



## The University of Georgia

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

We are embarking on a journey this semester...An adventure in learning! Characteristic of an adventure, we will challenge your perspective, foster new ways of thinking and instill confidence! As is with any adventure, you will be challenged mentally, physically and emotionally to your highest potential. You will be given ownership in your own learning!

This semester, we will create an interdependent on community of learners, and provide you with opportunities for independent growth and learning. Our goals for you in this course and in your profession are that you will participate fully so that:

- So that when you are asked to present your ideas and talk to colleagues, participants, funders and lawmakers, you will feel confident and prepared.
- So that when you approach decisions, you will be able to look for the connections between your experience, existing information, and new information you can generate in order to make better decisions.
- So that when you are leading organizations, you will be able to recognize the interconnectedness of recreation, research, and society and consider it.
- So that when you are applying for internships and jobs, you will have tangible skills to discuss in your interviews and the confidence to use them effectively.

This class will integrate content, provide experience-based delivery, and utilize active learning strategies to provide you a foundation necessary to becoming the best recreation and leisure professional! Four courses have been integrated into one block course. By merging these course, not only will content be rich, but you will be able to have direct experience with programming, working as a team with others, and have products that lay the foundation for your career.

Some things to keep in mind for your adventure in learning are: 1) workload, 2) grades, and 3) instructors. The workload may appear to be overwhelming at first, remember, it is representative of four classes totaling 10 credit hours with four separate grades. To guide you through the semester, we have created one syllabus with overviews of assignments and a list of where the specific assignment grades will count. We, as your instructors, will be functioning as and modeling a team approach. We will meet weekly, and you'll know when we will meet so that you can add items to our agenda when needed. In the past, your education has been delivered in thin layers that may or may not have connected. As you prepare for your profession, we will make connections between content and real-life together.

We look forward to the adventure!

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

## Course Assignment Overview (more details will be given)

**Quizzes and Exams:** We will take content and quickly integrate and apply it to work-place scenarios, so you need an understanding of the content quickly and at a steady pace. Frequent quizzes will be used to help you stay accountable for the assigned reading. The lowest quiz grade will be dropped for each course (if class is missed, 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 not be accepted. Peer Feedback will occur throughout the semester and will count as 9 point quizzes. Free-writes will occur in-class as a creative opportunity to express and insightfully reflect on a given topic. Exams will primarily be objective (multiple choice, matching, short answer, etc), but may include subjective short essays and case studies. The Final Exam will be cumulative with the goal to integrate the content and practical aspects of the courses.

**Direct Experience and Reflection papers:** You will have several opportunities to go out and experience the content related to the field and then communicate your learning as a result of the experience with reflection papers. The purpose of these papers is for you to reflect on and analyze your integration of course concepts in relationship to the experience and how the experience relates to the course. Use specific examples throughout the paper to clarify your points. You should insightfully include a 3-4 course concepts, **boldfaced** or underlined, to enhance your analysis. Your reflection should generally be between 4-5 pages. Be sure to use essay format (introduction, main paragraphs, conclusion) with professionalism in the writing style and presentation. Planned experiences include: Inclusion Fusion Workshop, Group Initiative Course, Wheelchair Experience, Out-of the Box Leisure.

### **Major Projects:**

Historical Figure Investigation: Each student will choose a historic figure so you can build knowledge based on the recreation and leisure profession –our roots can provide insight into present day. You will become this figure throughout class discussions, reacting to various topics or other historic figures in the manner that best supports the historic figure’s perspective.

Longitudinal Program Plan: This project is a comprehensive learning activity that will span the entire semester. This exercise will give you a realistic experience of what it is like to plan and implement recreation programs. In addition, you will work in a group experience much like ones they will encounter in the work world. You will select one of five pre-arranged projects to plan, implement, and evaluate a recreation special event. The program plan and critique must address at least the following components: Agency Description; Timeline; Needs Assessment; Needs assessment results; Rationale; Program goals and objectives; Target Populations; Inclusive adaptations; Evaluation plan; Program Environments; Risk Management; Scheduling; Staffing; Budget; Pricing; Program Promotion/Marketing; Evaluation Results; Recommendations

Special Event: This project will allow you to work with a group to implement a two-hour program for elementary-school students during the Intersession Day Camp. You will develop creative recreation programs that support the academic

In-Depth Management Critical Issue Investigation: At this point in the semester, we will build on the history and bring it together to look at the present and the future and what this means to use as practitioners. These in-depth investigations will expose us to the current critical issues in the field and develop skills in finding resources, critical thinking, and the management process.

## Semester Portfolio

**Purpose:** To organize, integrate, and document learning that occurs during the semester in a format understandable by an “outsider”. Overarching Question for the Semester that will span all courses- How does our profession address the essential role of leisure?

**Assignment:** To create a “living” binder of information that contains reflective statements, project drafts and final products. It will be turned in periodically throughout the semester, and you will have an opportunity to revise and refine it as we move along.

**Brief Description of the Portfolio Contents:** During the rubric work day, this description will be fleshed out in more detail.

Overall Table of Contents

Overall Cover Letter – How does our profession address the essential role of leisure?

- Content for Historical Portion: RLST 2030  
Section Cover Letter – **What is recreation & What is leisure?**  
Historic Figure Project  
Town hall forum  
Annotated bibliography  
Class reflections
- Content for Program Portion: RLST 2800 + Lab  
Section Cover Letter – **How do we program for all?**  
Special Event Program  
Longitudinal Program  
Class Reflections
- In-Depth Investigation Portion: RLST 3850  
Section Cover Letter – **What are the critical issues surrounding leisure?**  
Future Issues and Trends  
Class Reflections  
Professional Interview and Conference paper  
Jigsaw Learning Pieces for peers  
Public Reaction and Community Press Conference

### Assignment Breakdown by Course

This semester is taught as an integrated course block, but you will receive four separate grades.

Rudy Dunlap, Doctoral Student

**RLST 2030** Introduction to Recreation and Leisure Studies (3 Credits)

- 20% Quiz 8/19; 8/22; WebCT 8/23; 8/23; 8/25; HF Draft 9/7; Peer Feedbacks
- 40% Historic Figure: Selection 8/22; Reflection paper 8/26; Polis Discussion 8/26; Bibliography 9/6; Paper 9/12; Town Hall 9/13
- 10% Mid-term exam Section 9/27
- 10% GRPA Conference: Attendance; Reflection 11/11; Professional Interview 11/14
- 5% Guiding Question: What is leisure? Object
- 15% Final Exam Portion 12/13; Portfolio section

Dr. Gwynn Powell, Assistant Professor

**RLST 2800** Programming for Recreation and Leisure Services (3 credits)

- 20% Quiz 8/31; 9/1; 9/2; 9/14; 9/15, 9/19; 9/20; 9/21; 9/28; Peer Feedbacks
- 45% Longitudinal Program: Needs Assessment Plan & Results; Agency Presentation 9/26 Implementation; Presentation 11/21 or 22; Journal
- 15% Mid-term exam Section 9/27
- 5% Guiding Question: Structured vs. Unstructured? Free-write
- 15% Final Exam Portion 12/13 and Portfolio section

Dr. Gwynn Powell, Assistant Professor

**RLST 2800Lab** Leadership Laboratory for Recreation and Leisure Services (1 credit)

- 20% Exam over text 8/23
- 20% Activity Facilitation (either 8/30 or 9/13); Activity File 8/30
- 60% Special Event: Plan Draft 9/23; Final 9/30; Implementation; Volunteer; Reflection paper 10/17

Dr. Joy James, Visiting Assistant Professor

**RLST 3850** Inclusive Practices (3 credits)

- 20% Quiz 8/29; 8/30; 9/16; 9/20; 9/22; 9/29, 10/31; Peer Feedbacks
- 20% Reflection Paper: Inclusion Fusion 8/31; Group Initiative 9/8; Wheelchair 9/15; Out-of-the-Box Leisure Experience Paper 10/31
- 10% Mid-term exam Section 9/27
- 10% Critical Issues Exam 10/19
- 25% In-Depth Investigation: Mini-report panel 11/1; Worksheet 11/2; Exam 11/7; Progress Report 11/16; 11/18; Public Reaction Day 11/29; Press Conference 12/14
- 5% Guiding Question: How does our profession address the essential role of leisure? Personal Motto
- 10% Final Exam Portion 12/13 and Portfolio section

## Course Policy Outline

Attendance and Due Dates: Attendance will be taken on a regular basis and reinforced 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, test, quizzes that are collected or occurs during the class meeting will not be allowed for an unexcused absence. 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 assignments 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 10% for each 24-hour period. If you foresee a problem turning an assignment in on time and discuss it with us at least 72 hours before the due date, then we can consider an extension without penalty. This course requires a significant out-of-class time commitment. If you will be unable to complete an out-of-class assignment, you need to notify the instructor by September 7, so that an alternative assignment can be developed. Students who do not notify us by that time are accountable for the assignments as designed in this syllabus.

Written assignments: All assignments are to be typed, 1-inch margins, 12-point font, follow APA formatting guidelines (double-spaced, in-text citations, reference list). Spelling, grammar, and formatting mistakes will count against the overall grade of the assignment. Whenever a draft assignment is due, you need to keep the copy with comments on it and turn it in with the final version of the paper. Final grade will be reduced by 30% if draft missing. You have the option to turn in any group written assignment individually if you notify us two weeks prior to the due date). Do not use a separate title page, list your name, assignment name, date as the first three lines of the paper. Creative titles for your paper are always appreciated 😊

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](http://www.uga.edu/ovpi)

Special Needs: If you have a documented disability or any other special needs and wish to discuss academic accommodations, please contact us as soon as possible. Necessary academic accommodations will be made for you based on the recommendations received from Disability Services. You must be registered with Disability Services to receive academic accommodations.

Criminal Background Check: Each student will be required to undergo a criminal background check in order to participate in the Recreation Programs. We will not know the nature of anything discovered, but will simply be notified that a particular student is not able to participate. An alternative assignment will be developed that does not require contact with the public.

Grading Scale: A:89-100 (exceptional); B 79-88 (excellent); C 69-78 (average); D 59-68; F 59↓  
Generally, Incomplete can only be assigned if you talk with us at least 1 week before last class day.