

RPTA 122: Perspectives on Leisure



California State University, Sacramento

College of Health and Human Services

Department of **Recreation, Parks & Tourism Administration**

Professor Information

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Office Hours:

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www.csus.edu/indiv/s/shawg

Course Information

Semester: Spring

Times: M/W: 12:00-1:15

Location: Eureka Hall 108

Type: Writing Intensive/Area E

Field Trip: Yes

Max # of Students: 33

Catalog Course Description

Basic philosophical, historical, psychological and scientific foundations and development in leisure and recreation theory; review of the cultural forces, institutions and theories that affect individuals and society; application of the concepts of leisure education to reach an understanding of the importance of leisure in one's life; and, the establishment of an effective and potentially fulfilling lifestyle plan for the future.

Course Objectives

- Identify the important qualities to be derived from educating for leisure
- Identify and discuss the fundamental philosophical concepts of leisure
- Explore the relationships of the basic leisure philosophies and theories to contemporary life and career concern
- Review the historical development of work and leisure
- Become aware of who you are through examination of your personality, values, leisure motivations, lifestyle wants and goals in your future
- Examine the modern concepts of wellness and stress, and the role of leisure involvement in promoting leisure wellness and reducing stress
- Examine the effects of increased leisure, of the lack of leisure opportunities (barriers to leisure), mass leisure, value systems, leisure interests and behavior, leisure opportunities and attitudes
- Create a personalized prescription for your leisure lifestyle
- Fulfill the advanced study English writing requirements

The information presented during this course will come from a variety of sources. Those include required texts, optional texts, magazine articles, videos, class handouts, websites and class lecture.

Required Purchases and Trips

Olson, E et al (2008). *Perspectives on leisure* (Revised edition). Dubuque, IA: Kendall/Hunt Publishing.

Ropes Course: Cost is approximately \$35.00 - Date, Times and Location to be announced in class, and/or on class website.

Mark Zupan: Cost is free.

Class Website/Use of Computers

The class website is www.csus.edu/indiv/s/shawg.

Class homework, information and assignments will be accessed through the class website, and students are required to check the website at least twice a week for updates. Typically, the website is updated after each class meeting (usually the next day). Students are responsible for information said in class and information posted on the website. Please report problems with the course website to the instructor.

It is assumed that students have access to computers, either their own or in a university computer lab. Students should also have access to email, either privately or through sac-link. Class emails will be sent using **MySacState** and students should have that updated with an email address that is checked on a regular basis.

Assignment Schedule

Assignment descriptions and due dates will be posted on the class website. Please note that there is no pre-determined class-by-class schedule. Students will be told readings and homework assignments in class that are due the next class meeting. If a student should miss class, this information can be found on the class website. Missing class will not be an excuse for not being prepared the next class meeting.

Outside Readings

In addition to the course text, there will be several outside readings that are available online through the course website or in the **Reserve Book Room** of the University Library. Students should make themselves familiar with the location of the Reserve Book Room.

Class Preparation and Conduct

Students are expected to complete assigned readings and written work prior to the start of the class on the day that they are due. Students should be prepared to answer questions concerning the readings and/or homework assignments, and participate in discussions that are relevant to the current topic. Students are encouraged to introduce relevant material that they encounter outside of class, such as magazine articles or descriptions of television shows, personal experiences, etc.

RPTA 122 is a Writing Intensive course as defined by the California State University System. **Each student is required to write at least 5000 words** on the assigned topics. Papers are graded for organization, content and proper citation (the Department uses **APA** format and students should make themselves familiar with APA for this course). Writing assignments are due at the beginning of each class period, unless otherwise stated by the instructor. Missing class to complete a writing assignment is not considered a valid excuse for missing class or for turning in an assignment late. If an extension is given on a paper, it will be given to the entire class and not on an individual basis. Extensions allow students to turn in a paper at a later date without penalty (see below).

California State University, Sacramento has imposed a **Student Conduct Code**. Students should be familiar with the code (<http://www.csus.edu/umannual/student/UMS16150.HTM>). Violation of the code may result in disciplinary action up to and including removal from the university.

Tests

There will be two tests given during this semester. For tests dates, please see the Assignment Schedule on the class website.

Quizzes, In-Class Assignments and Homework

Because this class consists of many readings, films and lectures, quizzes, homework and in-class assignments will be given periodically to assess student progress through the readings and comprehension of class topics. These homework assignments may or may not be taken up for a grade, depending on the assignment. However, it is expected that students complete all of these as they lead to a further understanding of course materials. The quizzes may or may not be announced.

Students are expected to be present in class each session (see attendance below). If a student misses class or is late to class, in-class assignments and quizzes cannot be made-up for points.

Late Assignments/Make-Up Work

Students are always encouraged to turn in assignments, even if they are late. A reduction in points is still preferable to receiving no points at all. With that said, late assignments will be accepted at **20% off up to one week** passed the due date. After that, students forfeit the points for a given assignment, however, because this is a writing intensive course with a word-count requirement, **all writing assignments must be completed to receive a grade in the course.** **No late assignments will be accepted during finals week.**

Overdue papers must be turned in directly to the instructor, not to the RPTA office. Assignments contributing to the writing requirement of 5,000 words, however, must be turned in and judged satisfactory in order to meet the English advanced study requirement for graduation. It is not possible to skip any of the written assignments and receive a grade in the class. Students who fall behind by two overdue assignments can be dropped from the course.

Generally, make-up tests are not allowed. If a student fails to show for an administered test, the resultant grade will be a zero.

In-class assignments and quizzes cannot be made-up for points. Homework assignments may be turned in late anytime during the semester (except for finals week) with a 10% grade reduction. Failure to notice a homework assignment posted on the course website is not an excuse for turning the assignment in late.

Written Assignments

Because RPTA 122 is classified as a General Education Advanced Study Course, the grading parameters are necessarily modified from the usual format. **A student may not enroll in RPTA 122 without having successfully passed the Writing Proficiency Exam (or equivalent course).** The written assignments will total 5000 words by semester's end (required for all advanced study writing courses), and will be graded strictly for grammar, spelling, punctuation, format and composition errors. The papers will also be graded for subject content, clarity of expression, research procedures, and documentation. Unsatisfactory papers are not allowed to be re-submitted for a higher grade.

If your writing does not meet minimum English standards, you will receive comments either suggesting or recommending that you obtain tutorial assistance for your problems. It is the department's policy that you must comply by going to the Tutorial Center in CLV 128 to have your problems evaluated and to receive tutorial assistance according to your needs. *Failure to rectify writing difficulties may result in*

your being assigned a Withdrawal (W) grade for the course based solely on your inability to demonstrate satisfactory written communications effectiveness.

All written assignments are to be typed, double-spaced and utilize a 12-point Times New Roman font or 10-point Arial font. All margins should be one inch (top, bottom, left, right). Papers are expected to be free from spelling and grammatical errors before being submitted for grading.

References (when required) are to be listed in APA style. APA handbooks are available on the second floor of the CSUS library. (Be careful of using online sources for APA. Many of these sources are out-of-date, and using an incorrect APA format is not acceptable. Students should make sure online sources are current.)

Plagiarism

Plagiarism is the act of using another person's ideas or expressions in our writing without acknowledging the source. This can also include the statement of facts without supporting documentation. The papers must be written by the student submitting the assignments. Having others write your assignments or using someone else's work as your own or using an author's work without proper acknowledgment (referencing and citation) constitutes plagiarism, which can subject the student to university discipline. (In general, Wikipedia is not considered an appropriate source for this course, and any online references should be checked carefully for appropriate copyright information and credibility.)

Wikipedia

Wikipedia is NOT a reference source for RPTA 122 (this includes sources similar to Wikipedia). While the quality (??) of the information on Wikipedia has improved over the last several years, just as you would not use World Book Encyclopedia or Webster's dictionary as a reference in a college-level course, online encyclopedias are also not appropriate.

Laptops/Cell Phones

Laptops, cell phones, iPods and other electronic devices should be off and not used during class.

Ropes/Challenge Course Participation

The Ropes Course **is a requirement** for this RPTA 122 class. On one day this semester, students will be required to participate in the Ropes Course (or a similar type facility) field trip outside of scheduled class time in order to fully meet the experiential learning aspects of RPTA 122. The cost for this event is approximately \$35.00, depending on the course attended.

Oral Presentation

Students will be required to make a short oral presentation as part of the RPTA 122 requirements. This will be discussed in further detail during the class.

Class Attendance

Because test questions may be taken from class lecture or videos shown in class, attendance is required and will be taken during each class meeting. After the first few meetings, a sign-in sheet will be passed around. Should a student somehow miss the sign-in sheet, it is his/her responsibility to sign-in before the end of class.

Please note that students are allowed to miss one week of class without penalty (for a class that meets twice a week, that is two class sessions). Beyond this, absences for any reason will result in points being subtracted from the students final point

score. Tests, quizzes or in-class assignments missed may not be made up for points. If a paper is due that day, the paper will be considered late if it is not turned in at the beginning of class. Students cannot choose to miss the Ropes Course date as that is a class requirement.

Services to Students with Disabilities

California State University, Sacramento provides a wide variety of accommodations to students and faculty with disabilities to ensure equal access and opportunity. Disabilities vary greatly as do the accommodations for such. Students with special needs are required to be identified by SSWD in Lassen Hall **prior** to receiving accommodations by the instructor. All accommodation information is strictly confidential and may not be shared with other students. Appointments can be made by contacting SSWD:
Room 1008 Lassen Hall
(916) 278-6955
sswd@csus.edu
<http://www.csus.edu/sswd/sswd.html>

Extra Credit

While there is no official extra credit assignment given, there may be an opportunity for extra credit available through service learning, and additional writing assignment, or some other opportunity. Extra credit will only be given if all major course assignments have been completed – it may not be used to substitute points for missing an assignment.

Non-Completion of the Course

If a student finds her/himself unable to fulfill the requirements of the class and wishes to take an Incomplete (I) grade, the student must petition the RLS Department (the request may or may not be granted, depending on circumstances). The student must be passing (at least 60% of assignments must be complete) in order to be eligible to apply for an incomplete grade within the RLS Department. An "I" grade will not be given without the required departmental petition specifying the course requirements to be met for completion and the date by which such requirements are to be completed. Reasons for requesting an incomplete grade must be stated on the petition and proof of extenuating circumstances may be required at the discretion of the instructor. A "U" grade will be given if a student fails to complete course requirements or stops attending classes or does not qualify for or arrange for an incomplete (I) grade before the end of the 13th week of the semester.

Written Assignments

The following are brief descriptions of the semester. Specific details and instructions for the completion of the assignments will be available on the class website. Please note that exact assignment requirements may change during the course of the semester. Alterations will be announced in class and posted on the class website.

Personality Profile

The purpose of examining personality is to allow students to become aware of the characteristics that describe why we behave the way we do, make the decisions we do, and why we process information the way we do. The study of personality will allow the students to understand their uniqueness and individuality. Is personality research questionable? Yes, so students are not "held to" information they discover

about themselves. Rather this assignment is used to begin a discussion more about the criteria used to measure personality, rather than the specific results.

Favorite Leisure Activity

As students begin to learn of the importance of leisure in their lives, they are given the opportunity to research a favorite "activity." This paper requires references done in APA format.

Leisure Definition Paper

The purpose of this assignment is to introduce the students to various contemporary concepts of leisure and to challenge them to discover how their future "quality of life" can be substantially improved through the incorporation of leisure into their future lifestyle process. Students will review relevant research on the concept of leisure from leading university professors in the field before compiling their definition of leisure. This paper has a standard set of references found in the Reserve Book Room of the University Library. Dictionary, encyclopedia and other non-academic definitions of leisure are not considered relevant for this assignment.

Values Clarification/Values Ranking Exercise

Values clarification is the process of deciding and clearly stating what you believe. It fosters self-confidence and places you in control of your life. Values clarification is necessary to obtain a clear understanding of who you are, what you want, and where you are going in life. It helps you address the question, "How do I want to live the rest of my life?"

From Wants to Goals: A Goal Setting Exercise

Do you know how to "set" a goal? In this interesting exercise, the student will have the opportunity to become acquainted with the process of establishing achievable goals. The basic purpose of this exercise is to help students to shape their hopes, aspirations, desires, dreams, and wants into carefully formed goals. The goals are intended to be both long and short term, and include several areas of the student's lifestyle, including finances, education/career, leisure, legacy, material possessions, relationships, etc. This "paper" is written in outline form, and not included in the total word count for the course.

Challenge Experience/Motivations Exercise (Ropes Course)

The exercises we will do this semester will allow you to become familiar with those particular motivations that stem from our wants, needs, desires and dreams. Then, we will participate in first-hand experience--personal involvement in an outstanding, extraordinary learning process called the challenge course that is a one-day event oriented toward experiential learning and personal growth.

Your Personalized Lifestyle Prescription

In this final written exercise, the student brings the semester's exposure to leisure life-style planning to its culmination in a report that expresses, "How the student intends to live the rest of his or her life" by drawing from all of the information that the student has compiled about him or herself through assessments, evaluation, and research during the semester. This paper contains personal information as well as referenced information.

***Life Line Exercise** (to be used as a visual explanation of your Lifestyle Prescription and Goals) The creation and use of a visual aid artistically depicting the flow of your

future lifestyle from now until retirement age, focusing on three distinct time periods of five years from now, ten years from now and retirement.

***Oral Presentation** (of your Life Line)

Students are required to present briefly to the class their life goals and future plans based on the information they've learned over the course of the semester. Students should have developed their own definition of leisure.

Grading: MAJOR SEMESTER ASSIGNMENTS

In addition to these assignments, there will be smaller homework assignments and reading assignments given as necessary by the instructor. Because this is a writing intensive course, not all assignments contribute to the word count of 5000 words (although all written assignments will have a minimum word count). Only those that are graded strictly for grammar, spelling, etc. are included in the word count. If an assignment is listed as "0" for word count, it is graded for content, but not for grammar, citations, etc.

<u>Title</u>	<u>Points</u>	<u>Word Count</u>
Personality Profile	25	0
Favorite Leisure Activity	125	1000
Leisure Definition Paper	125	1250
Values Clarification	100	1500
Values Ranking Assignment/Definitions	25	0
Challenge/Motivations Assignment	100	0
LMA	25	0
Goal Setting Exercise	50	0
Lifestyle Prescription/Goals Paper	100	1250
Life Line	75	(visual)
Presentation	50	(oral)
Quizzes, Tests, Homework	200	
Total	1000	5000

Grading Scale

100-93 A	76-73 C
92-90 A-	72-70 C-
89-87 B+	69-67 D+
86-83 B	66-63 D
82-80 B-	62-60 D-
79-77 C+	59-0 F

(In order to qualify for an incomplete, students must have completed at least 60% of the coursework at a satisfactory level. Incompletes are given at the discretion of the instructor.)