



The University of Georgia

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

Dear Students,

Camp is a powerful context for youth development. The challenge for administrators is to structure the environment so that the positive development outweighs the potential for negative consequences. I am excited about the opportunity to delve into the history of youth development and explore the future...where you will take us! I bring a background of having been a camp administrator, then receiving training of thinking as a researcher and now reflecting back on what that all means as we prepare future generations to lead the field of youth development. We have exciting times ahead, with youth who are in desperate circumstances counting on us to help them change the world for the better. How can we best prepare and respond through the medium of the camp experience?

It is hard for me to think of calling myself the “teacher” because the point 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 makes the learning your own.

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

- Understand adolescent development in terms of challenges and opportunities for society and the individual
- Investigate cultural and social barriers to participation in relationship to policy and human behavior within groups to make recommendations for global understanding
- Investigate personal and social assets that promote well-being and changes over time
- Examine the camp context in relationship to features of positive youth development within historical and contemporary frameworks
- Review program evaluation techniques to promote dynamic program improvement

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!

RLST 2430: Introduction to Youth Development in Camp**Spring 2009**

Instructor: Dr. Gwynn Powell
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Office: 345 Ramsey Center
 Class hours: Monday 5:45-8:45pm
 Office hours: Monday 4-4:30; Thurs 11-12:00
 Other times by appt. (20% of my time is research)
 (20% is public service)

Co-instructor: Sunhwan Hwang
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COURSE DESCRIPTION (from Undergraduate Bulletin): Examination of youth development in the context of the camp experience. Investigation of the opportunities and supports that can be capitalized on in a camp setting to promote positive youth development outcomes. Students are strongly encouraged to register for the RLST 5430L laboratory experience.

REQUIRED TEXT: American Camp Association (2007). Creating Positive Youth Outcomes. Healthy Learning: CA. ISBN: 978-1-58518-043-1

Access to ACA On-line Training Modules:

(1) Camp is for the Camper and (2) Designing Quality Youth Programs

Assignment	Weight
Learning Activities Chapter Quizzes (usually 10-25 points each) Peer Feedbacks (9 points each) In-class activities at unannounced times (pts vary)	10%
Youth Roles in Society Timeline	10%
Summer Camp Job Fair Implementation Job Responsibility Completion 30% Publicity implementation 25% Event evaluation and recommendations 40% Peer feedback and evaluation 5%	15%
On-line Learning Modules: 1) Camp is for the Camper & 2) Designing Quality Youth Programs	20%
Observation and Evaluation of a Youth Development Program	15%
Serving as a Staff Member for a Model Camp	15%
Comprehensive Reflective & Objective Mid-term (25%) and Final (75%)	15%

**The course syllabus is our general plan for the semester.
 As changes are made, we will announce them and post on WebCT.**

ASSIGNMENT DESCRIPTIONS: Details and information will be discussed and provided on WebCT.

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, so you need to work to make sure you keep it a priority. Normally, each week there will be a quiz or in-class assignment based upon the assigned readings in order to reward you for actively reading, increase the quality of class, and aid you in studying for the mid-term and final exams. At announced and unannounced time, activities will occur to enhance our understanding. Peer feedback allows you to practice the skill of giving professional, constructive criticism and praise to your colleagues (3 pts each for specific praise, constructive criticism, and thoughtful/tactful communication).

Major Assignments:

Youth Roles in Society Timeline: You will be assigned a period of time in history to explore and document programs available to youth and what the ramifications were of these programs and perceptions adults have about youth. You will be responsible for a written report and a public presentation for the Camp Administration students.

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 and invite your friends. Plan at least an 1 hour to investigate the program philosophy and design of camps in attendance.

Observation and Evaluation of a Youth Development Program: You'll choose a partner and a youth serving agency to go visit while it is in action. While there, you will complete an observation checklist, and then prepare a report for the agency and present your results to the class.

On-line Learning Modules: UGA and ACA collaborated to develop an on-line training modules about youth development: 1) Designing Quality Youth Programs, 2) Camp is for the Camper Check WebCT for the password and link to the site. You will need to complete the module and print the last page of the program to document the completion.

Serve as a Staff Member for a Model Camp: You will interview for staff positions in the model camps developed by the Camp Administration class. There will be different "jobs" available that will require you to conduct some library research as well as professional best practice research and develop accreditation process documentation materials.

Exams: You will have the opportunity to pull all of your learning together by completing a comprehensive and reflective mid-term and 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 workplace 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. As a reminder, current COE policy does not allow a C- or below to count toward major degree requirements, so do your best work ALL SEMESTER!.

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.

Grading System Breakdown by Percentage

A = 92-100	A- = 90-91	B+ = 88-89	B = 82-87	B- = 80-81
C+ = 78-79	C = 72-77	C- = 70-71	D = 60-69	F = 59 or below

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.

DAY	DATE	IN-CLASS TOPIC	ASSIGNMENTS DUE
M	Jan 12	Background Mind-Map and Course Overview	
M	Jan 19	No class: Martin Luther King Holiday (use the time to get ahead!!!)	
M	Jan 26	Participants, Philosophy & Program Design	Chapter 1; Syllabus Scavenger Hunt Camp is for the Camper On-line Module
M	Feb 2	Supportive Relationships Goals	Chapter 2 Job Fair Evidence Come prepared for your camp interview
M	Feb 9	Summer Camp Job Fair Ramsey Center 5:15-8:15pm	Bring your friends & Attend (ask your professional questions)
M	Feb 16	Safety Goals & Risk Management Mid-term	Job Fair Written Assignment Quiz Chapter 3
M	Feb 23	Youth Involvement Goals	Chapter 4 Youth Role in Society Written Report
M	Mar 2	Site and Facility Skill-Building Goals	Youth Roles in Society Presentations Chapter 5 Best practices report
M	Mar 9	Spring Break	Relaxation and Catch-up ☺
M	Mar 16	International Celebration Staff meeting	Designing Quality Youth Programs On-line Module Research report
M	Mar 23	Standards Draft Meeting	Standards draft
Tues	Mar 4	Withdrawal Deadline	
M	Mar 30	Operation and Supervision: Central Administration Evaluation & Reporting	Program Evaluation Report
M	Apr 6	Business and Finance Fund Raising	
M	Apr 13	Standards Visit with Camp Directors	Standards final document Camp Promotion
M	Apr 20	The Big Picture Course Evaluation	
M	Apr 27	Wrap-up and Catch-up	
M	May 4	Final Exam 7-10pm	