

Leisure, Recreation, And Health

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Course Description

This course will stimulate your thinking about the meaning of leisure in your life. Leisure today and historically has been central to the human experience. It is an elemental experience, essential to the total well-being of every person; it is a reflection and expression of the cultural values of a society; it is an important vehicle for medical treatment. Leisure and recreation services are also essential for healthy communities in terms of social climate, environmental quality, and economic stability. Leisure services comprise one of the largest and fastest growing industries in the world, whether measured in dollars spent, persons served, hours of time devoted, or resources used. The study of leisure and recreation is a broad discipline, combining diverse fields of study and professional practice (UCLB, 2003).

Course Learning Goals

After completing this course, you will be able to:

- Understand the importance of leisure to you and your loved ones,
- Demonstrate your ability to become an informed consumer of leisure,
- Question the binary relationship between work and leisure,
- Use leisure to increase emotional and physical health, resulting in a higher quality of life
- Understand social injustice related to leisure behavior and administration and,
- Discuss theoretical perspectives use to explain leisure behavior.

Course Competencies

In this course, you will develop the following competencies:

Competence	Competence Statement and Criteria
A3D	<p>Can assess the assumptions and implications of a significant thinker's ideas about work or leisure.</p> <ol style="list-style-type: none">1. Demonstrate a conceptual understanding of the multiple meanings of leisure as they relate to work in contemporary society2. Demonstrates a conceptual understanding of leisure theory and the implication to practice in the learners' life

H3F	<p>Can understand the interrelationship among intellectual, psychological, spiritual, and physical health in one's own life.</p> <ol style="list-style-type: none"> 1. Demonstrates a conceptual understanding of the importance of leisure in shaping who we are as human beings 2. Demonstrates the ability to apply the constructs of leisure to developing ones' sense of wellness
H4	<p>Can analyze power relations among racial, social, cultural, or economic groups in the United States.</p> <ol style="list-style-type: none"> 1. Demonstrates an understanding of how leisure can be a source for power differentials and social injustice 2. Demonstrates an understanding of how higher education contributes to power differentials in leisure behavior and administration throughout society
S1X	<p>To be written by the student and the faculty.</p> <p>This competence allows students to create statements that meet their specific learning needs. Specific facets will be determined once the competence statement has been agreed upon.</p> <p>Following are sample statements which can be used but are not required:</p> <ol style="list-style-type: none"> 1. Can use the scientific method to investigate the impact of leisure on operational systems or organic relationships 2. Can analyze and describe the environmental impact of leisure activities using scientific principles 3. Can analyze and describe the health implications of leisure engagement using scientific methods

How the Competences will be Demonstrated in this Course

In keeping with SNL's Lifelong Learning and Liberal Learning framework, you will engage in College Writing, Critical Thinking, Collaborative Learning and Inquiry/Research, incorporating concepts from Arts and Ideas (philosophies of work and leisure), Human Community (social science, history, power and justice) and Scientific World (scientific investigation) domains.

Competence-based assignments in this course are of four types:

- Discussion of your own and others' work
- Cross-referencing of theories, and application to real-world and historical examples
- Completion of Web-based Modules and
- Development and discussion of your Final Project

Course Resources

To buy your books, go to <http://www.mbsdirect.net>.
Hint: type DePaul for name of the school.

[Click here for help buying your books](#)

Required Reading:

Ruth V. Russell, (2009). Pastimes: The Context of Contemporary Leisure, 4th Ed.

Sagamore Publishing: Champaign, IL.

The book below is available through a course e-reserves link located in Module 7 Required Readings, you do NOT need to purchase this book.

Dan K. Hibbler, (2002). *Unsilencing the Dialogue: Voices of Minority Faculty*. Miami: Florida International University Center for Urban Education & Innovation Press.

Course Grading Scale

The following grading system will be used to determine the assignment of final grades:

Points	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

For SNL courses taken for Pass/Fail, a “Pass” represents a grade of “A” for purposes of financial aid and employer reimbursement.

Students wishing to declare a Pass/Fail option must do so before the end of the 2nd week of the quarter.

Course Structure

This course consists of 8 modules.

To see course due dates, click on the Checklist link on the top navigation bar. This page contains module-specific checklists and due dates for the work due in the course.

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Assessment

The course is designed to be participatory and interactive. A variety of instructional methods will be used in the course, including class discussions, case studies, group activities, videos, and presentations.

You will be asked to:

1. Complete the reading assignments and submit reaction papers as assigned
2. Participate in a new leisure activity
3. Actively participate in class discussions and projects
4. Complete a final project and discussion.

Students will be given credit for participation in class discussions. Each student has a professional obligation to participate in discussions unless prevented from doing so because of an illness or extenuating personal circumstances. Failure to complete all

assignments and discussions will compromise the student's mastery of the material, and adversely affect his or her performance in the course. Announcements may include changes in assignment dates and/or content, changes in reading assignments or other important material. Unawareness of an announcement posted on the Desire2Learn course site will not be an acceptable excuse for any failure to meet course requirements.

Grading Policies and Practices

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.

Points are deducted for late work.

Assessment Criteria for Class Assignments and Activities:

1. Leisure Activity Reflection Paper (25 points)

Students will be required to research leisure activities that meet their interest. They will then be asked to participate for a minimum of 10 hours in a leisure pursuit that they have not previously experienced. Students will then write a 3 page reflection paper with emphasis on the learning experience and its contribution to their well-being. Further information on the assignment will be provided.

2. Final Project/Discussion (50 points)

Students will complete a 5 page research paper and discussion related to their registered competencies. The project and discussion will be customized by each student in consultation with the instructor. Each student will submit to the instructor a project proposal that will be negotiated and agreed upon given the students interest and registered competencies. Each student will prepare a 5 page paper and discussion explaining the research process and results findings of the project. Further information on the project will be provided.

3. Class Exercises, Reaction Papers and Discussion (25 points)

Class exercises, discussions and reaction papers will require ongoing online participation. Most papers and discussions will be related to the content covered during that module including material covered in the readings.

Assessment Criteria for Each Competence

If you opt to address A3D:

- Develop theoretical and applied understanding of the multiple meanings of leisure
- Develop an understanding and awareness of the role of leisure in contemporary society
- Differentiate between leisure, recreation, play, games, and sports
- Summarize leisure theory
- Apply leisure theory to your life

If you opt to address H3F:

- Understand leisure's role in contemporary society
- Understand the four components of the benefits based program model
- Apply the concept of the benefits based program model to your leisure interests
- Explore leisure tenets to redefine your concept of life

If you opt to address H4:

- Determine if there is equity in leisure

- Assess whether leisure is a right or privilege
- Understand leisure's potential to enable equality in society
- Understand which groups have been marginalized through leisure and why

If you opt to address S1X:

- Learning outcomes and assessment will be customized to meet their specific learning needs. This will be determined once the competence statement has been agreed upon.

Grading Plan

Assignment	Points
Leisure Activity Reflection Paper	25
Final Project & Discussion	50
Class Exercises, Reaction Papers and Discussion	25
Total	100

General Assessment Criteria for All Writing Assignments

- All written assignments will be evaluated on the basis of their accuracy of representation of course concepts; accuracy of application of course concepts; depth of analysis and application; and breadth of analysis and application; and writing style (as below).
- All writing assignments are to be submitted according to APA standards. Citation guides are available at http://www.lib.depaul.edu/eresource/infotype_subject_search.asp?MaterialID=8.
- It is strongly suggested that if you are using word processing software that you use spell- and grammar-check tools before submitting any draft or final project. In any case, proofreading is essential.
- Be sure to avoid plagiarism. Read the information on this page: http://condor.depaul.edu/~tla/html/student_academic_integrity.htm. Papers will regularly be submitted to "TurnItIn.com" in order to ensure that the work is the student's own creation and not in violation of the University's Academic Integrity Policy. Submission of work in this course constitutes a pledge that the work is original and consent to have the work submitted to verify that fact.
- The previous cautions also applies to email and discussion postings. While daily postings on the discussion may be less formal than submitted assignments, under no circumstances should correct punctuation, correct spelling or the division of posted material into paragraphs be considered optional. If you use someone else's words, use quotation marks; if you use someone else's ideas, cite them.

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and

provide feedback online, through IM/webcam chats and email.

Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive.

Quick Links:

- To schedule Real-time conversations with IM and/or webcam:
<http://condor.depaul.edu/writing/appointments/im.html>
- To request Feedback by Email:
<http://condor.depaul.edu/writing/appointments/fbe.html>
- For more information, visit:
<http://condor.depaul.edu/writing/>

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Online Discussion

Discussion Boards

Discussion Boards are a forum for discussion and sharing information among students. Your instructor may create one or more discussion boards related to the topics you are studying each week.

At the beginning of the quarter, your instructor will set up two discussion boards. These two discussions will help you and your classmates get off to an immediate start on the course, by providing conversational spaces for necessary, ongoing social and administrative activities. These discussions are:

- Introductions
- Course Q&A

The Q&A discussion is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers. Your instructor will add additional discussion boards as you move through the modules.

Assessment Criteria for Online Discussion Participation

- In online discussions, you will clearly and consistently link what you are learning in the course, including course readings, to your real life experiences. These discussions are a place for you to exchange reflections with others in the class.
- Specifically, in order to receive credit for participation in the online discussion parts of the course it is important that:
 - you actively contribute substantive work (as defined below) at least 3-four times per week in all discussion forums and in a range of topics in each forum.
 - you accurately integrate information from multiple sources, particularly class readings. (Be sure to cite your sources appropriately; see "Online Participation Guidelines" for more information).
 - you provide both depth and breadth of comments and analysis.
 - you actively contribute to the online discussions in a collegial fashion, maintaining a respectful tone toward other participants, greeting others by name and closing with a signature.
 - you contribute original ideas to the online discussion in ways that

facilitates learning for other people, relating personal ideas to course ideas.

- you demonstrate good "listening" skills and active inquiry skills in the online discussions. This means that you should pay attention, address the commentary of others with openness, and offer constructive and interested commentary, whether in the form of questions or statements.
- you otherwise follow the "Online Participation Guidelines."

Online Participation Guidelines

The class Discussion is the forum for your participation, analysis and application of information in this class. It is the equivalent of our classroom.

Three discussions will help you get off to a good start on the course:

- Introductions: This is where you introduce yourselves to your classmates, and begin to develop a learning community
- Course Q&A: this is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers.
- a social meeting space for discussion that is not directly related to course content.

Every week there will be discussions set up to focus on the class content. This participation is graded, and that grade is a significant component of your overall class grade.

- Participation is essential, so please connect to the course at least every second day, preferably daily.
- **New questions will be added to the discussion topics throughout the week.** Respond to the initial question or assignment early in the week; later in the week post comments to other class members to extend the discussion, and respond to additional questions from your instructor. The entire week is designed for you to actively engage in a range of ideas and topics.
- Discuss critically, give support to your peers, provide your own ideas and experiences, challenge the ideas of others or just make a comment that you read the posting.
- Include ideas, theories, research, and applications from the class readings.
- The role of the instructor is to make it easy for learners to interact, to promote significant discussion, to give feed back on postings and offer help where needed.
- This is not an independent study course, but a paced online group learning experience. This study guide indicates 6 to 11 hours per week of time is to be spent on this course of ten weeks.
- Please accept the challenge to work with others, to construct knowledge in negotiation with others. Working individually on the assignments and just posting them might not lead to significant knowledge and skills.

Helpful Hints for Successful and Insightful Online Discussions

- Keep up with the assignments related to the individual or group case studies; then they will be written by the time they are due.
- Turn in all work on time. Because we will all be relying on one another, particularly for group work, late work is a major problem.
- There is one Module per week. Work is to be posted in your Assignments area or posted on the discussion forum as directed.
- Assignments are to be done by everyone, unless the assignment is specifically reserved to one competency. In that case you will see a note (L-7 only etc.)
- Carefully read the study guide and all communications from the facilitator. Distance learning implies an ability to comprehend written instructions and work independently.

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Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas.

Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

Plagiarism:

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

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Disability Accommodations

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. The Office of Students with Disabilities (OSD) determines appropriate accommodations through consultation with the student. For certain learning disabilities and/or attention deficit disorders, the Productive Learning Strategies Program (PLuS) determines the appropriate accommodations. See the instructor for more information or call OSD at 773-325-7290 (phone) or 773-325-7296 (TTY); or call PLuS at 773-325-1677.

Incomplete Grades

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course,

e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). Incompletes not finished by the end of the second quarter (excluding summer) will automatically become an F grade on your transcript.

Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.

NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

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Protection of Human Subjects

For more information see: <http://research.depaul.edu/>

Demonstrating the acquisition of competencies in this course can involve "interactions"—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

- The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
- You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
- The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
- If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, <http://www.research.umn.edu/consent>

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Course Expectations

Time Management and Attendance

SNL's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

Your Instructor's Role

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

Credits

This course was designed and produced by Dann Hibbler and staff at SNL Online of the School for New Learning of DePaul University.

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