

RLST 5130 Leisure Education
University of Georgia / Recreation and Leisure Studies
Spring, 2006

9:05-9:55am MWF
Ramsey 224

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COURSE DESCRIPTION

This course provides students with information on principles and content of leisure education, literature devoted to leisure education, theoretical models associated with leisure education, the application of systems approach to the delivery of services, and methods of conducting leisure education programs to meet the needs of participants. Students will gain awareness of the application of leisure education to individuals with diverse needs and to diverse settings and leisure service delivery systems.

COURSE OBJECTIVES

1. To develop an understanding of the definition of leisure education and of concepts related to leisure education. 8.01, 8.18, 9D.01, 9D.11
2. To cultivate an awareness of the role and significance of leisure in a person's life—including the student's own life. 8.02, 8.03, 8.04, 8.05, 8.12, 9D.01
3. To become familiar with leisure education curricula and to be able to implement a number of leisure education techniques. 8.16, 8.17, 8.18, 8.19, 8.20, 8.27, 8.28, 9D.11, 9D.14
4. To become familiar with and be able to use a variety of assessments in leisure education. 8.22, 8.36, 9D.16
5. To develop an understanding of the application of leisure education to individuals who are served in a variety of settings, including clinical, institutional, community, human services, and educational settings. 7D.04, 8.14, 8.15, 8.18, 9D.03, 9D.11

REQUIRED READINGS

- 1) Dattilo, J. (1999). *Leisure education program planning: A systematic approach* (2nd ed.). State College, PA: Venture Publishing.

This class will enforce guidelines outlined in UGA Culture of Honesty as described online at http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm. Students are expected to be familiar with and follow all guidelines associated with academic honesty.

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Classroom Setting and Conduct

It is expected that students who enroll in this class are mature and self-motivated. This is not a pure lecture-based class; instead, we will spend time in discussion concerning our readings and personal perspectives on the readings. Students should prepare for class by doing the assigned readings and jotting down notes or questions they would like to raise in class discussion. It is expected that students will participate in constructive discussion grounded in the readings of each class period.

- ✓ A variety of instructional techniques will be utilized to stimulate student interest and accommodate a full range of learning styles. These techniques include lecture, small and large group discussion, student exercises, readings, and reflection papers. *If you have a special learning need, please let the instructors know. Every effort will be made to accommodate your need.*
- ✓ Every effort will be made to create a learning environment that is free of bias and favoritism. The instructors *and all students in class* must respect each student's viewpoint as individual and unique, and treat each student as a valuable, contributing member of the classroom culture. Students are encouraged to express their individual perspectives, ask questions, and contribute insights in the spirit of free, open, and nonjudgmental discussion.
- ✓ Students are expected to actively engage with course material, participate in class discussion, respect individuals who are speaking during class, avoid side conversations, and complete all written and reading assignments by the designated due dates.

Attendance

Regular attendance is important and expected. If you know that you will be absent or late to class, please inform the instructor *the class period before your absence*. **Students are responsible for anything that happens in class during their absence**, and some in-class activities will be difficult or impossible to make up if a student is absent. *Notify the instructor at least two classes in advance* if you have a scheduling conflict that will cause you to miss class. Students are permitted 2 unexcused absence and 2 unexcused tardies. As many as 3 points may be deducted from your participation grade for each additional unexcused absence or tardy.

- ✓ *Missing more than 10 classes will result in possible administrative withdrawal*
- ✓ Job interviews, religious holidays, family situations, and officially sanctioned college activities (athletics and competing academic duties) are considered permissible absences if the student shows official documentation to the instructor *a class period in advance of the absence*.

- ✓ Illness is considered an unexcused absence unless accompanied by a statement signed by medical personnel that specifically evidences a medical emergency or medical condition that prevented class attendance on a designated date. A stamped receipt from Gilbert Health Center does not provide sufficient documentation for an excused absence. Also, such documentation must be given to the instructor *by the next class period* in order for it to be accepted as a permissible excuse.

Assignments

- Assignments are due at the *beginning* of each class period.
- **No late assignments will be accepted for this class unless previously arranged with the instructor on a case by case basis.**
- Students should use APA format 5th edition. **Type all written assignments** with 12 font, one inch margins, and double spacing. Papers should be well written, unpadding, and adequately documented.
- **No assignments will be accepted by e-mail.** All assignments must be turned in as hard copies on the due date.
- Regarding grammar and spelling, I will stop reading any assignment after I encounter a third error. I will then return it to you to revise and resubmit with a 10% reduction in your grade. Please remember that *we don't give grades, YOU earn them.*

Academic Integrity

All academic work must meet the standards contained in “A Culture of Honesty” (http://www.uga.edu/ovpi/academic_honesty.htm). Students are responsible for informing themselves about those standards before performing any academic work. Any evidence of academic misconduct will be referred to the College judicial system.

- ✓ *Cheating:* Students will avoid all forms of cheating. Cheating includes but is not limited to giving or receiving answers on assignments and tests or using any materials or aids pertinent to assignments and tests without permission of instructor. Plagiarism would be a serious form of cheating.
- ✓ *Plagiarism:* Plagiarism means offering the work of someone else as your own. This may range from isolated sentences or paragraphs to entire articles copied from books, periodicals, the web, or the writings of other students. Honesty requires that any material taken from another source for either written or oral use must be acknowledged. Any student who fails to give credit for ideas or materials obtained from another source is guilty of plagiarism. For more information, see UGA’s “A Culture of Honesty” or check online sites such as <http://www.utoronto.ca/writing/plagsep.html>

Have fun, learn, and be excited to participate! Enthusiasm is contagious and it only takes one student to make or break the atmosphere of a class. Be positive and open to new experiences and always encourage one another.

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

Course Requirements

1. Class Participation

5%

Part of your grade is determined through class participation. Active participation is essential to your learning and contributes to the learning of others.

Participation will be evaluated in the following way:

- Excellent = Proactive participation through leading, originating, informing, as well as asking questions that are thought provoking and indicate that you have read the material and reflected upon the readings and discussions. Participation does not mean dominating the discussion, making comments merely to make comments, or taking up class time with personal issues or tangential items. [90-100%]
- Satisfactory = Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others. Active participation in group activities. [80-89%]
- Minimally acceptable = Passive participation including being present, awake, alert, attentive, but not actively involved. I call it the "seat warmer." While you may be learning, you are not contributing to other's learning nor are you assisting in producing discussions that engage others in learning. [70-79%]
- Unsatisfactory = Uninvolved including being absent, late, leaving early, present but not attentive, sleeping, asking questions that clearly indicate you have not kept up with the readings or class discussions, and making irrelevant contributions that inhibit the progress of the discussion. [69% or below]

2. !!EXAM!!

20%

The exam will cover the readings and course material since the beginning of the semester. I am looking for you to be able to integrate class and general knowledge from your education in other areas into these essays. When we are tested our entire life experience should be integrated into the thought process. Don't spit things back at me...New Ideas based in comprehensive knowledge!!!

DATE: Monday, February 27

3. Project 1 Leisure Education Program Series

50%

Students will work in groups of 5 to create a 5-week leisure education program/curriculum for Athens/Clarke county Alternative HS students & elementary students. *Each student* will be expected to provide a lesson plan for a certain goal and an enabling objective that pertains to the specific population of the project. *Each student* will be expected to lead at least one different leisure education experiences with the students. Each group should therefore submit a LEP that contains at least 5 different lesson plans. All students will have the chance to lead activities with classmates before the learning experience. Details and dates on each project part will be distributed as we reach that point in the syllabus.

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4. Leisure Advocacy In-depth Investigation**25%**

The final project for this course will include two different parts. The project parts have been created to provide a number of different ways for each student to acquire points. Each student will complete the following two project parts: (a) **a 4 page paper and (b) a group poster**. Details on each project part will be distributed as we reach that point in the syllabus.

Grading System

Using the following percentage system you will earn a final grade based on your fulfillment of the requirements listed below. Grades will be assigned on the basis of total weighted score, which will be determined on the following basis:

Participation	5%
Exam	20%
Project 1	50%
Project 2	25%

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

