



Fall 2008 Syllabus
Volume 1, Issue 1

Core of Leisure Services

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

Welcome!!!

Dear Students,

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 of your own learning!

This document is our roadmap and syllabus. It is representative of four classes totaling 12 credit hours with four separate grades. In the past, your education has been delivered in thin layers (i.e. separate courses) that may or may not have connected. To guide you through the semester, we have created one syllabus with overviews of assignments and an outline 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.

As you prepare for your profession, we will make connections between content and real-life together.

We look forward to the adventure!

Teaching Team:

Mr. Denny Teason; 339 Ramsey; 706-542-4311; dteason@uga.edu; M: 10-11; Th: 12:30-2
Ms. Amanda Howard; 336 Ramsey; 706-542-4311; howardar@uga.edu; T & Th 12:15-1:15
Mr. Joseph Pate; 334 Ramsey; 706-542-4311; josephp@uga.edu; M 10-11; R 12:30 - 2:00
Dr. Gwynn M. Powell; 345 Ramsey; 706-542-4332; gpowell@uga.edu; M 6-6:30; R:3-4
Dr. Corey W. Johnson; 347 Ramsey; 706-542-4335; cwjohns@uga.edu; M 10-12; W 10-11

Senior Mentors; Edie Klein Room (207 Ramsey); M: 10-10:30, T: 8:45-9:15, W: 8:15-9:00, Th: 12:15-12:45

Taylor Davis; 770-365-0680; tnd@uga.edu
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343 Ramsey Center · 300 River Road · Athens, GA 30602-6555
voice 706-542-5064 · fax 706.542.7917

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

Class Meeting Times & Locations

M/W/F	9:05-9:55	We live in Ramsey ☺
T/R	9:30-10:45 and 11:00-12:15	
Lab	varies, but often Tues 2:00-4:00	Ramsey Gym West/ Community location

WebCT Course Address

<https://webct.uga.edu>

Log in with UGA myID & password. Students should check the course site for important information and to print student handouts. Also, official university correspondence is conducted using your UGA email address and we expect you to check that email at least daily.

Course Description and Goals

Foundations of Leisure Services (RLST Unified Core) is about creating an interdependent community of learners who can explore, develop, sustain, improve, and contribute to leisure service delivery in a critical and meaningful way.

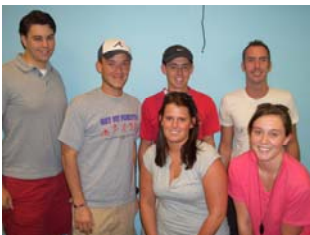


*"We want you
to succeed,
embrace each
opportunity!"*

Our broad goals for this course are to prepare you to:

- Present your ideas and talk with citizens, colleagues, participants, donors, and policymakers with knowledge and confidence.
- Approach challenges by looking for the connections between your experience, existing information, and new information in order to make better decisions.
- Lead organizations by recognizing the interconnectedness of leisure, recreation, research, and the challenges of a diverse society.
- Enter the profession with a wide-range of tangible skills and the ability to effectively demonstrate those skills in an interview and on the job.
- Create and support individual and societal action related to leisure, recreation, and the "common good."

Using these goals and a learning community model, this course integrates 12 units of introductory content, experience-based delivery, and active learning strategies to provide you with the foundation necessary to become an emerging recreation and leisure service professional!



*"Use your time
wisely and ask
us for help!"*

This course requires a significant out-of-class time commitment. Check the course outline very carefully and mark your calendar/planner now! If you will be unable to complete an out-of-class assignment or field trip, you need to notify the teaching team by August 31, 2008 so that an alternative assignment can be developed. Students who do not notify us by that time are accountable for the assignments/trips as designed in this syllabus.

*The course syllabus is a general plan for the course;
deviations announced to the class by the instructor may be necessary.*

Course Outcomes

As an interdependent community of learners we will explore three major questions, and you will have opportunities to accomplish the following:

1 *What are leisure, recreation and play and what relevance do they have toward achieving an individual and common good?* (3 credit hours)

- A1. Describe the RLST program—the faculty, the curriculum, and professional expectations.
- A2. Provide an overview of the philosophical concepts and historical significance of play, recreation, and leisure.
- A3. Explain different cultural views of leisure, time, and work and how they impact the leisure experience.
- A4. Explain the role of the recreation and leisure experience across the life span for all persons in diverse societies.
- A5. Examine current theories and philosophical views of leisure behavior and a range of factors that influence leisure behavior.
- A6. Describe the nature of agencies and businesses delivering leisure services along with an overview of career opportunities that exist within the profession.
- A7. Develop a philosophical foundation for both personal and professional performance in recreation and leisure services.
- A8. Develop a strategy for making the transition from a recreation student to a recreation professional.
- A9. Explain and justify personal ethics and sense of professionalism as applied to leisure services.

2 *What foundational skills do I need to be an effective leisure services professional in a diverse community?* (6 credit hours)

- B1. Describe the preparation and skills needed to enter the leisure service profession.
- B2. Prepare written work consistent with RLST Program writing standards (can be found on WebCT) and according to APA 5.0 guidelines.
- B3. Prepare a resume, cover letter, and scholarship application.
- B4. Conduct author, subject, and title searches using UGA Library electronic references.
- B5. Utilize campus networking capabilities including system access, electronic mail (e-mail), WebCT, World-wide Web, and library holdings.
- B6. Create and modify documents using Microsoft Word, Microsoft Excel, Microsoft Power Point, and Microsoft Publisher.
- B7. Demonstrate familiarity with various software packages designed for recreation and leisure services application.
- B8. Organize and conduct leisure programs and services in a variety of settings and with a variety of populations.
- B9. Identify group dynamics and be able to use leadership techniques and strategies to enhance leisure experiences for various populations, including those with special needs.
- B10. Utilize leisure resources to enhance participant involvement.
- B11. Demonstrate the ability to explain and facilitate the concept of leisure lifestyle for continued individual development and expression throughout the human life span. services.

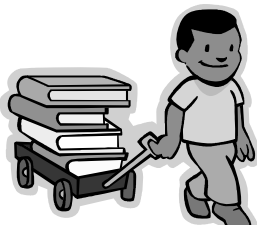
- B12. Analyze programs, services, and resources in relationship to participant needs and requirements.
- B13. Formulate, plan, implement, and evaluate goals and objectives for leisure programs and services.
- B14. Discuss the role of budgeting in program planning, and have the ability to construct a budget for a specific leisure program.
- B15. Utilize techniques and strategies to market specific leisure programs and services.
- B16. Discuss the principles and procedures used to evaluate leisure programs, services, resources, areas, and facilities.
- B17. Identify the basic principles of risk management planning, and demonstrate the ability to develop a risk management plan for a specific leisure program.

3 *How can I identify and respond to the critical issues that impact leisure service delivery?* (3 credit hours)

- C1. Describe current social, economic, political, and environmental concerns influencing leisure and recreation services in the United States.
- C2. Discuss the legal foundations, regulatory agents, and responsibilities of leisure service agencies in serving people of diverse backgrounds and needs and demonstrate how to comply with professional, legal, and regulatory standards.
- C3. Compare and contrast diversity across social, cultural, and ability levels.
- C4. Identify characteristics of selected disabilities and strategies to enhance leisure experiences for people with disabilities.
- C5. Identify the consequences for everyone when people are left out of leisure service delivery systems.
- C6. Identify the benefits for everyone when people are included in leisure service delivery systems.
- C7. Identify methods and resources to foster a sense of professional competence that promotes development of a leisure lifestyle for all individuals.
- C8. Compare and contrast sociological and psychological perspectives of the outdoor recreation user's environmental attitudes and behaviors.
- C9. Apply principles and procedures for proper social, cultural and environmental design of leisure services, areas, and facilities.

Methods for Accomplishing Course Outcomes

include: Class lectures and discussions; required reading assignments; small group exercises and discussion; written papers; experience based analysis; big fun, community-based service-learning; interactive in-class response, and field trips.



Accommodation Needs: We are committed to providing access to all persons with disabilities and will provide accommodation if notified. 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. Please visit <http://www.dissvcs.uga.edu> or call 706-542-8719 to learn more.

Required Resources and Fees

- Allison, M.A. & Schneider, I.E. (Eds.) (2008). *Diversity and the Recreation Profession: Organizational Perspectives, Revised Edition*. State College, PA: Venture Publishing. ISBN: 1-892132-80-2 **Black**
- DeGraaf, D.G, Jordan, D.J. & DeGraaf, K.H. (2005). *Programming for Parks, Recreation, and Leisure Services: A Servant Leadership Approach* (2nd ed). State College, PA: Venture Publishing. ISBN: 1-892132-51-6 **Purple**
- Henderson, K. A., Bialeschki, M. D., Hemingway, J. L., Hodges, J. S., Kivel, B. D., & Sessoms, H. D. (2001). *Introduction to Recreation and Leisure Services* (8th ed.). State College, PA: Venture Publishing. ISBN: 1-892132-23-0 **Blue**
- Michaelis, B., & O'Connell, J.M. (2000). *Game and Play Leader's Handbook*. State College, PA: Venture Publishing. ISBN 1-892132-02-8 **Blue Jean**
- Dustin, D., McAvoy, L., & Schultz, J. (2002) *Stewards of Access/Custodians of Choice: A Philosophical Foundation for the Park and Recreation Profession* (3rdEd.). Champaign, IL: Sagamore Publishing. ISBN: 1-57167-514-0 **Mosaic**

“Clickers” (aka Interwrite Personal Response System) from the university bookstore
You will use these over the next two semesters.

Additional book chapters, articles, and supplemental readings will also be required but will be on WebCT to keep costs at a minimum. You will need the day's required readings (article or textbook), so bring them to class. Each day bring your personal response systems (clickers) to class. Not having them may result in a reduction of Learning Activity points.

Group Initiative and High Ropes Course: \$24.00 Make check payable to “UGA REC Sports.” Due 8/25

Background Check: Budget at least \$25 for this process. Due 9/8

One-day registration at a professional conference: Georgia Recreation and Parks Association \$30 9/3

We recommend that you purchase Liability Insurance, and you will need to sign a form indicating your decision in this regard. Insurance is available for \$7 by becoming a student member of SPAGE Student Professional Educators of Georgia.

To learn more about the organization: <http://www.pagefoundation.org/spage/index.html>

To access the Membership page: <https://membership.pageinc.org/>

Brief Descriptions of Assignments

Leisure & the Common Good: RLST 3030 (3 credit hours)

<i>Learning Activities</i>	20 %
<i>Historical Figure</i>	20 %
<i>This I Believe</i>	30 %
<i>Professional Conference Attendance</i>	10%
<i>Exam Points</i>	20 %



Additional details on assignments will be covered in class as well as posted to WebCT.

Leisure & the Common Good Assignments (RLST 3030; 3 credits):

What are leisure, recreation and play and what relevance do they have toward achieving an individual and common good?

Leisure & The Common Good Learning Activities (20 %) Johnson: Attendance, participation, and content comprehension in this class will be assessed using announced and un-announced quizzes, cooperative learning assignments, peer review feedback, free-writes and other short activities completed for Leisure & the Common good. We will drop the 2 lowest Learning Activity grades before calculating the final Learning Activity score for Leisure & the Common Good.

Historical Figure Investigation (20 %) Pate: Students will choose a historic figure that has been influential to the recreation and leisure service profession. You will research that person's biography, views, and contributions. Keep in mind that our roots provide lessons and foundation for our delivery of services in contemporary society. To deepen your level of thinking as you conduct research to write a paper on your historical figure's perspective, you will have the opportunity to "become" this figure in class discussions (reacting to various topics or other historic figures in the manner that best supports your historic figure's perspective).

This I Believe...Professional Philosophy Paper (30 %) Johnson: Students will begin to develop their thinking and writing on a comprehensive paper that explains the student's view of leisure, recreation, and play; their philosophical position with regards to leisure, recreation, and play; and which explains their pragmatic application of leisure theory and philosophy toward the delivery and administration of services. This paper will be developed using scaffold drafts and ultimately will span 3 semesters. This semester will be evaluated according to first and second drafts.

Professional Conference Attendance (10 %) Powell: As a beginning step toward professional involvement, attendance of at least one day of the GRPA conference is a course assignment. The student daily registration rate is \$30, and the GRPA conference will be in Athens this year November 4-6. If you cannot attend this event, bring the instructor the conference brochure of an alternative conference by August 31, 2008 for approval consideration.

Exams (20 %) Johnson: Points from the exams will be allotted to Leisure & the Common Good. The exam formats will include objective, short answer, and essay questions that allow students to demonstrate their understanding and application of the course material.

**Foundation Skills 1
RLST 3800
(3 credit hours)**

<i>Learning Activities</i>	50 %
<i>Program Facilitations</i>	30%
<i>Exam Points</i>	20 %

**Foundation Skills 2
RLST 3800L
(3 credit hours)**

<i>Community Program</i>	50%
<i>Career Exploration</i>	20 %
<i>New Leisure Activity</i>	10 %
<i>Exam Points</i>	20 %

Foundational Skills Assignments (6 credits): *What foundational skills do I need to be an effective leisure services professional in a diverse community?*

Part 1: RLST 3800

Foundational Skill Learning Activities (50 %) Powell: Attendance, participation, and content comprehension will be assessed using announced and un-announced quizzes, cooperative learning assignments, peer review feedback, free-writes, on-line trainings and other short activities. We will drop the 4 lowest Learning Activity grades before calculating the final Learning Activity score.

Cooperative Program Facilitations: (30 %) Pate: This project will allow you to gain confidence and skills in games facilitation. You will progress from facilitating activities with your peers (in lab and class), to leading activities at a special event with participants in the community, and end with a “back pocket” full of resources in the form of an activity file.

Exams (20 %) Pate: Points from the exams will be allotted to Foundational Skills Part 1. The exam format will include objective, short answer, and essay questions that allow students to demonstrate their understanding and application of the course material.

Part 2: RLST 3800L

Community Program (50 %) Powell/Howard: The project will give students a realistic experience in planning and implementing recreation programs in a group experience much like ones they will encounter in the “real” world. You will investigate your own leadership journey as you work with a group assigned to one of several pre-arranged projects sites to plan, implement, and evaluate a recreation program. The program will address agency overviews, needs assessment, program rationale, goals and objectives, target populations, inclusive adaptations, evaluation, environments, risk management, scheduling, staffing, budget, pricing, and program promotion/marketing.

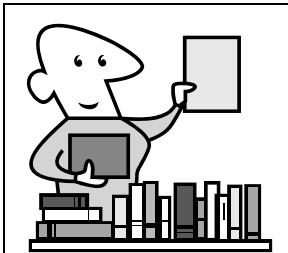
New Leisure Activity (10 %) Teason: Students will select and learn a new activity. This will allow for exploration and reflection about the process of learning a new leisure skill.

Career Exploration (20 %) Howard: Students will select and investigate a leisure service career of their choice with the instructor approval. During the career exploration, the student will shadow and communicate with a professional for a minimum of eight hours divided into at least two different time periods (i.e. lunch, coffee or informal interview followed by another on-site visit). This project allows students to explore possible career paths, and creates the opportunity to experience various work settings and populations, which can be a lot of fun.

Exams (20 %) Powell: Points from the exams will be allotted to Foundational Skills 2. The exam format will include objective, short answer, and essay questions that allow students to demonstrate their understanding and application of the course material.

**Critical Issues
RLST 3850
(3 credit hours)**

<i>Learning Activities</i>	20%
<i>In-Depth Investigation</i>	40 %
<i>Inclusive Perspectives</i>	20 %
<i>Exam Points</i>	20 %



**Course Schedule,
WebCT and
Assignment
Sheets contain
more details**

Critical Issues Assignments (3 credits):

How can I identify and respond to the critical issues that impact leisure service delivery?

Critical Issue Learning Activities (20 %) Teason: Attendance, participation, and content comprehension in this class will be assessed using announced and un-announced quizzes, cooperative learning assignments, peer review feedback, free-writes and other short activities completed for critical issues. We will drop the 2 lowest Learning Activity grades before calculating the final Learning Activity score for critical issues.

In-Depth Critical Issue Investigation (40 %) Howard/Pate: At this point in the semester, students will build on their historical perspective from Leisure and the Common Good and apply what they have learned in a way that identifies present and future challenges that leisure service delivery professionals might face. This in-depth investigation will expose us to the current critical issues in the field and develop skills in finding resources, problem solving, and the management of such issues.

Inclusive Perspectives (20 %) Johnson: This project will challenge you to examine assumptions (including your own) about disabilities. In preparation for a case study, you will participate in an "Inclusion Fusion" and a "Wheelchair Simulation." You will then wrestle with a case study to identify the key issues that need to be addressed and generate a written plan to enhance the leisure participation of the individuals described in the case.

Exams (20 %) Howard: Points from the exams will be allotted to Critical Issues. The exam format will include objective, short answer, and essay questions that allow students to demonstrate their understanding and application of the course material.

Instructor Expectations and Policies FAQ

This set of integrated courses is taught using a combination of lectures, class discussions, guest speakers, media presentations, and experiential activities. To create an environment in which learning (yours and ours) is possible, we must be well prepared for class, challenge each other to think critically, express ourselves effectively, experiment with new ideas, respect and listen to everyone's ideas, and correct mistakes, misunderstandings, and errors in a positive and encouraging manner.

If each of us does our part, we expect to create a fun and challenging learning environment. The following frequently asked questions will help you to become familiar with the expectations and policies set by your learning community instructors.

When do I need to come to Class? Why is attendance important?

In accordance with the university class attendance regulations, students are expected to punctually attend class sessions. While attendance is important, you must also take an active role in your learning experience. Therefore, you are responsible for all class materials. If you do miss a class, be sure to ask a classmate for any handouts, notes, assignments, etc. The student is held accountable for all of the work covered in each class meeting. Students who will be absent because of religious observances or official university business need to notify the instructors at the beginning of the semester in order to allow for accommodations in testing or assignments.

How do I inform the teaching team if I know I am going to be absent?

If you expect to miss class, be sure to notify the team by posting to WebCT. You may not make up or be excused except with 72 hour advanced written notice. Extenuating, documented situations will be handled on an individual basis.

We utilize Learning Activities to build content and accountability. Each Learning Activity will count towards your grade and some of the activities will also support your major assignments. The Learning Activities take place at times that are unannounced and announced, we do this to encourage and reward you for being prepared everyday. They must be completed and turned in at the specified time, so that means you can not earn credit for them if you are not there. We know there will be times when you can not attend class and do not know in advance. For that reason, we have built in "dropping" a specific number of learning activities to accommodate those unforeseeable circumstances. Our computer program drops the first two lowest grades, removing them from the calculation of the overall grade and we do this for both consistency and fairness to all students, regardless of the learning activities value.

What does it mean to be professional in a learning community setting?

We take professionalism very seriously in this major. You will all work with clients in a professional capacity and represent UGA, The Department of Counseling and Human Development Services, and our own professional integrities. Therefore, it is extremely important to us that you behave appropriately, take initiative, are on time, and prepared for every community-based program. Failure to get a substitute and notify the instructor of your inability to fulfill your assigned responsibilities is viewed by us as unbecoming behavior for a future leisure service professional, and could result in an automatic "F" for the entire assignment. With regards to our community-based programs, "early is on-time, on-time is late, and late is unacceptable."

When are assignments due?

All assignments due in-class, must be turned in on time at the beginning of the class period with the rubric attached. This means they must be in hardcopy (not emailed or submitted via WebCT). If you anticipate being late to class, turn it in the day before or send it with a colleague. If you ever have a question about when something is due, please ask. The late penalty starts one minute into class because we do not want you (not that you ever would!) to be sitting in the computer lab finishing up the assignment—that would cause you to fall further behind because you would be missing class!

What if my printer ran out of ink and I turn my assignment in late?

Computer problems and other issues are unacceptable excuses. Plan ahead and have a “back-up” plan. Despite contingency plans, sometimes issues do arise, and in that case, late papers and assignments will be penalized 10% per day (the 10% deduction begins immediately—like 1 min into class). If you are not done or have not been able to print it, just accept the 10% penalty with grace and come on to class. You have 24 hours to get it turned in before the next 10% deduction. After three days, late papers will not be accepted unless prior arrangements were made with the instructor (prior arrangements means at a time other than during class -- come by, call, email).

What if I'm late for an exam? If I miss an exam, can I make it up?

A student who is late for an exam may not take the exam if a student has already completed the exam and left the room. A missed exam results in a zero unless arrangements have been made with 72-hour *advanced* written notice to the responsible instructor, or extreme emergency circumstances can be documented.

How important are the reading assignments?

Student participation is critical for the success of this class. Therefore, it is expected that the student will come to class prepared by having read the assigned materials and being able to discuss the material in an intellectual and critical manner. Anticipate spending a minimum of three hours working outside of the classroom for every one hour in the classroom; please plan your schedules accordingly. Much of your time outside of the classroom will be spent reading and writing. Reading is essential to your learning. So vital, in fact, that all assignments require some connection to the readings. Our class sessions will be used to extend and amplify the material from the reading; therefore, you must have read the assignment before each class session.

How are my assignments graded?

As instructors we do not give grades; as students, you earn 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.

Grading System Breakdown by Percentage

A = 93-100 A- = 90-92 B+ = 88-89 B = 83-87 B- = 80-82
 C+ = 78-79 C = 70.5-77 C- = 70-70.5 D = 60-69 F = 59 or below

Can I redo an assignment if I got a bad grade on it?

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.

What happens if I earn a C-, D or F in any of these courses?

First, we want you to apply yourself so that this situation does not occur! But, if it does, the College of Education policy does not allow C-, D, or F to count for you major coursework. This situation is complicated by the fact that our courses are only offered once a year. So, depending on how many courses you need to re-take, you might need to wait until next fall to make-up the course(s). So, bottom-line...apply yourself all along, because remember you will be almost completely finished with the RLST 3030 grade by the end of September, so if you “coast” at the beginning, it is hard to catch up and perform well.

What are the standards for writing 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:

- 35% adequacy (breadth and depth) of analysis of the assignment.
- 35% direct evidence that assignment is synthesized from class material and readings.
- 20% professionalism (style, presentation, organization, grammar and spelling).
- 10% 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%.

What should I do if I don’t agree with an assignment grade?

When you have a question or concern about the grading of an assignment, the student must put the question or concern in writing and turn it in to the responsible instructor (along with the

assignment) within 5 days of receiving the grade. The instructor will then have time to consider the student's question or concern and respond appropriately. This policy does not apply to instructor calculation errors, just show us the error and we will correct it. It is recommended that a student keep all graded material until a final grade appears on her/his transcript. Graded materials may be necessary to settle discrepancies regarding the final grade of the course.

How do I get an incomplete or a withdrawal?

No incomplete will be given unless arrangements have been made with the instructor at least 14 days prior to the last scheduled class meeting. If you have exceptional, documented circumstances during the last two weeks, that will be handled on an individual basis. Please seek appropriate assistance from Academic Affairs:

www.uga.edu/studentaffairs/students/withdrawals.html. 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.

How can I receive extra credit?

We do not typically give extra credit assignments. We see extra assignments as 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.

What should I do if I'm late to class?

You are adults and we expect you to show respect for the instructors, guests, and your fellow classmates and use good/professional manners. If unusual circumstances require you to come in late or leave early, please sit near the door and make your exit quietly.

Is there a policy regarding cell phones in the classroom?

The use of cell phones, pagers, and other disruptive devices (i.e. Using the computer to on-line chat, email or browse the internet) will not be tolerated under any circumstances. If any of these devices are used or go off during class the student responsible for the device will write a 2-3 page essay commenting on the impact of cellular/digital technology on the recreation and leisure experience. The paper is due exactly one-week from the incident. Failure to complete the paper on time will result in 10 % being deducted from the final course grade. Please do not put us in a position of enforcing this policy; turn off devices or leave them at home or in your car.

What should I wear to class, lab, and other class related activities?

You need to recognize that your choices in dress effect the impressions you make on others. Use good judgment in class, lab, and the community. The lab is held where proper footwear and attire is essential for safety and optimal learning. In order to participate, wear rubber-soled, closed-toed shoes and loose fitting clothing (e.g., shorts, t-shirts, sweats) to all lab meetings. There are locker rooms available if you need to change clothes prior to or after class. For the community-based programs, t-shirt content and dress will be evaluated by collaborating personnel, and could be grounds for dismissal from the project for that day or for the semester based on the seriousness of the judgment error. Avoid anything that is not "G" rated...i.e. do not wear revealing clothing (i.e. halter tops, short shorts, or pants that let us know what kind of underwear you wear) and avoid clothes with references to drugs, racism, alcohol, sex, tobacco, etc.

What do I need to know about working in the community?

Each student will undergo a criminal background check in order to participate in the community based recreation programs. This action is done to role model best practice in working with community participants and to increase protection for the community participants. Alternative written assignments will be created for those students who cannot pass a criminal background check. To help lower your risks, we recommend you purchase liability insurance.

How do I make an appointment with a member of the teaching team?

In addition to normally being available before and after class, we encourage you to visit during our office hours or to make an appointment to see us as you have ideas, questions or concerns. Please do not wait until it is too late to ask an important question. Since the management of time is critical for students and professors alike, you are requested to please observe the following guidelines regarding office appointments.

→ **Priority:** Those students who have made appointments with us personally (either in person, by phone, sign-up, or via email) will be given priority.

→ **Drop-ins:** If we are in our offices and no appointment has been scheduled you are always welcome. Dropping in is encouraged and if we are busy with other items, accept our apologies for being honest and inviting you back at another time.

→ **Non-office hour appointments:** Please try to stick to scheduled office hours for appointments. However, if you find it impossible to schedule an appointment during regular office hours, we will work with you to find a mutually convenient time.

→ **Canceling appointments:** Should you find you will be unable to keep an appointment it would be appreciated greatly if you would contact us via one of the means identified above to cancel your scheduled appointment. Thank you for your professional courtesy in this regard.

Occasionally office hours may be canceled due to meetings or travel. We will make an effort to contact you if you have scheduled an appointment during such times. Please accept our apologies in advance for this possible inconvenience.

What is academic honesty and how do I follow it?

“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. You can read the policy at www.uga.edu/ovpi. Violations include: cheating (use of any dishonest, deceptive, or fraudulent means, unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work; plagiarism (using the ideas or work of another without giving credit to the source); copying the language, structure, ideas, and/or thoughts of another and adopting those as one’s original work; falsification, statement of untruth, either spoken or written, regarding any circumstances relating to academic work. Copying the work from a previous class, using another student's work, failing to cite references, etc. are also

considered violations. Complete the online education tool at
<http://www.coe.uga.edu/chds/students/honesty/>

Print out the pledge certificate at the end of the quiz and bring it to class August 25th, so we can place it in your file.

What should I do if I have an idea for Big Fun for the learning community?

By all means tell us! We welcome your ideas...we might not always be able to implement them right away, but value and appreciate them and our course has been improved over the years as a result.

Unified Core Course Outline and Tentative Schedule Fall 2008

Day/Date	Learning/Activity/Exploration	Readings/Assignment Due	Target Success
M 8/18	The Adventure Begins ☺	Get Your Books and Dive In	
T 8/19	Job Opportunities For Engaged Learners	Read Syllabus and do Scavenger Hunt Autobiography & Photograph	
Lab: Tuesday	Games Leadership Workshop	Wear tennis shoes and comfortable clothes Read Blue Jean Book Chaps 1-7 Quiz	
What Tools Do We Need To Become The Leaders Of Our Profession?			
W 8/20	The Meanings Of Leisure Optional: Get Yourself Together Workshop (Sr mentors; 10:00 Ramsey 215)	Blue p. 1-67 First day with Clickers	
R 8/21	Evaluating Information And Expressing Ourselves Effectively	Historic Figure (Post by 7:59am); Reading-Web-CT	
F 8/22	Polis Preparation Optional: Breakfast: Meet the Seniors (10am Rec Pool courtyard)	Read Cutten Article (WebCT); H.F. Article Review #1	
M 8/25	Research Tools: When Was The Last Time You Went To The Library! Optional: How To Work With APA Citations Workshop (10:00 Ramsey 215)	Online Academic Honesty Printout UGA Rec Sports Check \$24	
Roots Of The Field			
T 8/26	Leisure, Historically Speaking	Blue p. 93-149; APA/Library Exercise	
Lab: Tuesday	Leisure, Philosophically Thinking	Meet in classroom _____ Mosaic p. viii-32	
W 8/27	Programming In Our History	Purple: Chaps 1-3 HF Article Review #2	
R 8/28	Polis I Discussion	HF Outline (bring 2 copies);	

Bold Indicates assignment be turned in at the beginning of class, don't leave home without it ☺

Unified Core Course Outline and Tentative Schedule Fall 2008

	Processing and De-Briefing Workshop	Attend Class In Character	
F 8/29	What Is A Needs Assessment? (bonus Meeting Leading Workshop)	Purple: Chaps 4-5	
M 9/1	Labor Day: No Class		
T 9/2	Strengthening Our Learning Community: Lake Herrick 8:30-12:15 Plan to stay until 1pm, so you can enjoy a picnic with your new group members	Groups Initiative Course	
Lab:	Time trade for Group Initiative Course		
W 9/3	Difference in a Unified Sense of Togetherness	Black: Chaps 1 & 2; GRPA Forms and Check	
R 9/4	Sticks And Stones May Actually Break My Bones... Risk Management And Inclusion: Activity Adaptation Fusion	WebCT readings Black: Chaps 3 & 7	
Day/Date	Learning/Activity/Exploration	Readings/Assignment Due Dates	Target Success
Communication & Collaboration			
F 9/5	Written Communication Workshop I : Helping My Peeps: Constructive Criticism & Peer Review	HF Draft (bring 2 copies)	
Sun 9/7	Optional: Department-wide Picnic at Lake Herrick 5-7pm	RSVP to CHDS main office 706-542-1812	
M 9/8	Written Communication Workshop II: The Power Of Persuasion In Effective Communication Optional: Getting High Marks in Writing (Sr mentors; 10:00; Ramsey 344)	WebCT Reading: APA Chap 1 Background Check Form and Money	
How History Inform Us			
T 9/9	From Leisure To Recreation: The Protestant Work Ethic	The Matrix: Optional Movie Night 6pm	
Lab: Tues	Welcome to World of Poverty Simulation	WebCT: Unequal Childhoods; Black: Chap 5	
W 9/10	Stuff My Instructors Remember: Contemporary History	Blue p.121-148, Mosaic p. 32-69	
R 9/11	Field Trip: Leisure For The Common Good	Web-Ct Readings:	

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Unified Core Course Outline and Tentative Schedule Fall 2008

		Limericks	
F 9/12	Leisure Service Delivery System: Trying To Deliver The Goods	Purple: Chap 6-7 ; Blue p. 181-266	
M 9/15	Undergrad Panel: Getting the Most Value from Your Experience	Letters To Parents	
T 9/16	Needs Assessment Workshop: Understanding Our Community	Purple: Chap 5 (re-read); Community Program Plan Part One	
Lab: Tues	Students Lead Games And Behavior Management Workshop	Activity Facilitation; BlueJean Chap 8 Quiz Camp is for the Camper On-line Training	
W 9/17	Professional Workshop 4: Presenting your Ideas	Historic Figure Paper GRPA District 7 Meeting 10:30-1: free lunch!	
R 9/18	Polis II: Guiding Questions	Attend Class In Character	
Programming: The Visible Face Of Recreation And Leisure			
F 9/19	Beyond Sugar and Spice Optional: Exam Review (Sr mentors; 10:00; Ramsey 344)	Leisure Attitude Survey; Mosaic: p. 73-80; Black 4 & 8	
M 9/22	How Can We Work Together Better As A Group?	Leadership Journal Part One	
T 9/23	Program Planning & The Seasoned Professional Career Day Panel	Bluejean: Chap 12; Leisure Motto	
Lab: Arranged Day	Community Program: On-Site To Conduct Needs Assessment		
W 9/24	Who Do We Serve? Community Agency Overview	Group Presentations	
Day/Date	Learning/Activity/Exploration	Readings/Assignment Due Dates	Target Success
R 9/25	Professional Workshop 5: Mastering Excel (How to Survive if I Hate Math)	Wheelchair Simulation Paper WebCT Reading	
F 9/26	Exam 1 (History, Diversity)		
M 9/29	Doing It Right! Ethics And Care	WebCT Readings	

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Unified Core Course Outline and Tentative Schedule Fall 2008

T 9/30	Needs Assessment Workday	Community Program Plan Part Two	
Lab: Tues	Students Lead Games And Behavior Management Workshop	Activity Facilitation; BlueJean Chap 9-11 Quiz	
W 10/1	Critique Program Plans Optional: Exam Review (Sr mentors; 10:00 Ramsey 215)	Purple: Chap 8	
R 10/2	Professional Workshop: Make It Pretty With Advanced Publishing	Purple: Chap 9	
F 10/3	Program Evaluation	Purple: Chaps 12 & 13	
M 10/6	Exam 2 (Program)		
T 10/7	Field Trip in Athens: Multi-Method Evaluation Process	Crash: Optional Movie Night 6:30pm SLC	
Lab: Arranged Day	In The Community: Community Program Meeting 1	Implementation	
W 10/8	Community Program Trouble-Shooting	Revised Program Plan (From Part Two)	
R 10/9	Diversity: Avoiding the Crash	Black: Chap 9	
F 10/10	Diversity Into Practice	Black: Chaps 11,12,13,14 Diversity Case Study	
M 10/13	How Can We Work Together Better As A Group?	Leadership Journal Part Two	
T 10/14	Management Issues: Marketing & Budget	Purple: Chap 10; Blue 149-161	
Lab: Arranged Day	In The Community: Community Program Meeting 2	Implementation	
Introduction Into Leisure Services			
W 10/15	Management Overview	Blue: review 181-249; Purple: Chap 11; Community Program Plan Part Three	
R 10/16	Field Trip in Athens: Management Practices		
F 10/17	Management Issues: Human Resources Optional: Exam Review (Sr mentors; 11:00 Ramsey 215)	WebCT Reading	
M 10/20	Exam 3: (Management And Inclusion)		
T 10/21	Field Trip: Inclusive Programming at Camp Twin Lakes	Meet at 9:30 in Rutledge, GA	

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Unified Core Course Outline and Tentative Schedule Fall 2008

Lab: Arr Day	In The Community: Community Program Meeting 3	Implementation	
Day/Date	Learning/Activity/Exploration	Readings/Assignment Due Dates	Target Success
In-Depth Critical Issue Analysis (Part One: Understanding The Issue)			
W 10/22	Why Can't We All Just Have Fun?: Critical Issues in Recreation and Leisure Services	Mosaic: p. 81-120 Web-CT Readings	
R 10/23	Learning Even More About Critical Issues in Recreation and Leisure Services Withdrawal Deadline (But who would want to drop these courses?)	TIB Draft One Post critical issues choice to Web CT 7:59am	
F 10/24	Professional Workshop: Time To Get A Job--Resumes	Resume Draft	
M 10/27	Investigation Production Day (Educate Ourselves)		
T 10/28	Community Civic Action		
Lab: Arranged Day	In The Community: Community Program Meeting 4	Implementation	
W 10/29	Planning for Jigsaw Workshop (Educate Ourselves)		
R 10/30	Exam 4 (Critical Issue Content) Professional Workshop: Cover Letter and Scholarships	Resume; Scholarship Possibility Details	
F 10/31	Fall Break: No Class		
M 11/3	Conflict in the Community (Educate Ourselves)		
TWR 11/4-6 Lab	Meet The People Who Have Jobs: GRPA Special Session Wednesday morning 9am just for YOU---be there!	Curious Mind, Professional Attire & Demeanor Check WebCT for Critical Issues Readings	
F 11/7	Debrief GRPA Conference	Conference Reflection & Professional Interview	
In-Depth Critical Issue Analysis (Part Two: Management Of Critical Issues)			
M 11/10	Jigsaw Workshop Part One (Educate Others)	Community Program Plan Part Four	
T 11/11	Jigsaw Workshop Part Two/Building Background Knowledge (Educate Others)		

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Unified Core Course Outline and Tentative Schedule Fall 2008

Lab: Tues	Up In The Air At Lake Herrick		
W 11/12	Staff Meeting: Lessons learned from Community Program Projects	Community Final Report & Presentation	
R 11/13	Field Work As A Group (Educate the Community)		
F 11/14	Staff Meeting - Reporting Back On Field Work	Scholarship Application & Cover Letter	
M 11/17	In-class Project Workday (Educate the Community)		
T 11/18	In-class Project Workday (Educate the Community)		
Lab: Tues	Time Trade: In The "Real-World"....Career Exploration		
W 11/19	In-class Project Workday (Educate the Community)		
R 11/20	Public Reaction: Presentations Of Community Program Impact	Professional Attire; Peer Feedback	
F 11/21	Debrief Public Day	Peer Feedback	
M-F 24-28	Thanksgiving Holiday		
Day/Date	Learning/Activity/Exploration	Readings/Assignment Due Dates	Target Success
M 12/1	Turning off the Turkey	Blue p. 295-308	
T 12/2	Time, Work, Leisure	New Leisure Activity Paper	
Lab: Tues	Surprise ☺		
W 12/3	Time, Work, Leisure		
Putting It All Together: Guiding Questions Week			
R 12/4	Networking Breakfast	Career Exploration Paper	
F 12/5	<i>How Can I Identify And Respond To The Critical Issues That Impact Leisure Service Delivery?</i>		
M 12/8	<i>What Are Leisure, Recreation And Play And What Relevance Do They Have Toward Achieving An Individual And Common Good?</i>	TIB Draft Two	
T 12/9 (Fri)	<i>What Foundational Skills Do I Need To Be An Effective Leisure Services Professional In A Diverse Community?</i>		
W 12/10	Reading Day		

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Unified Core Course Outline and Tentative Schedule Fall 2008

	Optional Study Session (Sr mentors; 10-11:00 Ramsey 205)		
Celebrations of Knowledge and Community			
R 12/11 (12-3:00)	Final Exam (Management Of Critical Issues); Student Performance Review		
M 12/15 (8-11:00)	Final Exam Period: Field Trip Surprise	Take Home Portion Of Exam	
T 12/16 (8-11:00)	Final Exam Period: Course Debriefing And Segue To Spring		

The course syllabus is a general plan for the course; deviations announced to the class by the instructors may be necessary.