Course Syllabus for

RECR 642 – Management of Recreation and Parks

W 6:30 PM – 9:20 PM Yolo 178

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Office: Yolo 188
Hours: MW 1-3 PM and by appointment
(hours can be scheduled in a computer lab)

Prerequisites

Recr 611, Theory of Leisure and Recreation

Course Description

A critical examination of selected theories, current research, methods, and professional practice in management of leisure services in public, commercial, and non-profit settings. Examination of current relevant literature. Student research and in-depth presentations required.

Materials

Required texts (available from Amazon.com, Barnes and Noble, etc.):

- Robbins, S. P. (2008). *The Truth About Managing People* (2nd ed.). FT Press: Upper Saddle River, New Jersey. (Robbins is a major author of management and organization behavior textbooks. While the most of the 53 “truths” in this book are only two pages in length, you will find that they are all based on scientific research in fields related to management. References for the sources of the research related to each truth are found in the back of the text.)


Also required:

- Regular reading of at least one business/management-related periodical such as *The Wall Street Journal* or *Business Week*. (You can subscribe, purchase at a newsstand, or use the free resources of the university and/or community libraries. Use a library as your source only if you are faithful about going to the library and reading there and are willing to photocopy those articles for your media portfolio assignments.)
**Course Question and Objective**

You can think of almost everything in this course as helping you to answer the following question:

- **How can managers in recreation, parks, and leisure service agencies be more effective and efficient?**

**Class Format**

As a graduate class, Recr 642 will be taught, at least in significant part, as a seminar course. That means that every member of this class is an important contributor to the seminar experience. Seminars are highly interactive, and your participation counts! Each seminar class will require preparation and presentation of a variety of materials. Each class member must be open to learning from other class members and must be highly committed to coming to class prepared.

The class activities will include discussions of readings and current events, interviews of and discussions with managers, group and individual exercises, lecture, and writing.

**Course Evaluation and Grading**

- **Percentage Breakdown**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly preparation, participation, and contribution</td>
<td>25%</td>
</tr>
<tr>
<td>Media Portfolio</td>
<td>10%</td>
</tr>
<tr>
<td>Topic presentation and leadership (two sessions)</td>
<td>25%</td>
</tr>
<tr>
<td>Interview of a manager</td>
<td>10%</td>
</tr>
<tr>
<td>Management Case Report (three sections at 10% each)</td>
<td>30%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

Grades will be assigned as follows:

- 93% to 100% = A
- 83% to 86.9% = B
- 73% to 76.9% = C
- 60% to 66.9% = D
- 90% to 92.9% = A-
- 80% to 82.9% = B-
- 70% to 72.9% = C-
- below 60% = F
- 87% to 89.9% = B+
- 77% to 79.9% = C+
- 67% to 69.9% = D+

- **Weekly preparation, participation, and contribution**

Read the brief assigned reading for the week, then find two other articles in the management/business press (these could also be articles from academic journals). Summarize those articles and prepare to share them with the class. In class, be an active participant in the discussion of the week’s topic(s) and in all class activities.

- **Media Portfolio**

Turn in a copy of your summary of the main points of each article and an APA reference citation (1 page minimum) followed by a printout or photocopy of the article. This should be a notebook containing all of your supplemental reading for the semester. Include a table of contents.
✓ **Topic presentation and leadership**

Twice during the semester you will lead the discussion of the week’s topic. It is preferred that you identify a substantial article for the class to read in preparation for your discussion and that can be assigned the week prior to it.

✓ **Interview of a manager**

Conduct an interview of a manager (especially a manager active in the field of recreation, parks, hospitality, tourism, etc.). Prepare a list of questions (for which you can ask the class for help) to use during the interview. Write up the interview. Begin with some background (discuss what the manager’s agency does, list the interviewee’s job title, etc.). Then report the interview by listing question, answer, question, answer, etc. Format questions and answers so that they are visually distinct. Include a section for your impressions/reactions at the conclusion of your paper. Be prepared to share you interview with the class.

✓ **Management Case Report**

A major objective of this course is to teach to develop your ability to understand and cope with a variety of managerial situations. The management case report represents one means of meeting this objective. The case report itself will be broken into three sections: a narrative, an analysis, and recommendations. Guidelines for writing each section of the case will be posted in Vista.

Case Narrative – one third of Case Report, 10% of total grade in course

Using your own experience, or the experience of a friend or relative, you are to write a real world case that relates to the course material. This is to be written as a story. Change the names of the people and organizations involved to protect their confidentiality.

Case Analysis – one third of Case Report, 10% of total grade in course

The analysis portion of the case report correlates with the first step of the decision making process: problem definition. It consists of a statement of the issues of the case and analyzes those issues using concepts from the text, from others, and from other personal experiences in your own life. Attach a copy of the first section to this one, so that the instructor can reference it if needed. (Grading will only pertain to the second section, though.)

Case Recommendations and Personal Learning – one third of Case Report, 10% of total grade in course

The remaining steps of the decision making process should be reflected in the case recommendations. This section should focus on what factors could have prevented the situation and/or could resolve it. The final part of the recommendations section involves your own personal learning in applying your insights to your future management practice. Since this is the final section of the report, you should attach copies of the first two sections of the case to this one and submit the case in its entirety. (Only the final section will be used to assign the grade for the recommendations, however.)
Regarding the format of the three papers, they should be:

- word-processed on high quality paper;
- double-spaced;
- professional in appearance
- begun with a title page and appropriate descriptive title
- free of spelling, grammar, typing, reproduction, or other errors; and
- stapled without a report cover.

All references should be cited using APA format. References must be cited in both the text and on the reference page.

Application of course ideas and creative insight will be strongly considered in grading cases.

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**Academic Honesty**

You are encouraged to incorporate the ideas of others who have written or spoken about a topic, but when you use the ideas of others, it is only fair to give credit to them for their ideas. So cite references appropriately.

Academic honesty is an issue of serious concern. The instructor expects students to maintain a high standard of academic integrity. All work submitted must represent original work done by the individual or group turning it in. Consequences can be severe when a student cheats, ranging from failure in the individual course to expulsion from the University and denial of a degree. Consult the "Academic Honesty" portion of the University catalog (on page 51, especially the section on "Plagiarism") for details. The link is http://www.csuchico.edu/catalog/cat05/pdf/2StudentServices/01sjd.pdf.

Copying other’s work and presenting it as your own will result in failure for the entire course.

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**Policies and Notes**

1. This syllabus constitutes a **contract** between you, the student, and your instructor. If you need to deviate from this contract, you should discuss possibilities with the instructor beforehand. Your best results will almost always be achieved by working together with the instructor.

2. It is your responsibility to ask me for any clarification you need about the course assignments. If you dislike the expectations associated with this course, it is your responsibility to drop the course (following University regulations).

3. Friday of week two is the LAST day to add or drop classes without special permission of the instructor and the department chair. Students will need a "serious and compelling" reason after this date and will have to use the Change of Program (COP) process. There will be NO adding or dropping of classes or changing of grade option after Friday of week four without a "serious and compelling" reason approved by the instructor, department chair, and college dean. (These policies are described in the university’s online catalog at http://www.csuchico.edu/catalog/cat05/5Degree/09regs.html.)
4. If you have any unexcused absences in the first two weeks, you may be dropped.

5. If you have a learning disability or other special need which might affect your class performance, please alert me as soon as possible so that I can try to support you in the kind of accommodation that would benefit you.

6. This syllabus and the course assignments and course calendar are subject to change.

### RECR 642 Course Calendar, Spring 2011, Eldredge

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Reading and Lecture Topics</th>
<th>Discussion</th>
<th>Refreshments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1/26</td>
<td>Course Overview&lt;br&gt;Management Basics&lt;br&gt;Model for Making Decisions</td>
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<td>2</td>
<td>2/2</td>
<td>Part I Hiring</td>
<td>Brett</td>
<td>Kendall</td>
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<tr>
<td>3</td>
<td>2/9</td>
<td>Part II Motivation</td>
<td>Kendall</td>
<td>Brett</td>
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<tr>
<td>4</td>
<td>2/16</td>
<td>Strengths Finder 2.0</td>
<td>Brett</td>
<td>Brett</td>
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<tr>
<td>5</td>
<td>2/23</td>
<td>Quality Management&lt;br&gt;Due: Case Narrative&lt;br&gt;Due: Strengths Finder Reaction</td>
<td>Brett</td>
<td>Mike</td>
</tr>
<tr>
<td>6</td>
<td>3/2</td>
<td>Part III Leadership</td>
<td>Allyson</td>
<td>Kendall</td>
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<tr>
<td>7</td>
<td>3/9</td>
<td>Part IV Communication</td>
<td>Ellsworth</td>
<td>Nicole</td>
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<tr>
<td>Break</td>
<td>3/18</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>8</td>
<td>3/23</td>
<td>Part V Building Teams</td>
<td>Allyson</td>
<td>Brett</td>
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<tr>
<td>9</td>
<td>3/29</td>
<td>Part VI Managing Conflicts</td>
<td>Nicole</td>
<td>Ellsworth</td>
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<tr>
<td>10</td>
<td>4/6</td>
<td>Part VII Designing Jobs</td>
<td>Kendall</td>
<td>Mike</td>
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<td></td>
<td></td>
<td>Due: Case Analysis</td>
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<td>11</td>
<td>4/13</td>
<td>Part VIII Performance Evaluation</td>
<td>Mike</td>
<td>Allyson</td>
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<td>12</td>
<td>4/20</td>
<td>Part IX Coping with Change</td>
<td>Ellsworth</td>
<td>Nicole</td>
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<tr>
<td>13</td>
<td>4/27</td>
<td>Risk Management</td>
<td>Nicole</td>
<td>Ellsworth</td>
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<td>14</td>
<td>5/4</td>
<td>Diversity</td>
<td>Mike</td>
<td>Allyson</td>
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<tr>
<td>15</td>
<td>5/11</td>
<td>Part X Final Thoughts about Managing Behavior&lt;br&gt;Due: Case Recommendations and Personal Learning</td>
<td>Brett</td>
<td>Brett</td>
</tr>
<tr>
<td>Final</td>
<td>5/18</td>
<td>8-9:50 PM, Course Evaluation and Feedback</td>
<td>Brett</td>
<td>Class</td>
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