INSTRUCTOR INFORMATION:

Name: Eddie Hill, Ph.D.
Email: eddie.hill@cortland.edu
Office: Room E314, Park Center
Phone: 607-753-2448
Office Hours: M&W 9:00-10:00am & T&TR 10-11am (and by appt.)
Class Location: A307 Park Center
Class day/time: TR 11:40am-12:55pm

Teaching Assistants:
Nathaniel Smith (smith131@cortland.edu)
Timothy Bennett (timothy.bennett@cortland.edu)
Emily Cosnett (Emily.cosnett@cortland.edu)

Vision and Mission of the Recreation, Parks, and Leisure Studies Department:
Recreation and leisure are critical to healthy, happy people and stable communities. We will make a difference by educating students to become competent and caring citizens and professionals. We believe in freedom and self-determination expressed through leisure and its impact on quality of life and happiness. We will be agents of change. The stakes are high!

Through learning, teaching, scholarship, and service, we promote the value of play, leisure, recreation, and parks for individuals, society, and the environment, enabling and inspiring students to become engaged citizens and effective professionals.

INTRODUCTION:
This course examines the study of leadership theory and practice at the small group, agency, and community level in a range of parks, recreation, and leisure services contexts. Essential skills of leadership are learned and practiced, with a focus on ethical and value-based leadership with diverse people and communities.

This class will use a Benefits-Based Programming model to construct a school-recreation experience that targets the needs of youth. Through this service-learning class, students will explore research, theory, practice, and technique of structuring recreation experiences for youth. This course includes the examination of theories of youth development, behavioral management, motivation, and social skills as they relate to the recreation experience. This course also has a mandatory service-learning component (20 hours) with the League 56 Academy. If you are unable to conform to the League 56 Academy schedule, please do not enroll in this class or see me ASAP. The program will take place at Barry Elementary School.

BACKGROUND CHECKS (mandatory for all students enrolled in REC380):
An increasing number of public school districts that partner with SUNY Cortland are requiring that students intending to volunteer/intern or to participate in service learning submit to a criminal background check. The agency listed below has agreed to work with our students in order to provide this service, and to process
applications within 3 -7 days. As part of your application to the agency, you will be asked to grant permission to forward the results of a background check directly to SUNY Cortland. This information will be kept confidential, and be initially released only to the Director of Career Services, the Coordinator of Service Learning, or the Director of Field Placement.

Please Note: At the end of the application for this company, you will be offered the option of “inviting another recipient to view the results of your background check.” You must enter my email address (eddie.hill@cortland.edu).

MyBackgroundCheck.com
www.mybackgroundcheck.com
Fee: $24.95
Order Code: C8P57

COURSE OBJECTIVES:
(Note: Numbers in parentheses refer to the NRPA/AALR Accreditation Standard the objective meets or aids in meeting). Upon completion of this course, each student shall be able to:

1. Demonstrate entry-level knowledge of the (7.01.01):
   a. Scope of the profession
   b. Professional practices
2. Apply relevant knowledge of professional practice, and the historical, scientific, and philosophical foundations to develop valid and sound arguments on which to base decisions about professional policies, procedures, practices, techniques, and related ethical and professional issues (7.01.03).
3. Ability to design experiences reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy (7.02.01).
4. Ability to facilitate recreation for diverse clientele, settings, cultures, and contexts (7.02.02).
5. Understanding of and ability to utilize diverse interaction and facilitation techniques, including leadership, instructional strategies, counseling techniques, and crisis confrontation and intervention (7.02.02).
6. Ability to organize and lead/conduct in one or more programmatic areas (9C.02).
7. Understanding of program management, including organizational behavior and relationships, politics of organizations, strategic planning, policy development and implementation, decision making, cooperative problem-solving and managing conflict (9C.06).

COURSE REQUIREMENTS:

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
<th>%</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participation Points (n=15)</td>
<td>75</td>
<td>15</td>
<td>Unannounced</td>
</tr>
<tr>
<td>2. Exam 1</td>
<td>35</td>
<td>7</td>
<td>March 11</td>
</tr>
<tr>
<td>3. League 56 Academy Weekly Activity Plan (two drafts)</td>
<td>50 x 2</td>
<td>20</td>
<td>February 9 by midnight (draft 1) &amp; the following lab after leading (draft 2)</td>
</tr>
<tr>
<td>4. League 56 Academy Participation- (16 sessions, each day missed= 10pts)</td>
<td>100</td>
<td>20</td>
<td>March- May</td>
</tr>
<tr>
<td>5. League 56 Academy Large Group</td>
<td>20</td>
<td>4</td>
<td>At Barry during your</td>
</tr>
</tbody>
</table>
Course Syllabus:  REC 380

<table>
<thead>
<tr>
<th>Student Led Organization &amp; Activity</th>
<th>trait/week</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. League 56 Academy Group Student Led Presentation of a chapter from The Game and Play Leader’s Handbook</td>
<td>March 30 &amp; April 1</td>
</tr>
<tr>
<td>7. League 56 Academy Service Learning Reflections-10 pts/each (n=8) [February 28-May 6]</td>
<td>By 5:00pm on Friday of that week.</td>
</tr>
<tr>
<td>8. League 56 Academy Peer Participation Points</td>
<td>End of semester</td>
</tr>
<tr>
<td>9. League 56 Academy Leadership Presentation Exam</td>
<td>May 17 (Monday) 8-10am</td>
</tr>
<tr>
<td>Total Points</td>
<td>500</td>
</tr>
</tbody>
</table>

**Participation Points**
Each student will complete participation points at the beginning of class. Points are given based on “class questions” at the beginning of class. The content will come from previous classes, readings, or other materials. These **may not** be made up and will only be displayed and collected during the first 5-10 minutes of class. Student athletes are required to provide me with an athletic schedule. In addition, it is highly recommended you check in with a classmate or me before and after your absence.

**League 56 Academy Weekly Activity Plan (two drafts)**
In cohorts of four to five (including REC280 students), you will complete a Weekly Activity Plan (form provided on BB) for one week you are at Barry Elementary School. The Weekly Activity Plan will include 75 minutes of League 56 Academy programming around one of the seven resiliency traits. You will share your plans with all groups, as will try to program the same activities. Most of the League 56 Academy programming will be resiliency-based, intentional recreation activities. However, two field trips to Lime Hollow will consist of environmental stewardship activities led by the REC 474/574 Outdoor Leadership and Education. The RPLS Department and the Research & Sponsored Projects Office have invested in the Ultimate Field Guide Teambuilding Kits© for you to use. These kits have hundreds of resources with written explanations.

**League 56 Academy Program Participation**
REC 280 & 380 will be collapsed to program and lead the League 56 Academy. In groups of 4-5 (you will be assigned), you will be involved in the League 56 Academy. League 56 Academy is a unique program that will be introduced at Barry Elementary School during the 2009-2010 school year. The program time is from 2:50-4:15pm, on Tuesdays and Thursdays. However, you will be expected to arrive no later than 2:45pm to set-up (tardiness will result in a 10% grade reduction for that day). This year’s program will also include academic assistance (homework time), which will begin at 2:30pm. If you are available to help at that time, please do so.

**League 56 Academy Large Group Student Led Organizer & Activity**
Your group will lead the entire League 56 Academy (and classmates) in a large ice breaker/s activity that is: tied to the resiliency trait (as best as possible), fun and engaging. The entire process includes: getting snacks for the day, monitoring the time to get started, facilitating a big group activity, and returning [the organized] Training Wheels Bags. You will be responsible for the aforementioned examples during your trait week.

**League 56 Academy Group Student Led Presentation of a chapter from The Game and Play Leader’s Handbook**
In your groups, you will provide the class with a formal presentation highlighting one of the chapters from the Game and Play Leader’s Handbook. See rubric on BB for more details.

**League 56 Academy Service Learning Reflections**
Individually, you will submit weekly League 56 Academy reflection papers (form provided on BB). This one-page assignment fosters reflective thinking and processing the activities from the week. This is not a “right or wrong,” but rather your perspective on this innovative program and your impact among the youth involved. **Please cut and paste your text into the box (versus adding an attachment).**

**League 56 Academy Peer Participation Points**
This will count as 20 possible points earned for your overall grade. This is a cumulative score measured in the following major areas: Active Participation, Contributions, In-class Meeting, and Knowledge of Material. Please look on BB for the grading rubric.

**Examination**
One written exam will be given during the course and include material from: League 56 Academy, class activities, guest speakers, reading materials, videos, and lectures. The format may include: T/F, multiple choice, matching, diagram, and short answer. The final exam will be a presentation from your group (see below).

**League 56 Academy Leadership Presentation (final exam time)**
In your cohort of three people, you will give a 15-minute, formal [PowerPoint] presentation on your experience. I will give you the format, but in short, it will include: overall impressions; things that went well; things to change for next semester; and relevance of your new knowledge on leadership within the context of the profession (this last part should be the majority of the presentation). See rubric on BB.

**Grading:**
The grade distribution is based on the percentage of total points earned by the student.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Letter</th>
<th>Percent</th>
<th>Letter</th>
<th>Percent</th>
<th>Letter</th>
<th>Percent</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>98-100</td>
<td>A+</td>
<td>88-89.9</td>
<td>B+</td>
<td>78-79.9</td>
<td>C+</td>
<td>68-69.9</td>
<td>D+</td>
</tr>
<tr>
<td>93-97.9</td>
<td>A</td>
<td>83-87.9</td>
<td>B</td>
<td>73-77.9</td>
<td>C</td>
<td>66-67.9</td>
<td>D</td>
</tr>
<tr>
<td>90-92.9</td>
<td>A-</td>
<td>80-82.9</td>
<td>B-</td>
<td>70-72.9</td>
<td>C-</td>
<td>65-65.9</td>
<td>D-</td>
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<tr>
<td>Below 65</td>
<td>E</td>
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**COURSE CONTENT:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics Covered</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lab (on campus begins 28th)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>February 9 &amp; 11</td>
<td>Leadership and Human</td>
<td>Leadership in Leisure Services. (Jordan, 2007)</td>
</tr>
</tbody>
</table>
| Week 4 | February 16 & 18 | Draft #1 WAPs due by midnight on the 9th | Chapter 3  
|--------|-----------------|------------------------------------------|--------------------------------------------------|
| Week 5 | February 23 & 25| Getting it going  
Draft #1 WAPs due by midnight on the 9th  
Orientation to Leading (mock Barry day) | Leadership in Leisure Services. (Jordan, 2007)  
Chapter 4  
The Game and Play Leader’s Handbook (Michaelis, B. & O’Connell, J., 2004). Chapter 4 |
| Week 6 | March 2 & 4     | Orientation to Leading (mock Barry day)   | Leadership in Leisure Services. (Jordan, 2007)  
Chapter 5  
| Week 7 | March 9 & 11    | Nonverbal communication on games          | Leadership in Leisure Services. (Jordan, 2007)  
Chapter 6  
| Week 8 | March 16 & 18   | Managing difficulties                     | Leadership in Leisure Services. (Jordan, 2007)  
Chapter 7  
Chapter 8  
| Week 10| March 30 and April 1 | A bigger bag of tricks | No readings |
| Week 11| April 6 & 8     | Diversity and leisure services leadership | Leadership in Leisure Services. (Jordan, 2007)  
Chapter 9  
## Course Syllabus: REC 380

### NERR Conference
- **April 11-15**
- Scholar’s Day
  - **April 16**
  - Values and ethics
  - How to get better
  - Chapter 10

### Week 13
- **April 20 & 22 (Earth Day)**
- SUNY Cortland Sustainability Week
- Risk management in direct leadership
- Be a playmaker
- No League 56 Academy T/TR (Barry Spring Break)
- Leadership in Leisure Services. (Jordan, 2007)
  - Chapter 11

### Week 14
- **April 27 & 29**
- League 56 Academy 7
  - Direct leadership techniques
  - The bigger picture
- Leadership in Leisure Services. (Jordan, 2007)
  - Chapter 12

### Week 15
- **May 4 & 6**
- League 56 Academy 8
  - Last program week
  - Social issues
- Leadership in Leisure Services. (Jordan, 2007)
  - Chapter 13

### Week 16
- **May 11th**
  - Last day of class and Lab (on campus)
- Student Presentations
- No readings

### Week 17
- **May 17 (Monday) 8-10am**
- Final (Exam) Presentations
- Final Presentations

## League 56 Academy/Barry Recreation Schedule:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:30 – 3:05</td>
<td>Attendance and Snack</td>
<td>Students will check-in with their group leaders and have the option of bringing their own or being given a healthy snack provided to them by the school district.</td>
</tr>
<tr>
<td>(35 Mins)</td>
<td>Academic Assistance</td>
<td>Students will have the option of working on that night’s homework assignment, asking for help with a difficult school subject or completing an assignment provided to them by us (they always have homework).</td>
</tr>
<tr>
<td>3:10 – 3:20</td>
<td>Deinhibitizer</td>
<td>Students will be organized into a large group and participate in an activity designed to get them moving and ready for the afternoon.</td>
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<tr>
<td>(10 Mins)</td>
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<td></td>
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<tr>
<td>3:25– 3:55</td>
<td>Resiliency-Focused Activity</td>
<td>Students will be separated into groups with approximately seven peers and three group leaders. Leaders will facilitate intentionally structured activities in order to promote the resiliency trait of that week.</td>
</tr>
<tr>
<td>(30 Mins)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:55 – 4:00</td>
<td>Reflective Learning</td>
<td>Following the activities, leaders will facilitate small group discussions designed to help students process their experiences. We will use open-ended questions, tangible objects and writing materials to make this process engaging.</td>
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<tr>
<td>(5 Mins)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course Syllabus: REC 380

4:00 – 4:15 Pack-up & Pick-up & Sports

Students will pack their belongings and depart the school. Group leaders and/or program coordinators will stay with the children until all the children have left.

EDUCATIONAL OPPORTUNITIES/METHODS OF ADDRESSING ACCREDITATION STANDARDS:
Standards are addressed through lecture, class discussions, guest speakers, case studies, mock interviews, group and individual exercises, and video materials.

TEXTBOOKS AND OTHER REQUIREMENTS:
- SUNY Cortland Recreation, Parks and Leisure Studies green polo shirt MUST be purchased. The cost is $13.00.

CLASS POLICIES:
Office hours and appointments: If you are unable to make a scheduled appointment, please let me know by calling (607) 753-2448 as soon as you know you will not be able to make it. Email will be checked by the instructor most weekdays, usually before 9 AM, enabling students to have a response within 24 hours.

Cell Phones: As a courtesy to the instructor and your classmates, please turn off cell phones and pagers or switch them to vibrate mode prior to the start of class. The instructor reserves the right to answer calls and pages on behalf of the student. Finally, please refrain from text messaging while in class.

Assignment Requirements: All assignments must be typewritten (except Participation Points). Work done in this class is to be original, done exclusively for this class, and in compliance with departmental standards for written work. Please proofread carefully for spelling, grammatical errors, and paragraph organization. The instructor reserves the right to return papers with writing errors and allow students one week to correct the errors and resubmit the paper. Papers resubmitted for this reason will automatically lose 21% of the possible points (highest possible grade will be a C).

Deadlines for Assignments: Assignments must be handed in at the start of class on the scheduled due date. Assignments submitted electronically must be posted before class starts. Papers turned in at the department office on the date due will be assumed to have been turned in after class and will be considered late. Unless arrangements are made with the instructor BEFORE an assignment is due, a student's grade for an assignment will be reduced by a FULL letter grade for each “day” that assignment is late, beginning immediately with the start of class on the due date (pluses and minuses will NOT be included). That means that assignments due Monday, the 1st, but turned in electronically Tuesday, the 2nd, will receive up to a B. If the same assignment is turned in after class starts Wednesday the 3rd, it will receive up to a C. No papers will be accepted more than three (3) “days” after the original due date. A “day” includes weekends and holidays.

Lost Papers and Computer Incompatibility: The instructor is not responsible for lost papers or papers submitted via computer that cannot be opened. Papers submitted via computer should be in Microsoft Word
format (not Works) or Rich Text Format, and MUST be submitted as specified in the assignment description. It is strongly recommended that students request a recipient receipt and keep all graded materials until a final grade appears on his/her transcript. Graded materials may be necessary to settle discrepancies regarding the final grade for the course.

**Exams:** The exams must be taken on the scheduled date, unless prior arrangements have been made. Students expecting a make-up examination for failing to take an exam on the scheduled date will be required to provide substantive proof of the reason for having missed the exam. In the event of illness, a doctor's verification will be required. Make up exams are typically entirely essay exams.

**FACULTY EVALUATION:**
Students will have the opportunity to evaluate the instructor's effectiveness at the end of the semester by completing the University faculty evaluation form.

**ATTENDANCE POLICY:**
Attendance is needed for successful completion of this course. Students are responsible for all work missed. Instructors shall establish procedures to allow students who have been absent for valid reasons to make up missed class work (see Deadlines for Assignments and Exams). If students anticipate having to miss class, it is their responsibility to inform the instructor ahead of time. Undergraduate students who miss a final examination will receive an E for that course unless they obtain an excuse for their absence from their dean. (410.12)

**ACADEMIC INTEGRITY STATEMENT:**
The College is an academic community that values academic integrity and takes seriously its responsibility for upholding academic honesty. All members of the academic community have an obligation to uphold high intellectual and ethical standards. For more information on academic integrity and academic dishonesty, please refer to the College Handbook, the College Catalog, and the Code of Student Conduct and Related Policies, or ask your instructor.

**DISABILITY SUPPORT SERVICES STATEMENT**

**Accommodations for a Disability:**
If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B-1 Van Hoesen Hall or call (607) 753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, requests should be made as early as possible.

**DIVERSITY STATEMENT:**
SUNY Cortland is dedicated to the affirmation and promotion of diversity in its broadest sense. Our mission requires that people of every background be able to study and work here with an expectation of respectful treatment. We seek to establish standards of behavior which honor the dignity and worth of individuals regardless of their gender, ethnicity, race, age, physical or mental abilities, religious beliefs, sexual and affectional orientation, or socioeconomic status (College Handbook, 130.10, pg. 8).

**PERSON FIRST LANGUAGE GUIDELINE:**
Knowing how to communicate effectively with all members of a community is a crucial skill for those in recreation, parks and leisure studies. The use of certain words or phrases can express gender, ethnic, or racial bias, either intentionally or unintentionally. The same is true of language referring to persons with disabilities,
which in many instances can perpetuate negative stereotypes and disparaging attitudes. The Department of Recreation, Parks and Leisure Studies’ commitment to cultural competence supports the removal of bias in language against persons on the basis of gender, sexual identity, racial or ethnic group, disability, or age within written classroom assignments, presentations, lectures, and everyday interactions. The Department of Recreation, Parks and Leisure Studies chooses to convey respect through language that is accurate, positive, and inclusive. This practice is consistent with the American Psychological Association Publication Manual’s guidelines for reducing bias in language (p. 61-76).

DEAN’S OFFICE INFORMATION:
School of Professional Studies Dean's Office
Dr. John Cottone, Acting Dean
Dr. Eileen Gravani, Associate Dean
Studio West, Room B-1
607-753-2701

This syllabus has been created as a guide to this course and is as accurate as possible. However, all information is subjected to modification to meet the needs of the class. Any modifications will be discussed during class session and will be documented in writing.