SYLLABUS

REC 301  Leadership in Recreation  Spring 2016

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Office Hours:  Tuesday, Thursday 8:45-9:30,  3:15-4:45 or by appointment

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Course Description:  This course will provide students with the opportunity to learn about leadership and methods of leading recreation activities. The course will focus on theories, techniques, and applications of personal leadership skills in a recreation setting. Leadership as a field of study and personal development will be emphasized allowing each student to experience leadership in a recreational environment. Students will be introduced to leadership styles, characteristics, and practices including group dynamics and direct service leadership methods. Students will develop and lead group activities using a recreation activity-programming model.

Course Objectives:  The objectives of this course are to provide students with programming and leadership competencies in the following areas:

1. Knowledge of the role and content of leisure programs and services.
2. Ability to organize and conduct leisure programs and services in a variety of settings.
3. Understandings of, and the ability to, facilitate leisure services for continued individual development and expression throughout the human life span.
4. Understanding of and the ability to use various leadership techniques and strategies to lead leisure experiences for all populations, including those with special needs.
5. Understandings of, and the ability to, analyze programs, services, and resources in relationship to participation requirements.
6. Experience in the field prior to the internship.
7. Comprehend the role of leadership and follower behavior in a recreation setting.
8. Develop competence in facilitating group activities in various recreation activity areas.
9. Recognize one's own characteristics of leadership behavior and formulation of one's own personal leadership style.
10. An understanding of leadership as it relates to management of organizations.


Deadlines & Procedures for Assignments:  Students are encouraged to develop good professional habits by submitting assignments before the deadlines. For each day (or part thereof) that an assignment is late there will be a penalty of 10% of the total grade possible for that assignment. Assignments are to be submitted no later than the start of class time on the due date. In rare circumstances deadlines may be adjusted or make-up work may be assigned. Documented evidence of the particular circumstance may be required. Otherwise, individual make-up work will not be assigned to compensate for unsatisfactory performance. No late reports will be accepted after an assignment has been graded and returned to the class. Students are expected to make and retain copies of ALL their submitted projects and other assignments. Infrequently the instructor may not receive copies of assignments. It is the student’s responsibility to immediately contact the instructor if work has been submitted and to be able to produce the second copy in a given (i.e., twenty-four hours) period.
**Presentation:** The products of student activity must be presented in an appropriately professional style. That is, papers are to be typed and should contain no surface errors (e.g. misspelled or inappropriate words, slang, jargon, poor grammar, etc.). When the product is presented in person, the presenter should be neatly dressed and groomed and use appropriate presentation aids and techniques.

**Citations:** When the thoughts or words of others are included in presentations, the student should provide full references. Although any standard referencing format may be used, the referencing style of the American Psychological Association is preferred for work submitted in this class.

**Assignments/Coursework Requirements:**

**Coursework Evaluation:** Evaluation of the student's success is based on attendance and performance on examinations, assignments, and the project. Final letter grades will reflect the instructor's assessment of the student's work and will be directly related to the overall percentage earned on weighted assignments and examinations. Be sure to check periodically to make sure your grades are accurate. For this course, the following will apply:

- 90-100% A (306 – 340)
- 80-89% B (272 – 305)
- 70-79% C (238 – 271)
- 60-69% D (204 – 237)

Assessment scores for coursework and examinations will be weighted as follows.

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<tr>
<th>Individual Contributions</th>
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<tr>
<td>Leadership Profile</td>
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<tr>
<td>Field Experience Observation</td>
<td>20</td>
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<tr>
<td>Activities Journal</td>
<td>40</td>
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<td>Leadership Speech</td>
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<tr>
<td>Attendance</td>
<td>25</td>
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<tr>
<td>Participation</td>
<td>10</td>
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<td>Two Exams (2x75)</td>
<td>150</td>
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<th>Group Contributions</th>
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<td>Activity Plan for Activity Leadership</td>
<td>15</td>
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<tr>
<td>Activity Leadership</td>
<td>50</td>
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**Total points:** 340
Attendance: Class meetings are important to the successful achievement of course objectives. Students are expected to be in attendance at the beginning of each scheduled class meeting or student group meeting related to class projects. **Attendance for points will be taken periodically and there will be a 5-point deduction for each absence.** More than 10 absences (including excused absences) will automatically lead to a Grade F. There is no opportunity to make up these points. Students are also expected to be prepared for and actively participate in class discussions and activities. It is understood that sometimes situations or choices lead a student to voluntarily miss a class meeting. As a matter of professional courtesy, the student should contact the instructor in ADVANCE to advise him of the intended absence or tardiness. Such notification does not, in itself, constitute an excuse. However, there are medical, compassionate or other legitimate reasons for seeking an excused absence.

Participation: The nature of this course dictates that students actively participate in class sessions and class projects. Your participation is graded both in-class and within your participation with others. The instructor will determine the total percentage points added or subtracted from your final individual contribution score. Participation is meaningful engagement with the instructor and class members during class discussions and activities. Being present in class, being prepared for class, and being mentally alert during class are mandatory for full participation.

Readings: Assigned readings are essential to your learning in the course. Lectures will be used to extend and amplify material from the reading; thus it is assumed you have read the assignment before the session.

Request for Facility Usage: You may request a specific facility for the presentation of your leadership activity project. Check with the instructor for more specifics.
Exams (75 pts.) Two exams will be given during the course of the semester worth 75 points each. No notes, books, or other study aids will be used during the exam. The final exam will be cumulative and must be taken during the scheduled time.

Field Experience (20 pts.) Due Date: See class schedule

1. Attendance Each student must meet with an individual who is in a leadership position at a recreation (leisure, sport, or health-related) agency. The visitation requires a minimum of 2 hours (e.g., one hour for interviewing, one hour for observation). Fill out “the Attendance Form” and get the leader’s signature.

2. Leadership Profile The agency must offer some type of leisure or recreation services. This leader must be a full-time professional (not a student or professor), and you need to report whom you plan to interview to the instructor before doing the interview. Please attach the provider’s business card with their signature to the paper. Please use “the Field Experience Form” the instructor provides. Based upon your meeting, with the leader, prepare a leadership profile. This leadership profile should address the following:
   1. What is the leader's background and professional preparation? (2 pts.)
   2. What position and responsibilities does the leader have with the agency? (2 pts)
   3. What is (are) the most difficult part of being a leader in this organization? (2 pts.)
   4. What advice do they have for a young professional coming into parks & recreation? (2 pts.).
   5. Upon completion of the interview send a thank you letter to the leader (submit the copy of the letter to the instructor). (3 pts.).

3. Field Experience Observation: Leadership Profile assignment and this can be done at the same time. Each student must observe a recreation program leader "in action". An activity must be led by a full-time or part-time professional at recreation-related agencies. This activity cannot be done with classes offered at Southern Illinois University. However, leaders who work at Student Recreation Center are acceptable. Examples of acceptable program observations are: swim lessons, aerobics instruction, aquatic exercise, an activity class (yoga, dance, etc.) - not a class or practice you are already in. Your instructor must approve the program that you choose.

The assignment:

1. Name & Detailed Description of the Activity you observed (e.g., Title, content, process, goals or objectives of the activity, materials needed, etc.)
2. Description of participants (e.g., gender, age group, race, disabilities, how many, etc.)

3. Classify the type of leadership style that the individual under observation portrayed - Why? Provide support based on a specific example in a (group) situation. (e.g., autocratic, democratic, etc.)

**Activity Leadership:**

Students will be assigned a day on which they will lead a group activity. This will include an ice-breaker game and educational activity or an activity of your choosing. Ideas may include whiffleball, Icebreakers, Ultimate Frisbee, Tae Bo, scavenger hunt, arts and crafts, and nature activities etc.. The purpose of these activities is to provide the student with practice and exposure to leading activities as well as a number of activity ideas.

**Evaluation Criteria:**

1. Organization (intro, facilitation, & process) (5 pts.)
2. Creativity (5 pts.)
3. Fun (5 pts.)
4. Facilitation Skills (5 pts.)
5. Future Usability (5 pts.)

**Activity Plan (due 1 week before Your leadership activity): (15 pts.)** The plan for your activity must be submitted one week in advance of the date of your group activities to the instructor. This plan includes:

1. Title of the activity (1 pt.)
2. Type of the activity (e.g., in/outdoor, group/individual, competitive/cooperative, physical/mental/social, game/sport/arts, etc.) (1 pt.)
3. Equipment, material, or supplies needed (1 pt.)
4. Participants (e.g., number needed, characteristics of participants, age, etc.) (1 pts.)
5. Goal(s) (3 pt.)
6. How to play (e.g., content, process, and rules) (3 pts.)
7. Justification of the activity (why or why this activity works) (3 pts.)
8. Variations of the activity (2 pt.)

Please prepare enough number of copies of the activity plan for your classmates and distribute them before or after you facilitate the activity.

**Activities Journal: (40 pts.) Due Date: See class schedule**

All students must develop an activities journal. The purpose is to have a book full of activities, games, and leadership methods that you can draw from in the future. It should include all of the activities that are done as part of the activity labs. You can write-up all the activities on your own, have each group e-mail a copy.
of the rules and a brief description, have groups hand out a hard copy, or they can place their games on the web. This is for the class to decide. You may submit either a hard copy or a disk copy.

1. Overall outlook (i.e., coversheet, binding - durability)
2. Organization (i.e., table of content, categorization of the activities, page numbers, etc.)
3. Activity plans

**Leadership Speech & Leadership Profiles**

Each student will be expected to make a public speech on a specific leadership topic (e.g., responsibility, sincerity, punctuality, stamina, team play, creativity, organization, future-oriented, optimism, etc.). Students will also give a speech on a specific leader of their choice. More details will be provided in class.

**Evaluation Criteria**

a. Clear explanation of the topic (4 pts.)
b. Organization of the content (Intro., body, conclusion) (4 pts.)
c. Educational & inspirational value (4 pts.)
d. Enjoyable (fun) presentation (4 pts.)
e. Observation of the time frame (4 pts.)

**Bonus Points**

1. **Thinking out-of-the box Questions (maximum 4 points)**
   Two (2) bonus points will be awarded to those who submit a thinking-out-of the box question (i.e., creative, innovative, educational, inspirational, & new problem solving questions – quiz, riddle, problem teasers can be possibly accepted).
   Each student is allowed to submit maximum 2 questions.

2. **Conference attendance (5 points) & professional membership (5 points)**
   Students who attend a professional meeting during the semester can receive bonus 5 points. Those who possess a professional organization membership (that are directly related to our field) will also be awarded 5 bonus points.

**Examinations:**
The exams must be taken during the scheduled time. Student requests for alternate testing times due to travel or certain social commitments may be considered.

**Academic Integrity:**
It is not acceptable to take ideas or words of another person and pass them off as one's own. It is also required that any work submitted for credit in this class which will be used for credit in another class be approved by the instructor in advance of submission.

**Students with Disabilities:**
In accordance with university policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Disability Support Services (DSS) in Woody Hall (B-150) (453-5738).
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Important dates:

- **Martin Luther King, Jr.’s Birthday Holiday**: Monday, January 18
- **Semester Classes Begin**: Tuesday, January 19
- **Spring Vacation**: Saturday, March 12, 12:00 Noon through Sunday, March 20
- **Honors Day**: Saturday, April 9
- **Final Examinations**: Monday, May 9 through Friday, May 13
- **Commencement**: Saturday, May 14, 2016