

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: RECR 120

Year: 2024-2025

Course Title: Leadership in Recreation

Credit Hours: 3

I. Course Description: This course introduces basic concepts, principles, techniques, strategies, and problems of leading in the recreation setting. The common roles of leaders are addressed, and effective leadership practices and their application to organized group activities are analyzed. Hands-on learning activities will be used to reinforce leadership skills. Service learning work at a community agency is required. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL 100 and RDNG 116 if required by placement. 3 Cr. (3 Lec.) Spring semester.

II. Additional Course Information:

1.	This is a required leadership course in the Recreation Leadership A.S., Outdoor Recreation A.S., and Recreation: Exercise Studies A.S.
2.	This course provides students with the opportunity to engage in a variety of activities, analyze activities for participation requirements, and develop leadership techniques and strategies to enhance experiences.
3.	This course is also appropriate for anyone with general interest in leadership.
4.	RECR 120 course meets the SUNY requirements for Applied Learning Experiences as a Service Learning experience. A 20-hour leadership service learning experience at a community recreation agency is required.

III. Student Learning Outcomes

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

1.	Plan, implement, lead, and evaluate recreation activities for diverse groups of individuals.
2.	Identify the role and purpose of a recreation leader and demonstrate the techniques and strategies of an effective leader.
3.	Explain and practice leadership theory, leadership skills, communication skills (including oral and written) group dynamics, ethics, and values for small groups, agencies, and communities in recreational settings.
4.	Identify and respond to their strengths and weaknesses as a leader and follower.
5.	Evaluate and discuss growth experienced as a volunteer recreation leader at a community agency.

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:

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- ☐ 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: Design, implement, lead, analyze and evaluate services that facilitate targeted human experiences, recreation, and leisure requirements using technology and equipment appropriate for the leisure experience.

SLOs:

1. Plan, implement, lead and evaluate recreation activities for diverse groups of individuals.
3. Explain and practice leadership theory, leadership skills, communication skills (including oral and written) group dynamics, ethics, and values for small groups, agencies, and communities in recreational settings.
5. Evaluate and discuss growth experienced as a volunteer recreation leader at a community agency.

Recreation: Exercise Studies A.S.

PLO: Effectively communicate with others, both orally and in writing.

SLO:

3. Explain and practice leadership theory, leadership skills, communication skills (including oral and written) group dynamics, ethics, and values for small groups, agencies, and communities in recreational settings.
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PLO: Design, implement, lead, analyze, and evaluate services that facilitate targeted human experiences, recreation, and leisure requirements using technology and equipment appropriate for the leisure experience.

SLOs:

1. Plan, implement, lead, and evaluate recreation activities for diverse groups of individuals.
3. Explain and practice leadership theory, leadership skills, communication skills (including oral and written) group dynamics, ethics, and values for small groups, agencies, and communities in recreational settings.
5. Evaluate and discuss growth experienced as a volunteer recreation leader at a community agency.

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:

☐ **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 leadership, leadership styles, traits, theories, and levels
2. Planning, implementing, leading, evaluating, and providing feedback for in-class leadership activities
3. Organizing, implementing, and evaluating group project(s)
4. How people are identified as leaders and how they use power
5. Leader and follower relationship and how to be a follower
6. Individual leadership strengths
7. Leadership across the lifespan and for human development and inclusion
8. Group dynamic phases and leadership styles
9. How to give and receive feedback
10. Problem solving and decision making
11. Communicating and listening as a leader
12. Conflict Resolution
13. Leadership values and ethics
14. Participation and evaluation as a recreation leader at a community agency

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Individual leadership assignment	10-30%

2. Service learning work	15-25%
3. Written assignments and lab assignments	10-40%
4. Quizzes and/or exams	10- 30%
5. Group leadership assignment	10-30%
NOTE: The course instructor, with approval of the program chair, can make changes to evaluation methods.	

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

Jordan, D. *Leadership in Leisure Services: Making a Difference*. Latest Ed. Venture Publishing Inc. State College, PA.

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

VIII. Bibliography of Supplemental Materials

1. Michaelis, B. and O'Connell, J. *The Leader's Handbook: Learning Leadership Skills by Facilitating Fun, Games, Play, and Positive Interaction*. 2nd Ed. (2013). Venture Publishing, Inc.
2. Jordan and Degraaf. *Programming for Parks, Recreation and Leisure Services: A Servant Leadership Approach*. 3rd ed. (2010). Venture Publishing.
3. Bulik, Kenneth J. *Group Games and Activity Leadership*. Sagamore Publishing.
4. Moore, Annette C. *The Game Finder; A Leader's Guide to Great Activities*. Sagamore Publishing.
5. Russell, Ruth V. *Leadership in Recreation*, Sagamore Publishing.
6. Blanchard, Strong, and Ford. *Leadership and Administration of Outdoor Pursuits*. 3rd Ed. (2007). Venture Publishing.
7. Powers, Peggy. *The Activity Gourmet*. 1st ed. (1991). Venture Publishing, Inc.
8. Priest, Simon, and Gass, Michael. *Effective Leadership in Adventure Programming*, Latest Ed.
9. Rohnke, Karl. *Cowstails and Cobras 2: A Guide to Games, Initiatives, Ropes Courses & Adventure Curriculum*. 1st Ed. (1980). Kendall Hunt Publishing.
10. Anderson and Kress – *Inclusion, Including People with Disabilities in Parks and Recreation Opportunities*. Venture Publishing.
11. Schneider and Kivel. *Diversity and Inclusion in the Recreation Profession*. Organizational Perspectives.

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

IX. Other Learning Resources

Audiovisual:

YouTube Videos and TC3 Library Videos on Demand Collection

Electronic:

Journal of Outdoor Recreation, Education, and Leadership

Other:

TC3 Field House / Teambuilding Course

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.