COURSE OUTLINE

INTRODUCTION

This course will involve a critical examination of selected theories, current research, methods, and professional practice in leadership training and university-level teaching in recreation and leisure services and related fields. Student research, examination of current, relevant literature, and in-depth presentations are required. One of the main purposes of this course is to prepare students for the role of educator in the recreation and leisure services and related fields, whether it be as a facilitator of workshops, in-service trainer, teaching assistant in a doctoral program, or university-level instructor.

COURSE GOALS AND OBJECTIVES

1. To understand the philosophy/aims of university-level education in leisure services and related fields.
2. To understand principles of curriculum development for university-level curricula in leisure services and related fields.
3. To understand the rationale for course sequencing in university-level curricula in leisure services and related fields.
4. To be able to design a university-level course in leisure services and related fields.
5. To be able to write a course outline for a university-level course in leisure services and related fields.
6. To be able to write examinations for university-level courses in leisure services and related fields.
7. To be able to grade examinations and written assignments from university students in courses in leisure services and related fields.
8. To be able to identify different teaching techniques and strategies employed by various instructors in the Department of Recreation and Parks Management and other departments as well.
9. To be able to utilize various teaching techniques and strategies in actual classroom teaching experiences in this class and in other university classes.
10. To utilize effective communication skills in actual classroom teaching experiences in this class and in other university classes.
11. To acquire a deep understanding of material related to one’s area of special interest, sufficient to be able to teach this material to university students.
12. To prepare effective lesson plans, including student written exercises, activities, and discussion questions, for class sessions that you will teach in this class and in other classes this semester.
13. To be able to effectively evaluate one’s own teaching effectiveness, and that of other students in this class.
14. To be able to effectively utilize video technology for the purposes of evaluation of teaching effectiveness.
15. To effectively incorporate laughter into presentations in a variety of settings, including college classes.

COURSE REQUIREMENTS
A. **Recommended materials:** RECR 180 Class Notes Packet (Bookstore)  
   *Leisure Enhancement (3rd edition)* on reserve or in the bookstore

B. Class participation and attendance are absolutely essential and are a major factor in course grades

C. **WRITTEN ASSIGNMENTS AND PRESENTATIONS**
1. Multiple choice examinations (you **don't** take them; you **write** them)
2. Outline and presentation of in-class teaching session(s)
3. Outline and presentation of teaching session(s) in another course
4. Videotape and self-evaluation of teaching effectiveness
5. Videotape and evaluation of a classmate’s teaching effectiveness
6. Videotape and application of theories and strategies in observing other instructors/leaders/presenters.
7. Laughter inducing presentations (two in class, one in another setting)

**GRADING CRITERIA**
The grading criteria for each student will be determined individually in the third class meeting, based upon contracts/proposals submitted by students. The contract/proposal (due in the third class meeting) will be explained in detail during the first class meeting. Assignment #7 is required. Students can pick and choose from the other assignments.

**TENTATIVE CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
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<tbody>
<tr>
<td>1/25</td>
<td>Overview of the course, personal introductions, and introduction to university-level education in recreation and leisure services.</td>
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<tr>
<td>2/1</td>
<td>Students will discuss <strong>recent</strong> (2000-2010) literature on the topic of effective college teaching techniques.</td>
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<tr>
<td>2/8</td>
<td>Continuation of discussion on students’ readings on effective college teaching techniques; Introduction to course design; arrangements for classroom observations and teaching experiences; grade contracts/proposals.</td>
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<tr>
<td>2/15</td>
<td>Class does not meet due to campus closure day.</td>
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<tr>
<td>2/22</td>
<td>Examination of the role of technology in college teaching. Introduction to exam writing and devising and grading written assignments. Students will observe and evaluate teaching techniques in an undergraduate class.</td>
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<tr>
<td>3/1</td>
<td>Discuss observations; Workshop on writing multiple choice examinations. Incorporating laughter into presentations and college classes.</td>
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<tr>
<td>3/8</td>
<td>Leading effective classroom discussions. Continuation of incorporating laughter into presentations and college classes.</td>
</tr>
<tr>
<td>3/22</td>
<td>No class meeting due to faculty furlough day.</td>
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<tr>
<td>3/29 &amp;</td>
<td>Video presentations of DRPM classroom sessions (excerpts/highlights), and discussion of teaching techniques and strategies employed.</td>
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<tr>
<td>4/5</td>
<td>In-class teaching by students, with evaluative feedback, and presentation of video excerpts from teaching experiences in other classes, with evaluative feedback.</td>
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<tr>
<td>5/17</td>
<td>Wrap-up and evaluation.</td>
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