

Eastern Washington University

Fall 2015

Leadership in Recreation and Leisure Services

RCLS 220

General Information:

Instructor: Dustin Semb, MOL
Office: URC 150J
Office Hours: Monday, Thursday 10:00am -12:00am, & by appointment
Phone: 509-359-7910
E-mail: dsemb@ewu.edu
Students can expect a response from email within 36 hours.
Do not expect a response in less than 12 hours.
Class Meets: Monday 1:00pm - 3:50pm, (1:00pm - 5:00pm October 12, 2015)
Location: Classroom: PEC 104, Lab: PA 265

Class Text:

Required Book: Komives, S.R., Lucas, N., & McMahon, T.R. (2013). Exploring leadership: For college students who want to make a difference (3rd Ed.). San Francisco, CA: John Wiley & Sons, Inc.

Required Workbook: Wagner, W., & Ostick, D.T. (2013). Exploring leadership: For college students who want to make a difference. San Francisco, CA: John Wiley & Sons, Inc.

Optional Handbook: Rohnke, J.K., & Grout, J. (1998). Back Pocket Adventure. Beverly, MA: Project Adventure.

EWU CHALLENGE COURSE EXPERIENCE

On **Monday October 12, 2015**, RCLS 220 will be participating in a (4) hour challenge course experience (located on the EWU campus: Ed Chisus Field). This activity has been included in the curriculum because many recreation programs utilize challenge courses as a leadership and group development tool for participants of all ages. The instructor believes that RCLS 220 students will also directly benefit from this leadership development experience. Therefore, attendance and participation in this activity is mandatory and at least one class assignment will be based on this experience. Your tuition includes a \$25.00 course fee for this experience.

Students are expected to dress appropriately for outdoor activity on this date. In April, we can expect either end of the weather spectrum, i.e., warm sunshine, to rain and cold, or even snow. The course will be offered, rain or shine, so bring extra warm clothes, snacks, rain gear, and a daypack (hat and gloves are also recommended). Again, this course is a mandatory portion of the class requirements and all students are expected to participate.

COURSE DESCRIPTION, GOALS, AND OBJECTIVES:

The element of leadership in the recreation setting is the primary emphasis of this class. This class is designed to help provide ideas on how to lead programs so they fit participant needs. Fieldwork is part of the class requirements.

The primary goal of this course is to help the student of RCLS 220 become aware of the importance of effective facilitation and leadership within the context of a recreation setting. An additional purpose of the course is to encourage each student to carefully analyze individual values, responsibilities, and commitments within the context of personal leadership. The course is more than the study of recreation leadership; it is designed to help students develop their own leadership potential. From this perspective, the student of RCLS 220 will be exposed to basic leadership theory and recreation issues from a number of conceptual frameworks:

By the end of this course:

- Students will be exposed to and become familiar with the processes and principles of leadership in relation to the field of recreation services.
- Students will be exposed to and become familiar with the various styles and theories of leadership.
- Students will learn and practice leadership and facilitation techniques for successful recreation programs and activities.
- Students will be exposed to and become familiar with group dynamics.
- Students will be exposed to and become familiar with small group techniques, including the basic principles of conflict management and resolution.
- Students will be exposed to and become familiar with behavior at different life stages.
- Students will be exposed to and gain experience with the principles of activity analysis.
- Students will learn and facilitate new games and group initiatives.
- Students will be exposed to and gain experience with trust activities, and low and high element challenges.
- Students will learn, practice, and teach basic knot craft.

STUDENT EXPECTATIONS:

A high level of class discussion and active participation is required. Students will have the opportunity to work through case studies, participate in simulations, interact with one another in challenging situations, practice activity leadership, and discuss the overall realities of leadership. One of the best features of this class is the open exchange of ideas concerning our materials. This course is designed around the assumption that people learn best, and help others learn, when they participate. Participation includes coming to class to share your thoughts and perspectives, as well as taking notes and being an engaged listener. The more students participate, the better this class will be. (In some cases, participation will be hard to avoid.). Attendance and participation in this class is mandatory.

I respect the fact that college students are adult learners. With this respect comes the expectation that students demonstrate the attributes that make for a successful college student, which include:

- Punctual arrival to class
- Appropriate class preparation and Active participation in class
- Demonstration of respect for self, fellow students and instructor during and outside of class.
- Not engaging in distracting behaviors during class (mobile devices, eating loud foods, packing your things before class is over, whispering to your neighbor, etc)
- Contribute to the learning process through attention and discussion.
- Turn in all course work the date and time that it is due.

Attendance is mandatory at the following activities:

- ☐ EWU Challenge Course: One assignment is based on this experience
- ☐ New games activities: We can't practice without having people there!

Attendance:

Because attendance and participation is a significant part of your grade, it is important to be in class (especially since we only meet once per week for a total of nine classes). You can't participate if you aren't here! Students are allowed:

- One (1) absence (without the distinction between excused or unexcused).

- After one absence, students will **lose 50%** of their participation grade per absence, up to three (3) total absences.
- If you miss more than three (3) days for any reason, you will need to retake the course. If you are sick, injured, or are experiencing some kind of personal crisis, please contact the instructor as soon as possible.

MOBILE DEVICES:

I will not tolerate inappropriate use of mobile devices in class; texting, tweeting, blogging, facebooking, playing games, drafting fantasy football players, etc., are prohibited during class.

INSTRUCTOR EXPECTATIONS:

Students can expect the instructor to:

- Treat students fairly and with respect.
- Return assignments and tests in a timely fashion.
- Post grades and important documents online.
- Maintain passion for teaching and learning.
- Create an environment and class structure that enhances the learning of all students

ACADEMIC INTEGRITY:

The university has a strong policy regarding academic dishonesty as follows:

Violations of academic integrity will be sanctioned. Violations of academic integrity involve the use of any method or technique enabling you to misrepresent the quality or integrity of any of the university related work and the program of study. Students committing academic dishonesty will be reported to the appropriate university officials and your course grade will be lowered by 2.0.

GRADING AND EVALUATION PROCEDURES:

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 2.0 or higher.

Grades will be assigned according to normal university standards.

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

***Note: This syllabus is to be considered “tentative” and may be adapted or revised throughout the quarter.**

Final grades will be assigned according to the following breakdown:

ASSIGNMENT:	Percent	Points
Attendance	00%	50 points
Participation	00 %	25 points
C.C. Reflection Paper	00 %	100 points
Personal Leadership Assessment	00 %	25 Points
Human Development & Activity Development Exercise	00 %	25 Points
New Games	00 %	100 Points
Workbook Assignments	00 %	75 points
Knot Tying Exam points	00 %	50
Leadership Action Plan Paper	00 %	100 Points
TOTAL		550 points

Attendance / Participation

Chapter and supplemental readings will be assigned throughout the quarter. Keeping up on the reading will help you to get the most out of this course. It is crucial for you to complete the readings before class. This will enhance the quality of discussion, which benefits the entire class. Reading the material before it is discussed will also enable us to spend class time digging more “in-depth” into the subject matter.

C.C. Reflection Paper (100 pts) -Due: October 19, 2015

Personal Leadership Assessment (25 pts) - Due: October 26, 2015

Human Development & Activity Development Exercise (25 pts) - Due: November 2, 2015

New Games (100 pts) - Due: November (9, 16, 23), 2015

Workbook Assignments (75 pts) - Due: November 23, 2015

Leadership Action Plan Paper (100 pts) - Due: November 23, 2015

Knot Tying Exam (50 pts.) - Due: November 30, 2015

Important Terms:

- ☐ **Knot:** a piece of rope tied or folded upon itself. A knot consists of a *standing part* or end, a *bight* or a *loop*, and a *running end* or tail
- ☐ **Bend:** ties two ends of rope together
- ☐ **Hitch:** tied around another object
- ☐ **Bight:** 180-degree bend formed in the middle of the rope
- ☐ **Loop:** a doubled section of rope that crosses over itself, leaving an opening between the parts

Knots to Learn:

Figure Eight
Figure Eight on a Bight
Figure Eight Follow-through
Bowline
Double Fisherman’s Bend

Class Schedule:

Class Schedule:

WEEK/DATES	TOPIC	NOTES/ALERTS
WEEK 1 09/28/2015	Introductions/Syllabus <ul style="list-style-type: none"> • Figure Eight Knot • Student Workbook Assignments • Name Games and Ice Breakers in the Gym 	
WEEK 2 10/05/2015	Class Discussion and Activities <ul style="list-style-type: none"> □ Chapter 1: An Introduction to Leadership (pp. 3-40) 	Due: CH 1 Student Workbook
WEEK 3 10/12/2015	EWU Challenge Course Activity <ul style="list-style-type: none"> • Chapter 2: The Changing Nature of Leadership (pp. 41-92) 	Meet at Challenge Course, appropriate outdoor clothing is needed. Due: CH 2 Student Workbook
WEEK 4 10/19/2015	Class Discussion and Activities <ul style="list-style-type: none"> □ Chapter 3: The Rational Leadership Model (pp. 93-150) 	Due: Challenge Course Reflection Paper
WEEK 5 10/26/2015	Leading New Games and Ground Initiatives <ul style="list-style-type: none"> □ Chapter 4: Understanding Yourself (pp. 151-187) 	Due: Personal Leadership Assessment

Class Schedule:

WEEK 6 11/02/2015	Human Development and Practice Facilitation Session <div> <div></div> Chapter 5: Understanding Others (pp.187-236) </div>	Due: CH 5 Student Workbook Due: Human Development Handout/Facilitation
WEEK 7 11/09/2015	New Games and Class Discussion <ul style="list-style-type: none"> • Barnga • Chapter 6: Leading with Integrity (pp.237-281) 	Due: New Games Due: CH 6 Student Workbook
WEEK 8 11/16/2015	New Games and Class Discussion <div> <div></div> Chapter 8: Interacting in Teams and Groups (pp. 309-351) </div>	Due: New Games Due: CH 8 Student Workbook Due: Turn in Student Workbook
WEEK 9 11/23/2015	New Games	Due: New Games Due: Leadership Action Plan Due: Knot Tying Exam
WEEK 10 11/30/2015	Knot Tying Exam, and Course Wrap-up	Due: Leadership Action Plan Due: Knot Tying Exam
WEEK 11		

Class Schedule:

12/08/2015		
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Course Calendar available on Canvas or at:

