



The University of Georgia

College of Education
Department of Counseling and Human Development Services
Recreation and Leisure Studies Program

Dear Students,

My world view has been profoundly changed as a result of serving as an international camp counselor in the “middle of nowhere” in Russia for the past three summers. No, I don’t speak Russian, but I’ve been told that I “speak kid.” I have found we can communicate if we are willing to play and be open to new ideas. We can do that in this course. I expect us to explore summer camp through new eyes and think about how it reflects our culture in ways we are unaware. I look forward to that “good tired” feeling when you are covered in sweat, knowing you gave it your all to try and accomplish the goal. I look forward to learning more about the camps you are associated with and how they do things. I look forward to sharing some “great ah-ha” moments and some “blinding flashes of the obvious” as we dig deeper into the world of summer camp.

It is hard for me to think of calling myself the “teacher” because the point of the effort is **your** “learning”....I can’t do that for you, but I hope to provide you with challenging opportunities, and I hope that you will take advantage of these opportunities by challenging yourself throughout the semester so that you can grow and test out your ideas....and thereby the learning is your own.

My goals for you as a learner are to provide you with opportunities to:

- Behave like an investigator exploring a new land and see the world with a fresh eye;
- Explore international cultural traditions using youth camps as our vehicle
- Push yourself to be an innovator as we analyze existing youth camp programs and make recommendations to shape global understanding
- Identify, examine, and build links between how we act and our larger cultural heritage. (personal and social assets that promote well-being)

My goals for you in your life and profession are that you will participate fully so that:

- When you are asked to present your ideas and talk to colleagues, participants, funders and lawmakers, or when you need clarification, you will feel confident and prepared.
- When you approach decisions, you will be able to look for the connections between your experience, existing information, and new information to make better decisions.

I look forward to the journey!

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Counseling Psychology · Community Counseling · School Counseling
College Student Affairs Administration · Recreation and Leisure Studies

FRES 1010: International Summer Camp Traditions

Spring 2009

Instructor: Dr. Gwynn Powell Telephone: 542-4332 Classroom: 224/205 Ramsey Center E-mail: gpowell@uga.edu	Office: 345 Ramsey Center Class hours: Monday 4:40-6:35pm Office hours: Monday 4-4:30; Thurs 11-12:00 Other times by appt. (20% of my time is research) (20% is public service)
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Co-instructor: Sunhwan Hwang E-mail: shhwang@uga.edu	Office: 336 Ramsey Center Office hours: by appt, please email for a time
Teaching Assistant: Denny Teason E-mail: dteason@uga.edu	Office: 339 Ramsey Center Office hours: M: 3-4; Th 1:45-2:45

COURSE DESCRIPTION: Explore the world by examining international camp traditions. Did you know that in recent history, 90% of Russian children attended camp? How do traditions in camp represent the values of larger cultures? We'll start with an overview of North American traditions (sharing your camp experiences) and then broaden our horizons globally. Students are encouraged to register for the RLST 5430L laboratory experience.

REQUIRED READINGS: Articles, course policy, info on WebCT; Access to www.ACacamps.org; Access to <http://www.campingfellowship.org/>;

DAY	DATE	IN-CLASS TOPIC	ASSIGNMENTS DUE
M	Jan 12	Community Building and Course Overview The American Dream	
M	Jan 19	No class: Martin Luther King Holiday	
M	Jan 26	International Tour	ICF website; Response memo
M	Feb 2	Russia	WebCT Reading; Country Scavenger Hunt
M	Feb 9	Summer Camp Job Fair Ramsey Center 5:15-8:15pm Help with Set-up and attend for an hour (observe and bring your friends)	
M	Feb 16	Asia	WebCT Reading; Country Scavenger Hunt, Country Report
M	Feb 23	Europe	WebCT Reading; Country Scavenger Hunt, Camp Proposal
M	Mar 2	South America	WebCT Reading; Country Scavenger Hunt; Poster Draft
M	Mar 16	International Poster Celebration	
		Final exam	

Grading System by Percentage: A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: 59 or below
This course is an S-U, so in order to earn an "S", your grade must be a C (70%) or better.

COURSE ASSIGNMENTS

Assignment	Weight
Learning Activities: Participation (usually 5-10 points each); Peer Feedbacks (9 points each); In-class activities at unannounced times (pts vary); Information Communication Assignments	30%
Summer Camp Job Fair Implementation: Committee membership & follow-through 30%; Advance Publicity implementation 25%; Day of publicity implementation 25%; Event evaluation and recommendations 20%	20%
Country Investigation and Camp Development: Country overview report 20%; Written camp proposal 50%; Poster presentation 30%	40%
Comprehensive and Reflective Final Exam	10%

DESCRIPTIONS: More details will be discussed and information will be provided as a guide.

Learning Activities: Attendance and participation matters! If you are not here, you will not know what is happening, and the rest of the class will not have the benefit of your knowledge and perspective. This course is only once a week, and only meets ½ the semester, so you need to work to make sure you keep it a priority. Often, you will have an information communication assignment (newsletter summaries, executive memos, talking points, etc.) to be posted to WebCT on Sunday to be sure you are thinking about this course more than just Monday afternoon ☺

Normally, each week there will be a quiz or in-class assignment based upon the assigned readings in order to reward you for studying, increase the quality of class, and aid you in studying for the mid-term and final exams. In addition at announced and unannounced time, activities will occur in class to enhance our understanding.

Peer feedback provides an opportunity for you to practice the skill of giving professional, constructive criticism and praise to your colleagues. It is graded on a 9-point scale (3 points each for specific praise, constructive criticism, and thoughtful/tactful communication).

Summer Camp Job Fair: The on-campus job fair will be held Monday February 9th 5:15-8:15pm at the Ramsey Center. We are in charge of this event ☺

We will organize, promote, implement and evaluate this event. Our participation will foster interaction with the camp professionals and you should plan to attend for at least an 1 hour to investigate the program philosophy and design of camps in attendance.

Country Investigation and Camp Development: You will choose a country that we have not discussed in detail as a class, and explore its cultural traditions. You will then design the skeleton operation of a camp in that country that would capitalize on its assets, provide intervention for its challenges and showcase its cultural heritage. We will celebrate your innovations with a poster presentation session for the Youth Development and Camp Administration students and the general public.

Final Exam: You will have the opportunity to pull all of your learning together by completing a comprehensive and reflective final exam.

COURSE POLICIES AND EXPECTATIONS

Attendance and Due Dates: Attendance will be taken on a regular basis and rewarded by in-class quizzes, activities, discussion, and skill development. There is a strong connection between class attendance and comprehension of material and grade performance. Make-up and acceptance of late work will be allowed for excused absences only. Excused absences must be cleared with the instructor in advance (e-mail/phone message acceptable), unless documentation is provided after an unexpected illness/emergency. Make-ups for any assignment that is collected or occurs during the class meeting will not be allowed for an unexcused absence. A missed exam results in a zero unless the absence is excused. In the case of an excused absence, the paper or a make-up written assignment for in-class activities is due the next class week. All papers must be turned in at the beginning of class; otherwise, they will be considered late. Late assignments will result in automatic lowering of the grade with a penalty of 10% reduction per day, unless arrangements have been made 72 hours ahead of time.

Learning Activities: Due to the nature of the class and the integration of content and application to work-place scenarios, it will be important to gain an understanding of the content quickly and at a steady pace. For this reason, learning activities will be offered at announced and unannounced times to help you stay accountable for the reading and as a springboard for discussion and activities in class. The lowest two learning activities will be dropped (if you miss one, a score of zero will be entered). If the absence is excused, the make-up quiz will be a detailed summary of the reading material assigned for that day. It must be submitted within one week of the date missed or it will be considered late.

Group and Out-of Class Activities: If you will be unable to attend one of the out of class activities, you must see me before the end of the second week of class to discuss an alternate assignment. Otherwise only documented medical emergencies will be considered excused and be allowed to make-up...all others will receive a zero for that assignment.

Written assignments: Writing is one of the most powerful tools for learning in any college course and is important for clearly and effectively communicating your ideas and/or thoughts to a specific audience. When writing is required outside of the classroom, assignments are to follow the standards of written work posted to the WebCT course site. Creative titles for your papers are always appreciated! Those who have consistent difficulty with writing will be referred to the University's Writers Resource Lab. Please feel free to utilize this valuable resource on your own by calling 706-542-2119, emailing wrctr@english.uga.edu or checking the website <http://www.english.uga.edu/writingcenter/home.html> for locations and hours tutors are available. All written work is graded according to the approximate criteria: adequacy (breadth and depth) of analysis of the assignment, direct evidence that assignment is synthesized from class material and readings, professionalism (style, presentation, organization, grammar and spelling), completed task according to the guidelines given. When turning in final versions of assignments for which earlier drafts have been returned to you, you must turn in those drafts (with instructor feedback) as well. If the draft is missing, the final grade for that product will be reduced by 30%.

Academic Integrity: "Academic honesty is vital to the very fabric and integrity of UGA. All students must comply with an appropriate and sound academic honesty policy and code of honest behavior (p37-38 Undergraduate Bulletin)." "All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense (A Culture of Honesty)." All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work. See: www.uga.edu/ovpi Please be aware, the most common mistake made by writers is that of paraphrasing without giving credit. Make sure when you use information from another source that you give appropriate credit...either direct quotes with reference, or reference the idea.

Please do not hand in work that has not been proof read or reviewed by a colleague. Also, it is not appropriate to simply hand in work from a previous class, a class taken concurrently with this one, or work from an existing project. However, if you meet with me and discuss any conflicts before hand, I am willing to consider substantial work in progress that may be useful in completing the current class's requirements. It is my goal to have our course assignments parallel your educational goals and needs.

Evaluation of Student Performance: You earn grades; I don't give them. To earn an "A" on your exams/assignments you must do excellent work. Excellent means that your work makes a creative contribution as a well-written, insightful, coherent, and original piece of work. A "B" means that your work is good and that you do have a grasp of the content, but it is conventional work. You will earn a "C" or grade of adequate if you simply do the assignment, follow directions, and are competent within a limited scope. A "D" means that the work is poor or flawed. Those who show evidence of effort, thought, and synthesis of the class material with their projects will likely receive higher grades. Assignments that receive a "D" or an "F" (without a late penalty) may be redone. Redone assignments must be completed within 3 days of being returned and submitted with the original graded work. Once the redone assignment is complete, the two grades are averaged together to arrive at a final score. You are encouraged to do your best job the first time. Learning Activities and Exams may not be redone.

When you have a question or concern about the grading of an assignment, put your question or concern in writing and turn it in to me (along with the assignment) by Friday (within 4 days of receiving the grade). I will then have time to consider your question or concern and respond appropriately. This policy does not apply to calculation errors, just show me the error and I'll correct it. Keep all your graded material until a final grade appears on your transcript. Graded materials may be necessary to settle discrepancies regarding the final grade of the course.

Incompletes and Withdraws: No incomplete will be given unless arrangements have been made with the instructor at least 14 days prior to the last scheduled class meeting unless you have exceptional circumstances during the last two weeks. Any student wishing to withdraw from the class should consult with an advisor of the Recreation and Leisure Studies faculty as not to impede timely graduation. If you have exceptional circumstances that require you to withdraw, seek the appropriate assistance from Academic Affairs:
www.uga.edu/studentaffairs/students/withdrawals.shtml.

Extra credit: Extra assignments are a way to help the student who is excelling delve into an area of interest, and not as a way to help a struggling student by loading on more work. Rather than ask for something extra, plan ahead and ask for assistance with the work that is assigned before you get into trouble.

Special Needs: I want to support your learning in the best way possible. Please speak to me during the first week of class; I'll do my best to work with the disability resource center to effectively accommodate your special needs.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. This syllabus is as accurate as possible at this time; any changes will be announced in class and communicated through e-mail. It is your responsibility to check your email address daily.