



**Integrated Studies Recreation Administration Emphasis, Dixie State University of Utah**

**PEHR 2500 - Introduction to Recreation – 3 Credits**

**#47020, Classroom Holland Centennial Commons 325**

**12:00 noon – 12:50 PM M,W,F**

**Fall 2013**

Professor: Robert G. Snow, PhD

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North Instructional Building (NIB) 121

Office Hours: Immediately after any class, in the classroom, or if about to be occupied by another class - in a nearby private location

Tuesdays, Thursdays 9 – 10:15 AM in ProfSnow's office

Mondays, Wednesdays 10 - 11:15 AM in ProfSnow's office

Or, by appointment = e-mail or phone or note left on door

**Catalog Description**

Recreation and Leisure is an industry with prodigious growth, remarkable potential, diverse career paths and options, as well as significant societal, environmental, fiscal, and quality of life impact in the United States. Introduction to Recreation and Leisure represents an up to date view of this evolving field that presents historical, philosophical, and social aspects of the industry which students can use to build their knowledge of the field. Recreation and leisure time activity provides enriching, and educational programs and services for people of all ages, and encompasses a variety of services, including recreational sports, outdoor activities, fitness and wellness, and arts and culture. Introduction to Recreation exposes students to the variety of career options available and supports them as they explore their interests and prepare for challenging careers

**Required Textbook**

*Introduction to Recreation and Leisure with Web Resource*-2nd Edition by 34 authors

Publisher: Human Kinetics; 2 edition (September 15, 2012)

ISBN-10: 1450424171

ISBN-13: 978-1450424172

### **Course content**

1. Historical, philosophical, and societal aspects of the recreation industry.
2. Patterns of leisure and recreation in the United States and around the world.
3. Standard treatment of community parks and recreation departments, youth and nonprofit agencies, commercial recreation, and tourism enterprises
4. How recreation provides enriching, and educational programs and services for people of all ages and group identity.
5. Survey of services, including recreational sports, outdoor activities, fitness and wellness, and arts and culture.
6. Career options available and corresponding qualifications and training requirements.

### **Course Objectives:**

1. Students will demonstrate in examinations, written research, and classroom (including on-line) discussions a thorough understanding of the development and philosophical underpinnings of the recreation profession.
2. Students will be able to effectively communicate the goals and ideals of governmentally sponsored recreational opportunity to the public in venues resulting from community involvement and study.
3. Students will be able to explain in detail how one applies knowledge of ethics in the recreation profession.
4. Students will secure an understanding of the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries.
5. Students will demonstrate a wide knowledge of the range of recreational related services in written work, personal projects, and through contact with regional professionals.
6. Students will use their understanding of the nature and scope of the recreation profession to search within their chosen focus for potential employment.
7. Students will be committed to professional engagement by participating in local and regional professional organizations and sponsored activity.

### **Integrated Studies Program Objectives:**

Upon successful completion of the Integrated Studies program, students will:

1. Understand the nature and process of interdisciplinary integration.
2. Appreciate the unique advantages of integrative research and learning.
3. Recognize how interdisciplinary -based research provides important knowledge and insight into complex problems and issues.
4. Understand the nature of disciplinary research and scholarship.

5. Identify the distinct theories, epistemologies, methods, concepts, and assumptions of two academic disciplines
6. Conduct scholarly research and writing in two academic disciplines.
7. Demonstrate integrative understanding of a topic, problem, or phenomenon from two disciplinary perspectives

### **Campus & Classroom Policies and Expectations**

**(Please, go read all the linked information, you are responsible to know what it contains.)**

Academic integrity: I believe that most students are honest, However, I will not tolerate cheating. Repeated or aggravated offenses will result in failing the course. Any time you take credit for work you did not do, you are cheating. This includes getting the answers to homework problems from someone else, copying information from a library or internet source and presenting it as if it were your own words (plagiarism), looking at someone else's answers on an exam, and asking someone who has already taken a test or quiz about what questions it contains. (See "Student Code:"

<http://www.dixie.edu/humanres/policy/sec5/533.html#appeals>).

There is no such thing as an excused absence for this class. You are adults, and I expect you in class or active in any coordinated group activity (even if on-line). If you are not there I assume you have a good reason. You don't need to tell me what that reason is. However, I expect that students will take the initiative and make up work they missed and do additional work (usually instructor prior negotiated/approved extra research and writing directly related to the missed topical information) to compensate for the missed opportunities as appropriate. I take roll for normal classes and group visitations to off campus sites.

University approved absences: If you anticipate being absent from class because of a University-sponsored activity (athletic events, club activities, field trips for other classes, etc.) Please read this information and follow the instructions carefully. The policy can be found at:

<http://www.dixie.edu/humanres/policy/sec5/523.html>

I reserve the right to disallow the participation of any class member(s) at any time in response to a situation that in my judgment creates a possible safety issue, or inappropriate/counterproductive/disruptive conflict (particularly those I consider particularly flagrant or repeated). Should such measures become necessary, the student(s) involved will be required to immediately leave the classroom and perhaps campus as well but will be responsible to arrange to meet with me within 2 school days (48 hours) to resolve any outstanding issues or questions. We will work together to produce a brief document that details an agreement on how we agree to move ahead. For more details, please see the disruptive behavior policy at:

<http://www.dixie.edu/humanres/policy/sec3/334.html>

I expect you to come to class before it is time to start and to stay for the entire period. It is also expected that you remain attentive and actively participate in the various opportunities. I will try very hard to start class on time. Class members should to be ready at the scheduled time and know that I consider routine lateness to be sign of troubling disregard to the rest of the class and to me. Another thing that I object to is cell phones that ring during class (I rather think I don't need to say much about people who carry on publically loud phone conversations in any public place). Please turn them off or if you are expecting an emergency call, set them to vibrate only and immediately find somewhere quiet to answer if you absolutely must. The use of computers or

tablets or phones to do things unconnected with our discussion during class indicates to me that you have checked out, as does sleeping.

While food and drink are not absolutely prohibited (and drink is more accepted than food) it needs to be discreet or even invisible.

It might be useful to say simply that “I expect to treat you all with respect and demand nothing less from you.”

### **Resources & Information of General Interest**

Dmail: Important class and University information will be sent to your Dmail account. This information includes your DSU bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSU. All DSU students are automatically assigned a Dmail account. If you don't know your user name and password, go to [www.dixie.edu](http://www.dixie.edu) and select “Dmail,” for complete instructions. **You will be held responsible for information sent** to your Dmail email, so please check it often.

We will be using the DSU Campus Canvas to coordinate our activity and to act as a hub of informational interconnection.

Disability Accommodations: Dixie State University is committed to a policy of cheerfully providing reasonable accommodation to any student with a situation or condition that might otherwise constrain full participation. Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator (Baako Wahabu) for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located in the North Plaza Building. Visit or call 652-7516 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services and then works with directly with the instructor to devise appropriate strategies.

University Resources: Several University resources are available to help you succeed. Check out the links for each one to get more information. – Note: You should already be (or get) in the habit of using all these resources for ALL of your classes.

If you need help understanding the content of these courses, you will probably be able to receive assistance by going to the Tutoring Center located on the 4th floor of the Holland Centennial Commons in Room 431. You can visit them online at <http://dsc.dixie.edu/tutoring/>

If you need help writing papers, go to the Writing Center on the fourth floor of the Holland Centennial Commons in room 421. You can also visit them online at [http://new.dixie.edu/english/dsc\\_writing\\_center.php](http://new.dixie.edu/english/dsc_writing_center.php)

If you need to use a computer to do schoolwork on campus, go to the Computer Center in the Smith Computer Center or the workstations located in the new Holland Bldg. Library.

If you are assigned to take a test in the Testing Center, go to the North Plaza. You can get information on their website at <http://new.dixie.edu/testing/>

The Library has all kinds of information and resources. Visit the Dixie State College Library on the 2<sup>nd</sup>, and 3<sup>rd</sup> floors of the Holland Centennial Commons, or go to the library website at <http://library.dixie.edu/>

### Grading and Evaluative Process:

Grading for this course is accomplished by adding together the number of points accumulated by the student in each category of activity, dividing that number by the points possible to derive a percentage and then using the below detailed departmental grading rubric. Reasonably up-to-date grades will be routinely available to individual in Canvas. I do not paper post any grades, but will routinely return written work with comments.

Grade Components		
1	Participation -5 points, each roll appearance	220
2	Personal Project – resulting written document and portfolio	160
3	Personal Project – classroom presentation	80
4	Weekly quizzes – Ten at 10 points each – administered in Canvas	100
5	Midterm Exam	100
6	Final Exam **In accordance with DSU and Departmental Policy, the Final Exam will be administered ONLY during the Final Exam period, plan ahead!	150
Grand Total		810

The filename for any file you turn in as part of homework MUST include your name as well as a descriptor. Canvas will help with many of these requirements and we will need to make sure everyone has the ability to easily produce PDF documents.

Late Assignment penalty of 5% /school day.

If you should get into grade related trouble it is possible to perform extra credit but prior approval MUST be negotiated (This means that you have to get prior WRITTEN – email works too) approval from the instructor)). Extra credit possibilities include research and writing on a related topic, a submitted article (ersatz ok), or something similar. An essential part of the proposal will be the date of completion.

We will be using the mandated FCS/PEHR Departmental grading scale:

#### **FCS/PEHR Grade Scale**

A = 95%-100%	B+ = 88-90%	C+ = 78-80%	D+ = 68-70%
A- = 91%-94 %	B = 84-87%	C = 74-77%	D = 64-67%
	B- = 81-83%	C- = 71-73%	D- = 61-63%

### Week/Assignment/Activity

Week	Activity	exams	Text chapters
1	Introductions, review of class requirements, review of program requirements	Q	1
2	Historical, philosophical, and societal aspects of the recreation industry	Q	2,3,4
3	Leisure behavior and variations among groups	Q	11,12,
4	Scope and varieties of activity and how influenced by motivation and situation	Q	13,14,15
5	Local agencies/entities /programs	Q	5,6,7
6	Professional organizations and affiliations		
7	Review and preparation for exam	Midterm	
8	Personal Project identification and organization of portfolio		
9	Research into special recreation topics - including sources and methods	Q	16,17,18,19
10	Student presentations to entire class	Q	
11	Identifying and managing risks, opportunities in public and private sectors	Q	8,9,10
12	Problem solving in Recreation Administration	Q	
13	Professional ethics and code of conduct	Q	
14	Options and emphasis area opportunity created by Integrated Studies at DSU		
15	Lessons Learned: Review and Preparation for Final	Final Exam	

### Important Semester Dates:

#### 2013 Fall Semester

Aug 19 Classwork Starts  
 Aug 22 Last Day to Waitlist  
 Aug 23 Last Day to Add Without Signature  
 Aug 28 Drop/Audit Fee Begins (\$10 per class)  
 Sep 2 Labor Day  
 Sep 3 \$50 Late Registration/Payment Fee  
 Sep 9 Pell Grant Census  
 Sep 9 Last Day for Refund  
 Sep 9 Last Day to drop without receiving a "W" grade  
 Sep 10 Courses dropped for non-payment  
 Sep 13 Last Day to Add/Audit  
 Oct 9 Mid-Term Grades Due  
 Oct 10-11 Semester Break  
 Oct 14 Last Day to Drop Individual Class  
 Oct 21 Spring and Summer 2014 class schedules available online  
 Nov 8 Last Day for Complete Withdrawal

Nov 11 Spring Registration open to Seniors (90+ credits)  
 Nov 12 Career Day  
 Nov 12 Spring Registration open to Juniors (60+ credits)  
 Nov 13 Spring Registration open to Sophomores (30+ credits)  
 Nov 14 Spring Registration Open to All Students  
 Nov 27-29 Thanksgiving Break  
 Dec 6 Classwork Ends  
 Dec 9-13 Final Exams