CAPSTONE IN RECREATION AND LEISURE SERVICES
RCLS 490
Winter Quarter, 2015

Instructors:	Dr. Matthew Chase	Dr. Callie Spencer
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Office Hours:	Tues. & Wed.: 9:30-11:30am	Mon. & Wed. 11:00-12:00

Class: Section (1) Lecture: 1:00 - 1:50pm, Monday - Wednesday (PC 108)
Section (2) Lecture: 12:00 – 12:50pm, Monday – Wednesday (PC 108)

Required Text(s):

Paisley, K. & Dustin, D. (Eds.). (2011). *Speaking up and speaking out: Working for social and environmental justice through parks, recreation, and leisure*. Urbana, IL: Sagamore Publishing

Schwab, K. & Dustin, D. (Eds.). (2013). *Just leisure: Things that we believe in*. Urbana, IL: Sagamore Publishing

Suggested Text: APA Publication Manual / 6th Edition

COURSE DESCRIPTION:

This class is the designated capstone course for those students who are majoring in the Recreation and Leisure Services degree program within the Department of Physical Education, Health, and Recreation. As required by the university, an end-of-program assessment will be completed for each major. The course will focus on the major issues and challenges facing recreation professionals as they enter the field. Utilizing group problem solving techniques, a multi-media presentation, and a research paper, students will present and defend a position on an issue or develop and defend a solution to an existing problem in the profession. A major focus of the course is for students to further develop their understanding of the group process as it relates to being a member of a team, as well as to demonstrate the ability to effectively use scholarly resources to develop a research paper and presentation.

COURSE OBJECTIVES:
1. The student will develop a deeper understanding of the current issues and problems affecting the recreation and leisure profession.
2. The student will be able to analyze and apply, using current technology, information pertinent to the current issues in recreation.
3. The student will be able to discuss current issues and problems in the recreation and leisure services field with peers and professionals alike.
4. The student will be able to develop and deliver a professional presentation concerning a specific issue or problem facing the parks, recreation and leisure profession, utilizing current software and hardware.

5. The student will be able to work effectively as a member of a team in order to prepare and deliver a 30-minute presentation.
6. The student will be able to work effectively as a team member in the planning, implementation, and evaluation phases of a one-day conference event on campus.
7. The student will submit a professionally written research paper (according to class guidelines), including references on the designated topic.
8. The student will read, critically analyze, and discuss classic works of literature in the parks, recreation, and leisure profession.
9. The student will make thoughtful judgments about the nature and quality of work done during the course by completing self and peer evaluations

COURSE CONTENT:
Research topics will be decided by each respective group and will be presented to the instructors for approval. To the extent possible, no two groups will be allowed to utilize the same topic. Throughout the course, students will have the opportunity to complete all stages of the research process, from choosing a topic, to conducting research, to presenting the research, to writing in up in a professional paper, and finally to experiencing the peer review process.

A note on research topics:
Students will choose a capstone research topic that is going to carry the group through all phases of the assignment, and naturally lends itself to a pro and con stance. In other words, students will pick a topic that is somewhat controversial and is capable of engaging a reader, as well as an audience during the one-day conference.

An instructor MUST give verbal approval to all topics prior to beginning the research process. Failure to obtain said approval may result in the presentation and final paper not being accepted. Each group is also required to submit a written statement of purpose, a pro thesis statement, and a con thesis statement on January 14, 2015 for final topic approval. Points will be deducted for not following these directions.

GRADING and EVALUATION:
Criteria for evaluation in this class include ordinary standards of good writing (clear expression; accurate punctuation, grammar, and spelling; well organized) and meeting specifications of individual assignments. Assignments must be handed in on or before announced deadlines. Assignments must be typed (12 point font) and double-spaced. All required assignments must be completed to earn a course grade of 2.5 or higher. Grades will be assigned according to normal university standards, (which includes an assumption of basic literacy in English).

95%	4.0	86%	3.3	77%	2.7	68%	1.9
94%	3.9	85%	3.2	76%	2.6	67%	1.8
93%	3.8	84%	3.1	75%	2.5	66%	1.7
92%	3.8	83%	3.1	74%	2.5	65%	1.6
91%	3.7	82%	3.0	73%	2.4	64%	1.5

90%	3.6	81%	3.0	72%	2.3	63%	1.4
89%	3.5	80%	2.9	71%	2.2	62%	1.3
88%	3.4	79%	2.8	70%	2.1	61%	1.2
87%	3.4	78%	2.8	69%	2.0	60%	1.1

As this is a senior seminar class, there will be no examination used to determine final grades. The final grade in Capstone will be based on the following items:

- Submission of team member names, a purpose statement, and pro and con thesis statements on January 14, 2015
- Submission of an abstract and personal bio on February 11, 2015
- Submission of the final paper for peer review on February 11, 2015
- Completion of a Capstone paper peer review by February 18, 2015
- Submission of the final paper to Canvas and the instructors on February 25, 2015
- Submission of a presentation script on March 2, 2015
- Completion of a presentation peer review on or before March 2, 2015
- Participation in the planning, implementation, and evaluation of a one-day senior capstone conference
- Completion of a 30 minute presentation during the one-day conference on March 6, 2015 (taking into consideration group roles and transitions, content, organization, flow, visual aids, timing, public speaking, and overall effectiveness)
- Completion of 10 reading reflections (spread throughout the quarter)
- Classroom and online participation
- Group and self-evaluations: Capstone Group Peer Review and Conference Group Peer Review (as noted above, both the presentation and final paper will also go through a peer review).
- Attendance
- Following directions

The grading criteria are as follows:

Capstone Paper:
      Purpose Statement and Pro/Con Thesis Statements   25 pts.
      Abstract/Bio   25 pts.
      Capstone Final Paper   100 pts.
Capstone Presentation: 100 pts.
Reading Responses (10 total):   100 pts.
Peer Review Activities:
      Paper Peer Review   25 pts.
      Presentation Peer Review   25 pts.
      Capstone Group Peer review   25 pts.
      Conference Group Peer Review   25 pts.
Attendance: 50 pts.
      Total: 500 points

SPECIAL NOTE: The grades earned for both the Presentation and Final Paper will be a result of the group's collective work effort. Therefore, all group members will receive the same final grade for both of these assignments. Group members will also evaluate each other in the peer review process, later in the course. This is an important aspect of the capstone experience and one that should be taken seriously. Our hope is that each team will work well together by equally sharing all of the course requirements. It is up to each team to discuss (early in the quarter) who will do what and when the work is due. Please do not fall into the trap of having one or two group members do all of the work; otherwise, hard feelings are sure to follow. A low group peer evaluation can impact a student's final grade.

ATTENDANCE: (50 pts.)
Attendance is a significant part of the grade in capstone - it is important to be in class. Students are allowed three (3) "free" absences (without the distinction between excused/unexcused) so use them wisely. After three absences, students will lose 50% of the attendance grade per absence, up to five (5) total absences. If a student misses more than five (5) days for any reason, he or she will need to retake the course. If a student is sick, injured, or is experiencing some kind of personal crisis, please contact one of the instructors as soon as possible.

ASSIGNMENT BOOKLET:
Rather than listing all of the requirements for each assignment in the syllabus, we have created an "Assignment Booklet", which will be reviewed over the first few days of class. We recommend reading the assignment booklet thoroughly and regularly over the course of the quarter. Please do not assume what we are looking for in these assignments – read the class materials, ask questions, and seek clarification. The following items have been included in the assignment booklet:

1. Capstone Presentation
2. Capstone Presentation Grading Rubric
3. Capstone Paper
4. Capstone Paper Grading Rubric
5. Capstone Purpose and Pro/Con Thesis Statements
6. Capstone Abstract/Bios
7. Conference Duties and Planning teams
8. Reading Response Assignment
9. Reading Response Grading Rubric
10. Reading List

PEER EVALUATIONS: (100 pts.)
Students are required to rate the performance of their group members during several phases of the class. Students are also required to rate their individual performance. Whether rating yourself or the performance of peers, be honest and base scores on measurable and objective standards. For example, bear in mind initial workload agreements and responsibilities, and how things eventually turned out. Also take into consideration issues such as work quality, overall commitment, punctuality,

dependability, and working relationships within the group. The following activities will include a peer review process: (each is worth up to 25 points)

- Paper peer review
- Presentation peer review
- Capstone group peer review
- Conference group/planning team peer review

<u>ACADEMIC DISHONESTY</u>:
It is a violation of the Eastern Washington University Student Conduct Code to represent the work of others as your own (plagiarism), fabricate research data, and/or to cheat on exams. Such acts of academic dishonesty can result in failure of the course and be subject to disciplinary action from the University. If you have any questions about academic integrity, please be sure to contact the instructor or read the EWU Academic Integrity Policy, which is located on the EWU web site.