

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: RECR 215**  
**Course Title: Recreation and the Expressive Arts**

**Year: 2023-2024**  
**Credit Hours: 3**

**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 accommodations. All course materials are available in alternate formats upon request.*

### **Course Description**

This course presents the expressive disciplines of music, dance, drama, and visual art from a historical, social and leisure perspective. Students will develop an understanding of art's main concerns, function and purpose while examining the various fundamentals of art. Students will develop an appreciation for these art forms and have opportunities to express themselves through these artistic outlets. Students will learn basic skills to develop and organize programs that incorporate expressive arts in a variety of recreational settings. A combination of lectures, studios, assignments and field trips are utilized. RECR 215 fulfills the SUNY General Education requirement in The Arts, but is not a Liberal Arts course. Prerequisites: Prior completion or concurrent enrollment in ENGL 100 and RDNG 116 if required by placement testing. Additional Activity Fee Required. 3 Cr. (2 Lec., 2 Lab) Fall semester.

### **Course Context/Audience**

This is a required foundation course in the Recreation Leadership A.S. degree program and is appropriate for anyone seeking to learn more about the expressive arts.

### **Basic Skills/Entry Level Expectations**

**Writing:** WC College level writing skills are required. See course co-requisites or pre-requisites.  
**Math:** M0 Course requires very little or no math.  
**Reading:** R3 Course may be taken concurrently with RDNG 116.

### **Course Goals**

#### Technical Skills:

Students will gain exposure to the use of various art materials while developing a familiarity with the processes that are used for artistic expression.

- Students will gain exposure to various artistic forms and materials. This will include a survey of selected art mediums and terminology of the expressive arts.

#### Critical/Analytical Skills:

Students will improve their ability to interpret, critique and discuss their own work and the work of their peers.

- Students will develop skills and confidence to articulate their perceptions and reactions to various works of art.

### Historical Perspectives:

Students will become familiar with selected time periods within art history as relating to recreation and leisure.

- Students will gain exposure to different art content areas such as the Fine Arts, Performing Arts, music, dance, and folk arts as further inquiry into the leisure experience of individuals and communities.
- Students will explore the history and evolution of arts and cultural programming in parks and recreation.

### Cultural Significance:

Students will develop an awareness of the personal, cultural, and social significance of the arts and cultural sector.

Students will learn to identify and discuss the importance of expressive arts contributions to leisure services.

- Students will gain an overview of the meanings, value and benefits of arts-related experiences for individuals and organizations.
- Students will explore art as a part of the recreation and leisure experience.

### **Course Objectives/Topics**

<b>Objective/Topic</b>	<b># Hours</b>
1. Study of prehistoric art, primitive art and aboriginal arts Studio Example: Drawing with charcoal (petroglyphs), Sculpture (masks)	3-5 hours
2. Study of the Hudson River School artists and Nature observation Studio Example: Painting with watercolors, sketching	3-5 hours
3. Study of printmaking and mixed media arts Studio Example: Printmaking, Mixed media	2-4 hours
4. Study of simplistic crafts for recreational programming	2-4 hours
5. Study of Recreational music and dance Studio Example: Music appreciation and dance (STOMP)	2-4 hours
6. Study of Theatre and Expressive Arts Therapy Studio Example: Puppetry, Storytelling and Theatrical performance observation	4-6 hours
7. Study of Modern art, Land Art, Community and Public arts (murals) Studio Example: Land Art	4-6 hours
8. Study of Recreational Expressive Arts programming Studio Example: Youth Bureau program observation	5-7 hours

### **General Education Goals - Critical Thinking & Social/Global Awareness**

<b>CRITICAL THINKING OUTCOMES</b>	<b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
Students will be able to <ul style="list-style-type: none"><li>➤ develop meaningful questions to address problems or issues.</li><li>➤ gather, interpret, and evaluate relevant sources of information.</li><li>➤ reach informed conclusions and solutions.</li><li>➤ consider analytically the viewpoints of self and others.</li></ul>	Students will engage in cooperative and group problem-solving practical experiences while completing the studio projects and other group activities.  Students will also be required to think critically during class discussions, while actively engaging themselves in studio projects/activities and when completing required readings and papers.

SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> <li>➤ Students will begin to understand how their lives are shaped by the complex world in which they live.</li> <li>➤ Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	<p>Students will read about and then discuss in class the importance of cultural diversity to maximize leisure program effectiveness.</p> <p>Through class discussions and readings students will learn about the historical development of human involvement within the arts. This will include studying the leisure practices within early American culture as providing a foundation for contemporary American attitudes.</p> <p>Students will evaluate and interpret their reactions to museum, musical and theatrical performance field trips. This will then be shared through class discussions and written reaction papers.</p>

### Instructional Methods

Teaching methods in this course include lecture, discussion, in-class studio activities, individual and class trips to expressive arts events and exhibits.

### Methods of Assessment/Evaluation

Method	% Course Grade
Attendance and Participation Assessments and reflections based on Lectures, Studios, Field Trips, etc.	10-20%
Assignments: Examples: Sketchbook/Journal Nature Based Observations Collage / Mosaics Storytelling Presentation, Etc.	20-40%
Exams and quizzes	10-30%
Expressive Arts Projects	10-30%
Written papers Reaction Papers, Term Papers, etc.	10-40%
NOTE: The course instructor, with approval of the program chair, can make changes to evaluation methods.	

### Text(s)

Carpenter, G., & Blandy, D. (2008). *Arts and cultural programming: A leisure perspective*. Champaign, Illinois: Human Kinetics.

Sporre, D.J. (2011). *Perceiving the arts: an introduction to the humanities*. Saddle River, New Jersey: Prentice Hall.

### Bibliography

#### Magazines:

American Educator. American Federation of Teachers, AFL-CIO, 555 New Jersey Avenue, NW, Washington, DC, 20001-2079. Spring 1995. Volume 19. No.1

Smithsonian. Smithsonian Associates, 900 Jefferson Drive, Washington, DC 20560. January 1995. Volume 25, No 10. February 1995, Volume 25, No. 11.

Wildlife Art News. Pothole Publications, Inc. 3455 Dakota Ave., S. St. Louis Park, Minnesota 55416-0246.  
January/February 1992, Volume XI, No. 1, 10th Anniversary Issue.

Books:

Arnold, Nellie D. 1976. The interrelated arts in leisure, perceiving and creating. Saint Louis, The C.V. Mosby Company.

Brigham, Don L. 1989. Focus on fine arts: visual arts. Washington, DC., National Education Association.

Clark, Grahame and Stuart Piggott 1965. Prehistoric societies. London, Hutchinson and Company (Publishers) Ltd.

Corban and Williams 1987. Recreation: programming and leadership. Englewood Cliffs, New Jersey, Prentice-Hall.

Dissanayake, Ellen 1988. What is Art For? Seattle and London, University of Washington Press.

Edington, Christopher R. 1995. Leisure: and life satisfaction, foundational perspectives. Chicago. Toronto and London.  
Brown and Benchmark publishers.

Havemeyer, Loomis 1966. The drama of savage peoples. New York, Haskell House.

Kando, Thomas M. 1980. Leisure and popular culture in transition. St. Louis, The C.V. Mosby Company.

Kreisberg, L. 1979. Local Government and Arts. New York: American Council of the Arts.

McLean, D.D. & Hurd, A.R. (2012). Recreation and leisure in modern society. Glenview, Illinois, Scott. Foresman/Little, Brown Higher Education.

Murphy, James F. 1981. Concepts of leisure. New Jersey, Prentice-Hall, Inc.

Reader's Digest. 1979. Crafts and hobbies. Pleasantville, New York, The Reader's Digest Association, Inc.

Spaeth, Sigmund 1937. Stories behind the world's great music. New York and London, Whittlesey House of McGraw Hill Book Company, Inc.

Stokes, William Michael 1980. Messages on Stone. Utah, Starstone Publishing Company.

Taylor, Joshua C. 1981. Learning to look, a handbook for the visual arts. Chicago and London, University of Chicago Press.

Van Hook, La Rue 1924. Greek life and thought. New York, Columbia University Press.

Weaver, Donald E. Jr. 1984. Images in Stone, Arizonia, The museum of Northern Arizonia Press.

Wigg, P., Wankelman, W., & Hasselschwert, J. (2000). *A handbook of arts and crafts*. (10 ed.). McGraw-Hill.

**Other Learning Resources**

<b>Audiovisual</b> No resources specified
<b>Electronic</b> Online, Specialized Databases: ERIC SportDiscus WorldCat Health Reference Center Proquest
<b>Other</b> No resources specified