

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: RECR 110

Year: 2023-2024

Course Title: Introduction to Recreation

Credit Hours: 3

I. Course Description: This course is an analytical introduction to the nature, history, and evolution of leisure, recreation, and play over the lifespan. Leisure implications for individuals, groups, and society are explored and the delivery of such services is discussed. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL 100 and RDNG 116 if required by placement. 3 Cr. (3 Lec.) Fall semester.

II. Additional Course Information:

1.	This course is the required foundational course for all students in Recreation Leadership A.S., Outdoor Recreation A.S., and Recreation: Exercise Studies A.S.
2.	The course requires additional fees of \$30 to \$60 that will be utilized for a teambuilding experience and/or attending a recreation conference.
3.	RECR 110 provides an overview to anyone who might be interested in the field of Recreation and Leisure as a career track.
4.	Students will be required, as part of their grade, to attend a teambuilding experience and/or part of a professional recreation conference. Dates and times will be announced in class.

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1.	Describe the nature, history, evolution, and predominant theories of leisure, recreation, and play.
2.	Explain the value of leisure, recreation, and play for individuals, groups, and society.
3.	Explain how various recreation and leisure services are delivered and describe the components of the Leisure Service Delivery System.
4.	Describe the roles and responsibilities of recreation and leisure professionals.
5.	Discuss social, cultural, economic, and political forces that influence the recreation and leisure service industry.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes

Tompkins Cortland ILOs **N/A**

Complete this section for "service" courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- ☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.
- ☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program

Recreation Leadership A.S. and Outdoor Recreation A.S.

PLO - Describe/explain the history, development, impact and value of leisure, recreation and parks to individuals, society, and the environment.

Recreation: Exercise Studies A.S.

PLO - Describe/explain the history, development, impact and value of leisure, recreation and physical fitness to individuals and society.

1.	Describe the nature, history, evolution and predominant theories of leisure, recreation, and play.
2.	Explain the value of leisure, recreation, and play for individuals, groups, and society.
3.	Explain how various recreation and leisure services are delivered and describe the components of the Leisure Service Delivery System.
5.	Discuss social, cultural, economic, and political forces that influence the recreation and leisure service industry.

Recreation Leadership A.S. and Outdoor Recreation A.S.

PLO - Describe/explain the role of the recreation professional as an advocate for leisure, diversity, human rights and services for individuals with illnesses and disabilities

Recreation: Exercise Studies A.S.

PLO - Describe/explain the role of the personal fitness professional as an advocate for leisure, diversity, personal health, fitness and services for all individuals.

4.	Describe the roles and responsibilities of recreation and leisure professionals.
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SUNY General Education Outcomes N/A

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

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☐ **CRITICAL THINKING** - Students will:

- a. identify, analyze, and evaluate arguments as they occur in their own or others' work; and
- b. develop well-reasoned arguments.

☐ **INFORMATION MANAGEMENT** - Students will:

- a. perform the basic operations of personal computer use;
- b. understand and use basic research techniques; and
- c. locate, evaluate and synthesize information from a variety of sources.

☐ **GENERAL EDUCATION CATEGORY** - Area(s):

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

V. Essential Topics/Themes

1. Defining recreation, leisure and play
2. The history and development of the recreation, park, and leisure and the recreation services profession
3. Theories, philosophy, benefits and constraints of leisure and recreation
4. Diversity and inclusion in recreation and leisure
5. Human and natural resources and their relationship to the recreation experience
6. Interrelationship of private, non-profit, and public recreation, park, and leisure service delivery systems
7. Recreation programs, services, and resources of the local, state, and federal governments
8. Community recreation
9. Fitness recreation
10. Outdoor recreation
11. Therapeutic recreation
12. Campus, employee, and military recreation
13. Recreation and leisure associated with money and retirement
14. How to promote, advocate, interpret, and articulate the concerns of the leisure service system for all populations
15. Contemporary issues in recreation and leisure.
16. The purpose, basic procedures, and application of research as it relates to recreation, park, and leisure services
17. The interrelationship of recreation, park, and leisure services on political, economic, social, and cultural forces
18. The future of recreation and leisure

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Assignments: Examples - Papers, Research Articles	30-60%
2. Field Experiences: Examples -Attend a recreation conference, attend a teambuilding challenge program, interview a professional	10-40%
3. Quizzes, tests or exams	20-40%
4. Personal and professional development: Examples - Personal Leisure Awareness Journal, career exploration	10-50%
NOTE: The course instructor, with approval of the program chair, can make changes to evaluation	

VII. Texts – ☒ Required ☐ Recommended ☐ Used for more than one course (list courses)

1. Hurd A.R., Anderson D.M, and Mainieri, T.L. <i>Kraus' Recreation and Leisure in Modern Society</i> . 12th Ed. Jones and Bartlett Publishers, Sudbury, Massachusetts ISBN-13 978-1-285-205039
OR
2. Edginton, DeGraaf, Dieser and Edginton. <i>Leisure and Life Satisfaction: Foundation Perspectives</i> . Latest Edition, McGraw Hill Publishing

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. McLean D.D, Hurd A.R. and Anderson D.M. <i>Kraus' Recreation and Leisure in Modern Society</i> : (2019). 11th Ed. Jones and Bartlett Publishers, Sudbury, Massachusetts. ISBN-13 978-1-285-10681-7
2. Edginton, DeGraaf, Dieser and Edginton. <i>Leisure and Life Satisfaction: Foundation Perspectives</i> . (Latest Edition), McGraw Hill Publishing.
3. Cordes and Ibrahim. <i>Applications in Recreation and Leisure for Today and the Future</i> . (2013)
4. Kraus, Barber and Shapiro. <i>Introduction to Leisure Services: Career Perspective</i>
5. Henderson, Karla. <i>Introduction to Recreation Services; Sustainability for a Changing World</i> . (2014) Sagamore Publishing.
6. Schneider and Kivel. <i>Diversity and Inclusion in the Recreation Profession</i> . Organizational Perspectives.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: None specified
Electronic: Electronic Journal Databases (ERIC, GALE, etc.) available through TC3 Library
Other: None specified

Attendance Policy: To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161,

Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.