in the family (also verifiable). Leaving early or arriving late due to other appointments or other reasons is unacceptable. If you are ill, do **not** come to class to take the quiz and then ask to be excused from class! If you are ill enough to not be able to stay for class, then you should go to the Health Center, not to class to take a quiz! I will gladly give you a make-up quiz (must be within one week of your return to school). The Health Center gives free, first-rate medical care. I can call them to verify the severity of an illness/inability to attend class. Just give me the date and time of your visit, and the name of the person who examined you. It is the student’s responsibility to arrange for make-ups of quizzes and gather appropriate materials from classmates. Remember **quality not quantity counts, all semester long** (you can not just "turn it on" at the end).

Throughout the semester we will have the opportunity to listen to **guest speakers** who have experience in various positions in recreation, hospitality, parks and tourism. These professionals give of their time to help you be successful and it is a privilege to have these presenters in our class. I will shut the door when our guest begins his or her presentation. If you are late, do not interrupt; you will have to take an absence for that day.

**Excused absences/make-ups/late papers**
- Bring in a doctor's note or date of visit to the Health Center for medical excuses.
- Talking with me prior to an extraordinary event (e.g., working at a conference) to request excuse.
- Tragedies in the family (death or illness). These can also be verified.
- Verifiable class-related commitments (bring note from instructor in advance) or university sports team road trips (bring note from the coach IN ADVANCE).

**Sorry! Not Excused!**
- Didn't feel good, but didn't go to doctor or Health Center.
- Telling me about a job interview, meeting, etc., after the fact.
- "The only time I could see my adviser."
- Long-term absence for short-term illness; my friend died;
- Failure to communicate with me regarding other problems or situations. Talk to me in private, during office hours; it can be difficult to talk right before class, especially if others are around.

**If you have perfect attendance (no unexcused absences) for the entire semester, you will receive a bonus of 10 points.**

4. **Effective participation and contribution goes beyond just showing up for class.** You will get the most out of this class if you arrive prepared and ready to engage in discussion. It is your responsibility to come prepared for class by reading the materials and completing assignments. Preparation also includes noting questions and/or comments you have about the topic, bringing your own relevant experience into the discussion, and doing additional research on the subject.
Our fields value communication skills. Therefore, class will provide opportunities to write, speak, and facilitate the work of others. You need to attend class to develop these skills. Your participation should occur at an appropriate time during group or class discussion. Effective comments are relevant, thought provoking, and insightful. The key to participation and contribution is to move the class forward towards the course objectives. This means making thoughtful comments as much as possible. It also means refraining from being overly outspoken and overbearing if that is your tendency, and refraining from distracting silliness (good jokes are welcome, though) and side chatter.

Unless you participate, you will not learn very much. True learning comes from taking those personal risks and challenging your thoughts and ideas. I would rather you made poor arguments (initially) than not speaking at all. You will learn from one another and continue to improve the mastery of the topic. Basically, the more prepared you are, the easier it will be to successfully participate. Everything that is discussed in class is open to question, dissection, challenge, debate, and (even) laughter.

I notice everyone and everything that goes on in class. I won't necessarily say anything to you or embarrass you, but do exert good judgment and refrain from reading other materials or working on something for another class, or falling asleep. COOPERATE during class activities. Do not be a "cool jerk" and ruin the activities for everyone else. When everyone follows the rules, the games and activities are more fun.

Assignments and Evaluation

Media Sightings of Current Events in Recreation, Parks, Hospitality and Tourism – 5 sightings at 15 points each, 75 points

[This assignment helps to assess your mastery of COA standards 8.02, 8.04, 8.05, 8.06.03.]

Five times during the first 12 weeks of the semester you will prepare and turn in a media sighting or a current event about recreation, hospitality, parks and tourism. This is a copy of a newspaper or magazine article or a printout of a web-news article that incorporates the concept of recreation. Each sighting must be current and should be from the original media source (not from a website reposting the article). The first media sighting may focus on any aspect of recreation, tourism, and hospitality or leisure services. The next media sightings will address in order an issue that involves economics (e.g., economic development) [COA 8.12.02]; natural resource conservation, environmental ethics or an environmental impact of recreation, hospitality, parks or tourism [COA 8.05]; and social concerns (i.e., social/community development; the creation of social capital) [COA 8.12.01]. The final media sighting must address a current or projected trend that will have an impact on leisure services or our shared professions [COA 8.06.03]. Each media sighting assignment will have three parts, which should all be stapled to each other:

1. A copy of the article. You must highlight the portion of the article that deals with the interests of this class (and with the assigned topic area) so that we can easily see that portion. Staple the copy of the highlighted article behind your write-up and neatly fold it so that it does not protrude.
2. One double-spaced, word-processed paragraph very clearly explaining the connection between the article and our field.

3. A word-processed APA-style reference citation for your media sighting. Place this at the foot of the same page as your paragraph. The citation must be perfect for credit on this portion of the media sighting.

Place your name in the upper right-hand corner. Due dates are listed in the course calendar.

Film Reaction/Future Trends Paper – 15-point
[Note. This assignment helps to assess your mastery of COA standard 8.06.03.]

In this assignment you will assess what trends are likely to impact your career.

Weekly (Group) Quizzes – about 10 points each (lowest quiz score is dropped)
[The quizzes help to assess your mastery of the COA standards associated with the weekly topic.]

Every week, usually at the end of the last class period of the week, you will take a quiz. Typically this will be a group quiz. For the first 6-7 questions, you may choose to quietly consult with your group members about the correct answers. The remaining questions must be answered alone. If you are late to class, you must take the entire quiz alone. You must bring a Scantron 15-item quiz strip (form #815-E) to each quiz. These quiz strips are available in the A.S. bookstore for about $.10 each.

Quizzes will cover lecture presented since the last quiz and reading assigned for the current week. I will throw out your lowest quiz score for the semester. Because I will be throwing out the lowest quiz score, there will be no make-up opportunities for quizzes. Each semester there are students who skip a quiz early in the semester expecting to complete the remaining quizzes without a problem, but who have a serious reason for missing a quiz arise unexpectedly later in the semester. Unfortunately, they had already used their “free” quiz. Do not let yourself get stuck in this situation.

Career Preparation/Portfolio Project – two 10-point drafts, final project 130 points
[Note. This assignment helps to assess your mastery of COA standards 8.02, 8.06.01, 8.06.02, 8.06.03, and 8.08 as well as 9C.05.]

The purpose of this assignment is to provide you with an opportunity to:
1) Collect current employment information, 2) explore career possibilities, 3) practice interview techniques, 4) educate your peers about jobs and careers in parks, recreation, and tourism, and 5) begin a professional portfolio. A detailed description of this assignment is found in the online syllabus version.

Obtain An Advisor and Verify Advising Session with a Signed Grad Check – 10 points
The purpose of this assignment is to have students obtain a department advisor and meet with him/her to discuss classes to be taken during the upcoming semester(s) and to address other issues relative to academic progress. This assignment must be completed by the date posted in VISTA (this due date might be assigned by your last initial). All due dates will be before TRACs registration opens for the following semester. New majors will first need to submit a form to declare the major and select an option. The department will then assign the student an academic advisor with whom they can meet. Recreation minors will meet with the advisor for minors.
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Exams – about 60 points on each of two exams, about 120 points total
[Exam # 1 helps to assess your mastery of COA standards 8.01, 8.02, 8.03, 8.04, 8.05, 8.06.1, 8.09, 8.10, 8.12, and 8.13. Exam # 2 helps to assess your mastery of COA standards 8.04, 8.05, 8.06.02, 8.06.03, 8.08, 8.09, 8.10, 8.12.01, 8.12.02, 8.13 as well as 7C.04, 7C.05 and 9A.04.]

The class will have two non-cumulative examinations. Each examination may include a combination of multiple choice questions, true/false questions, and/or short essay questions. An exam is a chance for you to show your mastery of the course material. **You must bring a Scantron mini essay book (form #886-E) to each exam.** You can buy these in the A.S. bookstore or usually at Butte Station (for about $.25 each).

Examinations will cover all assigned reading material and all material discussed in class. Even if we do not discuss reading material in lecture, you are still accountable for that material on the exams.

Assignments -- worth between 5 and 15 points each, no more than 5 of them. [These assignments vary by semester and help to reinforce mastery of various COA standards.]

You may occasionally be asked to complete assignments (e.g., timeline [COA 8.06.01]) either in or out of class. You may also have occasional pop quizzes. These assignments will be worth five to fifteen points each.

**Late assignments will not be accepted (0 points).** Written assignments will be graded on content, completeness, creativity, spelling, grammar, neatness, and whether or not you followed directions for the assignment. Follow the requirements for professionally written assignments. **Requirements for assignments (unless otherwise noted)**

a. Font: Times New Roman. Size: 12
b. Margins: 1 inch on the top, bottom and both sides.
c. Double-spaced.
d. All pages must be numbered.
e. Staple all papers and supportive material. **DO NOT use plastic covers or binders for your papers.**
f. Papers with grammar, spelling, or punctuation errors **will not be accepted** and referred to the Writing Assistance Lab.

**Writing Assistance:**

As students in the Department of Recreation and Parks Management, you have multiple resources available to you to assist you in improving your writing skills. These include:

- The Recreation Department staffs a Writing Center to assist you with becoming a better writer. The Center is open approximately 20 hours per week. The assistant in charge is both very skilled and very approachable. The assistant will work to help you be able to identify problems in your writing on your own. **This should probably be your first stop for writing assistance.**

- The University also has a writing center. You can see someone in person by making an appointment. Online assistance is also available. Their contact information is listed on their home page, and the link is [http://www.csuchico.edu/uwc/](http://www.csuchico.edu/uwc/). The phone number is 898-5042.
Grading sheets and rubrics are used on many major assignments. They will provide you with feedback that may help improve your performance in the future. Quizzes are reviewed immediately after the quiz is completed. The objective portion of the first exam is generally reviewed in the next class meeting. Other assignments are returned as soon as possible but may be delayed due to the size of the class.

The University Catalog states that a grade of “C” is given for “adequate work” which is “met by the majority of students,” therefore most students should expect to earn a C or C+ grade. The Catalog says a “B” is awarded for “very good work” and an “A” is awarded for “superior work.” (Refer to the following link to the catalog for a full description: http://www.csuchico.edu/catalog/cat03/req/polic_reg.html)

Extra credit is generally not available. Earn your grade by completing all assignments in a timely and excellent manner. Control your attendance for an added margin of security.

Your final letter grade will be determined by the class curve. That is, your grade will depend on the total number of points that you earn compared with the total numbers of points your classmates earn. Check with your instructor to check on your grade. Periodically grades will be posted on VISTA.

Keep ALL of your papers, quizzes, activities, and exams. Make sure to save to your papers and assignments on your computer and on a drive! Keep copies of returned assignments.

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<th>Points:</th>
<th>Possible</th>
<th>Actual</th>
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<tr>
<td>Media Sightings of Recreation (5 @ 15 pts.)</td>
<td>75</td>
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<tr>
<td>Film Reaction/Future Trends Paper</td>
<td>15</td>
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<tr>
<td>(Group) Quizzes (14 @ 10 pts. Each – Lowest dropped)</td>
<td>About 130</td>
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<td>Writing Skills Growth Sheets (2 @ 10 pts. Each)</td>
<td>20</td>
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<td>Obtain An Advisor and Verify Advising Session with a signed Grad Check</td>
<td>10</td>
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<td>Career Preparation/Portfolio Project:</td>
<td>About 130</td>
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<td>Interview Draft</td>
<td>10</td>
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<td>Resume Draft</td>
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<tr>
<td>Completed Career Preparation/Portfolio Project</td>
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<td>Oral Presentation of Interview</td>
<td>10</td>
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<tr>
<td>Exams (2 @ about 60 points each, non-cumulative)</td>
<td>About 120</td>
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<td>Additional Assignments if needed (5-15 points each, total not to exceed 50)</td>
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<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>About 500</strong></td>
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<td>Minus 5 points per absence not to exceed 75 points</td>
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Conceptual Foundations of Recreation and Leisure Services:
1. Understanding of the conceptual foundations of play, recreation, and leisure (P, R, L). [COA 8.01]
2. Understanding of the social, economic and environmental significance of (P, R, L) in contemporary society. [COA 8.02, COA 9A.04]
3. Understanding of the significance of (P, R, L) throughout the life span. [COA 8.03]
4. Understanding of the interrelationship between leisure behavior and the natural environment. [COA 8.04]
5. Understanding of environmental ethics and its relationship to leisure behavior. [COA 8.05]

The Recreation and Leisure Services Profession:
6. Understanding of:
   a. The history and development of the profession. [COA 8.06:01]
   b. Professional organizations [COA 8.06:02]
7. Current issues and trends in the profession [COA 8.06:03]
8. Understanding of the importance of maintaining professional competence and the available resources for professional development. [COA 8.08]

Recreation and Leisure Services Delivery Systems:
9. Understanding of the roles, interrelationships and use of diverse delivery systems addressing recreation, park resources, and leisure [COA 8.09, 7C.04]
10. Understanding of the importance of leisure service delivery systems for diverse populations [COA 8.10, 7C.05]

11. Understanding the use of diverse leisure delivery systems in promoting:
   11a. Community development [COA 8.12:01]
   11b. Economic development [COA 8.12:02]

Programming and Special Event Planning:
12. Understanding of the variety of programs and services to enhance individual, group and community quality of life. [COA 8.13]

Campus and Departmental Policies
1. During the first two weeks of the semester, you may add and drop the class at will. During the third and fourth weeks of the semester, an Instructor's signature as well as the Department Chairperson's signature may be required to change class status. Students are responsible for processing their drop in a timely manner if they wish to drop the course. The instructor will NOT automatically drop students from the class roll sheet. Students who do not drop the course and remain on the roll sheet without completing the course requirements will receive a grade of "F". Complete drops as early as possible to clear your records and to open seats to other students.
2. After 5:00 PM Friday of the fourth week of the semester, ADDING, DROPPING, or CHANGING GRADE OPTION will be permitted only for SERIOUS and COMPELLING reasons as described in the current University Catalog. See the sections entitled "Dropping Courses" and "Withdrawing from the University". Read these two sections of your catalog to see if your situation meets university criteria. Written documentation from an official should accompany any request for a change of enrollment status after the second week of class. Only under extraordinary circumstances will a student be allowed to change his/her enrollment status after the Census Date (four weeks after the term begins).

3. University policy states “instructors can, if they choose, drop you from a course for non-attendance.” Recreation and Parks Management Department attendance policy is that any student who misses any Department of Recreation and Parks Management class during the first two weeks of the semester without prior notification to the course professor may be dropped from the course. (Instructors are not required to drop students from class. It is your responsibility to confirm your enrollment status in any class.)

4. You are expected to maintain a high standard of academic honesty. Dishonesty may bring a reduction in your grade of other sanctions as provided in Section IV-A of the Code of Student Rights and Responsibilities. Copies of this publication are available from the Office of the Coordinator for Student Judicial Affairs, Kendall Hall 110. When you use other’s ideas, you must give them appropriate credit. Copying and/or presenting another person’s work as your own are violations of university regulations. Either can lead to dismissal from the class and/or a failing grade for the course. Turnitin.com may be used in this course.

PLEASE NOTE: This syllabus and course calendar is subject to change.