

University of Georgia
Department of Recreation and Leisure Studies

RLST 3850: Inclusive Leisure Services

Course Syllabus
Fall, 2002

John Dattilo
542-5064

jdattilo@uga.edu

Office hours: T & Th 12:30 - 2:30 p.m. or by appointment

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Course Purpose and Objectives

Purpose: To help students explore concepts that influence popular attitudes toward people with various limitations and their civil rights and leisure participation. Students will learn ways to alter preconceptions, respond to civil rights legislation, and address individual characteristics of people with disabilities to facilitate their participation in leisure activities.

Objectives: At the completion of this course, students should:

1. demonstrate understanding of discretionary time, recreation, and leisure for all people, including individuals with disabilities. (NRPA Standard 8.01 Understand conceptual foundations of play, recreation, and leisure for all populations and settings. 8.02 Understand psychological, sociological, and physiological significance of play, recreation, and leisure from historical perspective of all populations and settings. 8.13 Knowledge of responsibility of leisure service profession to make available opportunities for leisure experiences for all.)
2. demonstrate understanding of ethics and professionalism as applied to inclusive leisure services. (NRPA Standard 8.09 Understanding of ethical principles and professionalism as applied to leisure services delivery.)
3. acquire knowledge of legal foundations and responsibilities of leisure service agencies in serving people with disabilities. (NRPA Standard 8.12 Understand roles and interrelationships of diverse leisure service delivery systems. 8.13 Knowledge of responsibility of leisure service profession to make available opportunities for leisure experiences for all populations, including those with special needs and difficulties. 8.36 Knowledge of the legal foundations and responsibilities of leisure service agencies, and of the legislative process and the impact of policy formation on leisure behaviors and service.)
4. demonstrate understanding of value of diversity and benefits when people with disabilities are included in leisure services. (NRPA Standard 8.13 Knowledge of responsibility of leisure service profession to provide opportunities for leisure experiences for all populations, including those with special needs and difficulties. 8.14 Ability to promote, advocate, interpret, and articulate concerns of leisure services for all populations and services.)
5. demonstrate knowledge of methods and resources to facilitate development of a leisure lifestyle for all individuals. (NRPA Standard 8.17 Understanding of and ability to facilitate leisure lifestyle for continued individual development and expression throughout human life span. 8.19 Understanding of use of leisure resources to facilitate participant involvement.)
6. demonstrate knowledge of characteristics of various disabilities and strategies to enhance leisure experiences for people with disabilities. (NRPA Standard 8.18 Understanding of and ability to use leadership techniques and strategies to enhance individual's leisure experiences for all populations, including those with special needs. 8.20 Understanding of and ability to analyze programs, services, and resources in relationship to participation requirements.)

Course Structure

Required Text and CD-ROM: Dattilo, J. (2002). *Inclusive Leisure Services: Responding to the Rights of People with Disabilities* (2nd ed.). State College, PA: Venture.

Suggested Text: *Publication Manual of the American Psychological Association* (5th ed.) (2001). Washington, DC: American Psychological Association.

Lesson Format: Each lesson contains a stated purpose, reading assignments, learning activities and an evaluation and review section. Reading assignments include a chapter in the text book and web sites to review. Learning activities are comprised of an orientation activity and discussion questions presented in the book and a CD-ROM interactive learning activity as well as in class discussions, activities, and multi-media presentations. Evaluation of student acquisition of information will occur via daily quizzes, regular examinations, and written assignments.

Class Format: The general format of each class will include discussions, audio-visual presentations, in-class learning activities, and either guest speakers or video presentations.

Suggested Learning Procedure: Complete the reading assignment in the textbook and do the learning activities presented at the beginning of the chapter and the discussion questions at the end of the chapter. Next, complete the CD-ROM learning activity. In addition, visit the relevant web sites for more detailed information on the material in the lesson. Next, attend class to participate in learning activities, engage in discussions, listen to presentations and guest speakers, and complete evaluations such as quizzes and examinations. The PowerPoint slide shows provided in class can be accessed for review on the WebCT lesson page. When reading the last four chapters of the text review the profiles of individuals with disabilities provided at the beginning and end of these chapters. For a few lessons review a short video profile linked to some lessons.

Problems: If you encounter a problem that affects your participation in this course, contact the instructor immediately. In addition, any student who needs an accommodation or other assistance in this course should make an appointment with the instructor as soon as possible.

Evaluation of the Course and Course Instructors: Students will participate in an end-of-semester evaluation. In addition, students are encouraged to informally submit recommendations for course improvement on a continuing basis throughout the term.

Written Assignments

Speaker Questions (4 points - 1 point each):

Purpose: To facilitate discussion between class members and invited guest speakers.

Procedure: Prior to the class meeting time, each student should develop three typed questions that relate to the invited guest speaker and leisure. To assist students in developing questions, a brief biography will be provided for most of the guest speakers. Following the presentation, students will have an opportunity to ask their questions. Questions should be submitted to the instructor prior to leaving class so that credit may be given.

Submit the Assignment: Speaker questions are due at the beginning of class and WILL NOT BE ACCEPTED AFTER THE BEGINNING OF CLASS. If a student is late for class, the student will not receive credit for the work. If students anticipate a missed class period, they can choose to submit the assignment in advance of the class; however, the instructor must receive the paper before class begins. A paper found in the instructor's mailbox or any other location after class will be treated as late and the student will receive no points for that assignment.

Wheelchair Simulation Assignment (50 points):

Purpose: The purpose of the simulation assignment is for students to become more sensitive to the requirements placed on an individual with a disability, to develop an awareness of physical and attitudinal barriers that people with disabilities face, and to engage in a direct experience with a disabling condition. To demonstrate this awareness, students submit a report as follows:

Read: Read Chapter 4 and 6 in *Inclusive Leisure Services* and follow guidelines presented on pages 62-68.

Prepare for Simulation: Organize the experience by signing up for a time to use the wheelchair (8:30 a.m. - 2:00 p.m. or 2:00 p.m.-8:30 a.m.). Plan your schedule of activities to spend at least four consecutive hours using the wheelchair (at least one hour engaged in a recreation activity, two hours in a public setting, and one hour in your home). Plan to have someone with you during the simulation. This is for your safety but the person should only assist you when absolutely necessary. Make certain you go to a place where some people will be present who do not know you and are not aware that this is a simulation.

Engage in Simulation: Discreetly record notes during the simulation. If people inquire about why you are in the chair, explain the rationale for the assignment. Consider the information presented on pages 62-68 of *Inclusive Leisure Services*.

Develop the Paper: Develop a 4 - 6 page paper (typed and double-spaced). Follow guidelines presented in chapter 6 of *Inclusive Leisure Services* on using sensitive terminology. Use the following headings in your paper:

- **Introduction:** Briefly describe the sequence of your experience - the order in which you completed various activities and the approximate amount of time you engaged in these activities. (5 points)
- **Personal Reactions:** Identify and explain what your feelings were before, during, and after you used the wheelchair. What was your response to your abilities/disabilities? How did you feel about the reactions of other people? Identify any intrinsic barriers you experienced. (10 points)
- **Social Reactions:** Describe verbal and nonverbal reactions of people you encountered. Describe specific communication behaviors. Identify examples of different people reacting to you. Identify attitudinal barriers you experienced. (10 points)
- **Environmental Barriers:** Describe and discuss the various architectural, ecological, and transportation barriers that you encountered throughout your experience in the wheelchair and your response to these barriers. (10 points)
- **Professional Implications:** Discuss how this simulation might influence the way you will provide leisure services in the future. What might you do differently at your job, now that you have completed this simulation? (10 points)
- **Conclusion:** Make conclusions based on your experience. Describe the "take home" message you plan to share with others about this experience. (5 points)

Use Citations and References: Make reference at least once in each section to specific information found in the book, on the CD-ROM, or from a web site. Use citations in the body of your paper and include a reference list at the end of the paper of all work cited in the paper. References to studies and information presented in the text, CD-ROM, or web sites will help you demonstrate application of this information. Follow guidelines presented in the most recent *Publication Manual of the American Psychological Association* and those stipulated below.

Submit the Assignment: The wheelchair assignment is due as noted in the syllabus, at the beginning of the class period. If the wheelchair assignment is submitted during the assigned date after the beginning of class, it will be treated as being a day late. A late wheelchair assignment will be penalized at the rate of 10% per day (up to a total of two days) that it is late past the required due date. **NO LATE ASSIGNMENT WILL BE ACCEPTED AFTER THE 2-DAY PERIOD.** The wheelchair paper must be typed and double-spaced.

Grading of Assignment: Grading of assignments will focus on WHAT is being presented as well as HOW the information is presented. This procedure was adopted to encourage students to effectively present an idea by using appropriate terminology, to proof their work, and to concentrate on their grammar and spelling. All pages of the paper must be numbered consecutively. Include your name at the top of the page and do not use coversheets, plastic covers, or notebooks when submitting assignments.

Guidelines for Developing Professional Papers

The papers you prepare should be an example of your best effort. Your papers should be written, grammatically correct, accurate, and up-to-date. Plan to print several drafts of the paper. Use spelling and grammar checks prior to printing each draft. Follow these suggested steps:

- Read materials carefully and take notes. Identify the most significant or pertinent points. Be sure to record the complete reference of where the information was obtained.
- Outline and organize your paper in a sensible, coherent pattern.
- Write liberally to express all your ideas in the first draft.
- Edit mercilessly by removing all extraneous words and phrases; being concise and to the point; changing awkward passages; reviewing spelling and grammar; ensuring accuracy and proper form; and eliminating opinionated, editorial, slang, and unprofessional remarks.
- Refine for professionalism by reading some texts or articles for style and format.
- Type double-spaced, with margins of at least one inch on top, bottom, and both sides.
- Proofread carefully and correct typing errors.
- Ask someone to read and criticize your work.
- Keep a copy of the finished paper for your own file.

A common use of references is to give credit to the author of borrowed material, either quoting directly by placing author's original words in quotations or rephrasing the statements. In both cases, the last name of the author(s) and year the paper was printed must be set off in parentheses immediately before or following the statement: There is concern about recreation (Thomas, 2002). According to Beddal (2002), "There are useful services." (p. 69). If more than two sources are referenced in a citation, place references in alphabetical order and separate by a semicolon: A part of leisure services is leisure education (Nietupski 2002; Wuerch & Voeltz, 2002).

When making reference to the same authors in a paragraph, it is **not** appropriate to place the citation only at the end of the paragraph. This can cause confusion in differentiating between the original authors' work and your interpretations. Include references associated with each sentence: Leisure is critical to growth (Kazdin, 2002). According to Kazdin, growth is important.

Another approach is to begin a paragraph explaining that an author developed the information: Guess and Siegal-Causey (2002) identified a five-step process highlighted below. If citations are used, a reference list is included at the end of the paper containing a complete reference of each citation made in the paper. The references are listed in alphabetical order and conform to the most recent edition of the *Publication Manual of the American Psychological Association*.

Kraus, R. (2002). *Recreation and leisure in modern society*. State College, PA: Venture.
 Beddal, T., & Kennedy, D. W. (2002). Attitudes. *Journal of Leisure*, 19(1), 62-70.

When using citations and references it is helpful to remember the following: (a) ordering of the authors occurs in the same order they are listed in the journal, (b) only the first letter of the manuscript title is capitalized, (c) only the initials of the first and middle names of the authors are used, (d) volume number of a journal is recorded after journal title and is underlined, and (e) issue number is placed in parentheses if pages are not consecutively numbered.

When writing papers avoid (a) combining singular noun with plural pronoun in same sentence, (b) using absolutes, (c) using contractions, (d) using sexist terminology, (e) making run-on sentences, (f) presenting too many thoughts in one sentence, and (g) making misspellings.

Grading and Examinations

Quizzes:

Purpose: To apply material presented in the book and WebCT Lesson by completing a computer-assisted interactive learning activity before class and a quiz during class.

Preparation: First, read the WebCT lesson and the assigned chapter. Next, complete the CD-Rom learning activity. A careful read of the material in the book and a thorough completion of the CD-Rom learning activity will sufficiently prepare you for the quizzes.

Completion: Quizzes on each chapter and associated CD-Rom learning activity will be given at the beginning of class. If you anticipate missing a class period, you can arrange a time before that class period to take the quiz. If you miss class and do not make prior arrangements you will not be allowed to make up the missed quiz. If you arrive late to class you will not receive extra time to complete the quiz. At the end of the semester, the lowest two quiz scores will be dropped.

Examinations: Examinations are given only on the date and time scheduled. Each examination contains items that are in a multiple-choice format with each item worth two points. The examinations are cumulative. That is, examinations contain questions on all the material covered prior to that examination. The final is comprehensive and will test knowledge on all material covered in the course. In the event of DOCUMENTED emergencies or extenuating circumstances, alternative arrangements can be made. For extenuating circumstances, arrangements must be made in advance.

Course Grades: The total number of points you earn during the semester will determine your course grade. The grades earned for each assignment and examination will be totaled and a final grade will be computed on a percentage basis.

Requirements	Points
Wheelchair Simulation Paper	50
Exam 1 (Lessons 1-5)	50
Exam 2 (Lessons 1-10)	70 (50 points from Lessons 6-10)
Exam 3 (Lessons 1-15)	70 (50 points from Lessons 11-15)
Final Exam (Lessons 1-19)	100 (50 points from Lessons 16-19)
Speaker Questions	4 (1 point each)
Quizzes	90 (5 points each, drop lowest quiz)

Total Points: 434

Grading Scale:

A = 391 - 434 (90 - 100%) B = 347 - 390 (80-89%) C = 304 - 346 (70-79%)
 D = 260 - 303 (60 - 69%) F = Below 260 (Below 60%)

Academic Honesty

All students are expected to maintain 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. Each student is encouraged to read and understand A Culture of Honesty (the [UGA Academic Honesty Policy](#)). Printed copies of A Culture of Honesty may also be obtained from the office of the University of Georgia Vice President for Academic Affairs. Students may talk with their instructors about academic honesty.

Each student is expected to do his or her own work for individual course assignments. If any student is alleged to have committed an act of dishonesty (e.g., cheating, plagiarizing a written assignment, falsifying a course requirement, lying, stealing, receiving unauthorized or illegitimate assistance from another person) the office of Vice President for Instruction will be contacted immediately.

About Plagiarism:

About Plagiarism

Strict standards of academic honesty are upheld in this course. Any plagiarism will be penalized severely. The following has been prepared so that no student will commit plagiarism out of ignorance. Much of the information presented here is from policies stipulated by Penn State.

Plagiarism is the act of passing off someone else's work as your own. If you buy, borrow, or steal a paper to turn in as your own, you are plagiarizing. If you copy word-for-word, or copy changing a word here and there, without enclosing the passage in quotation marks and identifying the author, you are plagiarizing. But plagiarism can be more complicated in act and intent. Paraphrasing, which is stating something in different words, can lead to plagiarism. Jotting notes and ideas from sources and then using them without proper identification may result in a paper that is only a mosaic of other's words and ideas. Even the use of particular phrases may constitute plagiarism. Extensive proofreading or help from friends may amount to plagiarism. Keep track of sources and distinguish between what is their own and what comes from others. Did part of what you are saying come from an identifiable source? Say so.

Original: It is not recognized that at the same time when women are making their way into every corner of our work-world, only one percent of the professional engineers in the nation are female. A generation ago this statistic would have raised no eyebrows, but today it is hard to believe. The engineering schools, reacting to social pressures have opened wide their gates and are recruiting women with zeal. The major corporations, reacting to even more pressures, are offering employment opportunities to practically all women engineering graduates.

Word-for-word Plagiarism: Because women seem to be taking jobs of all kinds, few people realize that only 1 percent of the professional engineers in the nation are female. A generation ago this statistic would have raised no eyebrows, but today it is hard to believe. The engineering schools, reacting to social pressures have opened wide their gates and are recruiting women with zeal. The major corporations, reacting to even more intense pressures, are offering attractive employment opportunities to practically all women engineering graduates.

In the example, after revising part of a first sentence, the writer copies from the source. Quotation marks around copied text, followed by a footnote, help avoid plagiarism. But a paper consisting largely of quoted passages is of little value.

Paraphrase Plagiarism: Few people realize; now that women are finding jobs in all fields, that a tiny percentage of the country's engineers are women. Years ago, this would have surprised no one, but now it seems incredible. Under great pressure, engineering schools are searching out women, and big companies are offering good jobs to practically all women who graduate.

In this case, the writer follows the movement of the source substituting words and sentences but keeping the meaning of the original. The writer could avoid plagiarism by acknowledging the source and providing a footnote: "Flor (2000) reported that few people realize . . ." Properly used, paraphrase is a valuable technique. Use it to simplify or summarize so that the ideas or information, properly acknowledged, may be woven into the pattern of your own sources.

Mosaic Plagiarism: The pressure is on to get women into engineering. Engineering schools and major corporations have opened wide their gates and are recruiting women zealously. Practically all women engineering graduates can find jobs. Nevertheless, at the moment, only 1 percent of the professional engineers in the country are female.

Here the writer lifts phrases and terms from the source and embeds them. Mosaic plagiarism may be caused by sloppy note taking, but it always looks dishonest and will be judged as such. Using quotation marks around original wording avoids plagiarism, but when overdone makes for a patchwork paper. When most of what you want to say comes from a source, quote directly or paraphrase and provide citations.

An act that is considered plagiarism is the identification of a "secondary source." A secondary source is a reference that is made in an article that you have read that you then cite in your paper (e.g., Graefe as cited by Godbey). The major problem with using secondary sources is that you are presenting material that is second-hand. Therefore, you cannot be certain that what you are reporting is accurate. If the author in the article you have read misrepresented the author cited in that paper, then you will perpetuate this misrepresentation. Follow the same procedure you would use if you were to hear something about someone from another person ... go to the original source. Find the citation at the end of the article you have read, and locate the original article. This will help you avoid misrepresenting the original article and more accurately reflect information. Besides, you may learn more than you expect from the original article.

Plagiarism is a serious offense and any student found guilty of dishonesty or cheating in academic work shall be subject to disciplinary action. Plagiarism includes submitting exams, themes, reports, or other works as one's own when such work has been prepared by another person or copied from another person, and assisting a fellow student in cheating.

The key to using sources is to use them to support and amplify **your** ideas. If you find, that too much of your paper comes from your sources and not enough from you, start over. If you have doubts about the way you are using sources, talk to your instructor.

Course Schedule (tentative)

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

Fall Semester 2002: Tuesdays and Thursday 11:00A – 12:15P in Room 205 Ramsey

Tues., Aug. 20	Introduction to Course and Introduction to WebCT 0--Quiz
Thur., Aug. 22	Lesson 1--Become Oriented; Film: Ed Roberts (13 min) 1--Quiz
Tues., Aug. 27	Lesson 2--Learn about Inclusion; Film: Sam Early #3 (6 min) 2--Quiz
Thur., Aug. 29	Lesson 3--Understand Attitudes; Film: Sarah Rhinertson (14 min) 3--Quiz
Tues., Sept. 3	Guest Speaker: Rick Benett "Make-A-Way" Speaker Questions
Thur., Sept. 5	Lesson 4--Enhance Your Attitude; Film: Ron Scanlon #17 (8 min) 4--Quiz
Tues., Sept. 10	Lesson 5--Improve Attitudes; Film: Marilyn Hamilton (13 min) 5--Quiz
Thur., Sept. 12	Exam 1: The Beginning
Tues., Sept. 17	Lesson 6--Sensitive Terminology 6--Quiz
Thur., Sept. 19	Lesson 7--Support Families; Film: Victor Philips #13 (12 min) 7--Quiz
Tues., Sept. 24	Lesson 8--Barriers to Leisure; Film: Josh Lilly #12 (3 min) 8--Quiz
Thur., Sept. 26	Lesson 9--Respond to the ADA; 9--Quiz
Tues., Oct. 1	Lesson 10-- Universal Design Film: Ryan Skelton #5 (4 min) 10--Quiz
Thur., Oct. 3	Exam 2: Half Way
Tues., Oct. 8	Wheelchair Simulation Discussion Wheelchair Simulation Paper
Thur., Oct. 10	Lesson 11--Self-determination; Film: Jim Kanaub #7 (10 min) 11--Quiz
Tues., Oct. 15	Lesson 12--Develop Leisure Education; 12--Quiz
Thur., Oct. 17	Lesson 13-- Social Interactions; Film: Bill Henderson #14 (12 min) 13--Quiz
Tues., Oct. 22	Lesson 14--Reasonable Adaptations; Film: David Potter #1 (9 min) 14--Quiz
Thur., Oct. 24	Lesson 15--Advocate for Services; 15--Quiz
Tues., Oct. 29	Exam 3: Almost There
Thur., Oct 30	<i>Fall Break: No Class</i>
Tues, Nov. 5	Lesson 16-- Physical Limitations; Film: Tony Volpentest #18 16--Quiz
Thur., Nov. 7	Guest Speaker: Betsy Wynne Speaker Questions
Tues., Nov. 12	GRPA: No Class
Thur., Nov. 14	Lesson 17-- Cognitive Limitations 17--Quiz
Tues., Nov. 19	Guest Speakers: Darlene Coggins & Others Speaker Questions
Thur., Nov. 21	Lesson 18-- Sensory Limitations; Film: Heather Whitestone #16 (15 min) 18--Quiz
Tues., Nov. 26	Guest Speakers: Dr. Linda Medleau Speaker Questions
Thur., Nov. 28	<i>Thanksgiving Holiday: No Class</i>
Tues., Dec. 3	Lesson 19—Technology; Film: John Sciliano #18, (2 min) Amanda Castleberry #12 (8 min) 19--Quiz
Thur. Dec. 5	Review and Discussion
Mon., Dec. 16	8:00-11:00 Exam 4: The End . . . or really, The Beginning

