**CALIFORNIA STATE UNIVERSITY - NORTHRIDGE**

**College of Health and Human Development**

**Department of Recreation & Tourism Management**

**RTM 300: Recreation and Community Development (3 units)**

**Instructor:**

**Office Hours**:

**Course Website: RTM 300: Recreation and Community Development**

**(**login at http://moodle.csun.edu)

**Required Text:**

All Kids Are Our Kids: What Communities Must Do to Raise Caring and Responsible Children and Adolescents, 2nd Edition - Peter L. Benson (Author)

**Cases & Readings:** As assigned (provided via Moodle).

**Course Description:**

Examination of the multicultural dynamics of urban life, and recreation’s role in building community and in developing youth capacity and indigenous leadership.

**Course Objectives:**

**At the end of the course, successful students will be able to:**

1. Comprehend the significance of the urban recreation movement in the United States, particularly as it relates to the evolution of other human services (education, social services, youth authority, etc.)
2. Comprehend the relevance of the parks, recreation and leisure services movement to community and institutional development.
3. Investigate and analyze the potential of recreation to build/revitalize communities, address social problems and assist youth with navigating the pathways to responsible adulthood.
4. Comprehend the dynamic interrelationship among public (government), non-profit and private sectors in the evolution of the urban recreation, leisure services and park movement(s).
5. Analyze the social, environmental and economic benefits of parks, recreation and tourism in supporting the concept of healthy communities.
6. Value the recreation and leisure needs of diverse cultural and ethnic groups that claim the greater Los Angeles metropolitan area as “home”
7. Critique existing service delivery systems from historical, best practices and contemporary “planning” criteria.
8. Gain first-hand experience in urban communities using recreation services and leisure experiences as a focal point for revitalization, problem-solving and community-building.

**Recreation and Tourism Management B.S. Program Learning Outcomes:**

1. Students will demonstrate critical thinking including analysis, synthesis and application in the fields of recreation, play, leisure, parks, hospitality and/or tourism through a variety of pedagogies.
2. Students will practice and self-assess progress toward mastery of the standards and competencies of appropriate accrediting bodies through continual self-assessment and portfolio development.
3. Students will demonstrate application and integration of theoretical knowledge in a practical setting through a minimum of 400 hours of professional internship in preparation for pursuing employment.
4. Students will demonstrate an increase in Emotional Intelligence while pursuing their degree objectives.

**Course Requirements:**

**Attendance/Active Participation:** Points: 5+

Regular attendance, preparation and active participation during the class are required and will enhance the learning experience.

**Review/Analysis of an Assigned Topic and Discussion:** Points: 15

A review/analysis of an assigned topic will be required of each student. The topic will be a community problem or issue related to youth development or the community-at-large. For the review the student must write a brief summary of the assigned information. The analysis portion of the paper should focus on the student’s reaction, ideas, and suggestions related to the topic as assigned. References from academic publications (journals, books) other than the textbook should be used in the analysis portion of the paper. The reviews should be 500-750 words and include an APA style citation for all references including your textbook if that is used. After the references the student should list 4-6 key discussion questions to be used during the class time. Some thought should be given to how the recreation, tourism, hospitality field intersects with this issue. Grades will be based on content, adherence to the idea of the assignment, individual and original work, and class discussion of the review. Discussion will be done in small groups. Some of these discussions will occur on-line and others in-class. Please pay attention to the course schedule posted at the class web-site.

**Projects:** Points 25

A project related to developing community assets will be completed by a learning team. The learning team will be organized around shared professional interests (as much as possible). The project may focus on youth development or a different part of the community. Details on the project will be provided in additional handouts available at the class web page.

**Examinations:** Points: 40

Two examinations will be given. The exams are each worth 20 points. Each exam will cover assigned readings, material discussed in class, and student presentations up to the date of the exam. The second exam will not be cumulative. Exams may include a variety of questions types (true-false, multiple choice, essay, etc.) Bring a blue book and scantron for each exam.

**Community Service Learning:** Points: 15

Students will be responsible for volunteering for 10 community service learning hours, in a “different” community from one’s own. The site and type of learning opportunity must be approved in advance by the instructor and can not be related to paid work or activities completed for another class. Students will be asked to provide written documentation of the completion of volunteer hours. A written report evaluating the experience and reflecting on topics from the course in relation to the volunteer experience is required. Students will also participate in a verbal reflection of the volunteer experience in a discussion group.

**Evaluation:**

|  |  |
| --- | --- |
| Attendance/Active Participation | 5% |
| Review/Analysis Assignment | 15% |
| Community Assets Project | 25% |
| Exams (2 @ 20%) | 40% |
| Community Service Learning | 15% |
| Total | 100% |

**Grading**

A 90-100%

B 80-89%

C 70-79%

D < 69%

**COURSE CALENDAR**

|  |  |  |
| --- | --- | --- |
| Week 1 | * Introduction * Community Development | **AB**- Ch 2, Ch 4  Locate 2 volunteer opportunities |
| Week 2 | * Concept of Developmental Assets * Asset Building | **All K**- Ch 2, Ch 3  **ALL K**- Ch 4 |
| Week 3 | * Community Based Organizations * Culture Shifts | **AB**- Ch 5  **AB**- Ch 12, **All K** Ch 4 |
| Week 4 | * Building Communities * Recreation = Tool for Human Potential | **All K-** Ch 5, **All K** Ch 6  Bring Article to class (Group Discussion) |
| Week 5 | * Young People vs. Adults * Integrating Asset Building | **All K**- Ch 7 and Ch 8  **All K**- Ch 9 |
| Week 6 | * Community Assets Project Presentation |  |
| Week 7 | * Review * Exam #1 |  |
| Week 8 | * Financial Resources * Equity/Entitlement in Recreation | **AB-** Ch 9  Article will be provided |
| Week 9 | * Quality Programs for youth * Recreation Development in Urban Areas | **All K**- Ch 10  Bring Article to class (Group Discussion) |
| Week 10 | * Political Power * Food Systems & Natural Disasters | **AB**- Ch 11  **AB-** Ch 13 and Ch 14 |
| Week 11 | * Sustainable Communities * Various Sectors- Private/Public/Non-Profit | **All K**- Ch 12, **AB**- Ch 3 |
| Week 12 | * Human/Social/Physical Capital * Influence Civic Decisions | **AB**- Ch 6, Ch 7, Ch 8  **All K**- Ch 12 |
| Week 13 | * Recreation= Address social issues |  |
| Week 14 | * Future of Recreation and Community Development * Community Service Learning Reflection | **AB**- Ch 15/ Bring Article to class (Discussion) |
| Week 15 | * Community Service Learning Reflection * Review |  |
| Week 16 | * Exam #2 |  |

***The extended course calendar will be available on MOODLE. The calendar will be modified on Moodle as the semester progresses. This syllabus is subject to change. It is the student’s responsibility to keep track of changes provided through Moodle.***

**Course Policies and Guidelines:**

1. Students’ participation is vital to successful learning. Therefore, students are expected to attend the class regularly, arrive on time, take notes, complete reading assignments on schedule, and actively participate in discussions and other learning activities.
2. In order to create a safe, welcoming, and productive learning environment, students are expected to respect each other, the facilities and equipment. Abusive, violent, disrespectful or disruptive behavior will not be tolerated. Students are referred to the policies and regulations section of the University Catalog for university policies and code of conduct information.
3. Cellular phones, pagers and other electronic devices not being used for instructional purposes should be kept off during class.
4. If you miss class, make arrangements with peers to collect class information, announcements and materials. Information will not be repeated for those who are tardy or absent.
5. Communication: Students are expected to have access to their CSUN email account. The instructor will send class announcement to students via students’ official CSUN emails. If you have a primary email that is not your CSUN account, please have your CSUN email forwarded to your primary email.
6. Late Assignment: Late assignments will be accepted with a penalty of 15% off per day. Assignments submitted more than three days late will not be accepted without prior arrangement with the instructor. No assignments will be accepted after the last official day of class.
7. Make-up Work:Make-up assignments or exams will be given **only** when students meet the following conditions:
8. Absences caused by hospitalization, death in the family, or other emergencies must be documented within 48 hours of your return to class. Acceptable documentation includes a letter from a physician, a newspaper obituary, or a memorial service program.
9. Absences for official University activities (e.g., athletics, band, and chorus) must be documented and approved in advance.

Please contact the instructor if you have any questions regarding your eligibility to make up for an assignment.

1. Academic Honesty: According to the University’s policy on academic honesty, no form of academic of dishonesty will be tolerated. Any student found cheating, plagiarizing a written assignment, or committing any other infraction against CSUN’s policy will either receive a failing grade for the course, be referred for University disciplinary action, or both. Please refer to [www.csun.edu/a&r/soc/studentconduct.html](http://www.csun.edu/a&r/soc/studentconduct.html%20) for additional information.
2. Students are advised to consult with campus services to receive assistance if they have concerns regarding skills in areas such as writing or studying or computer skills.
3. Students are encouraged to be proactive and seek out the instructor as soon as they have any concerns about the class or their performance. The end of the semester is too late to take action to bring up a grade.
4. All assignments must be typed, double spaced, 12-point font, 1 inch margins and should follow the American Psychological Association (APA) style (6th ed.).
5. Microsoft Word is the ONLY acceptable document format for online or email submission. The following format should be used when naming the file: Course number\_last name\_first name\_short title (for example: RTM550\_xie\_jimmy\_syllabus).

**STUDENT RESOURCES**

***Disability Resources and Educational Services (DRES)***. In keeping with the University’s policy, reasonable accommodation is provided for students with disabilities that might affect their course participation or assignment completion. Any student with disabilities should contact DRES at 818-677-2684 or dres@csun.edu. DRES is located in Bayramian Hall room 110 (BH 110). Please visit [www.csun.edu/dres/index.php](http://www.csun.edu/dres/index.php) for additional information and/or assistance. The National Center on Deafness (NCOD) is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611.You are not required to disclose your disability to me in order to receive accommodation during this course.

***Learning Resource Center (LRC) and Writing Center***. The LRC is committed to helping students become better writers, critical thinkers, and communicators by providing face-to-face and electronic consultation, tutorials, reference manuals, and links to Web writing resources. As part of the LRC, the Writing Center staff is available to help students during the conception, research, drafting, or revision stages of a paper. Students may visit the Writing Center in Bayramian Hall room 408 (BH 408) or call 818-677-2033 to make an appointment. Walk-ins are available on a limited basis. For additional information and/or assistance, please visit www.csun.edu/lrc.

***University Counseling Services (UCS)***. Students sometimes experience significant confusion and distress when trying to manage school, work, relationships, and family responsibilities. UCS provides free and confidential consultations to help students deal with academic stress, relationship problems, family/roommate conflicts, personal growth, crisis events (e.g., rape, divorce, assault) and other mental health issues (e.g., anxiety, depression, suicidal ideation). Students may visit UCS in Bayramian Hall room 520 (BH 520) or call 818-677-2366 (V), 818-677-7834 (TTY) for an appointment. UCS is located on the web at [www.csun.edu/counseling](http://www.csun.edu/counseling/).