

RTM 300
RECREATION AND COMMUNITY DEVELOPMENT
Department of Recreation & Tourism Management
California State University, Northridge

Spring 2008 Tuesday & Thursday 12:30-1:45 p.m.
Sequoia Hall 109

Instructor: Al Wright, Ph.D.

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Office Hours: Please consult faculty web page for up to date listing of office hours and any changes. www.csun.edu/~vcrec004 or www.alanwright.info .

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REQUIRED TEXT:

Gary Green - Asset Building & Community Development – 2nd edition.
Sage Publications. ISBN: 978-1-4129-5134-0

Peter Benson, All Kids are Our Kids (2nd edition). Jossey Bass. ISBN: 078798518X

COURSE DESCRIPTION:

Prerequisite: Lower division writing requirement. An examination of the multicultural dynamic of urban life and recreation's role in building community, developing youth capacity and indigenous leadership.

METHODS OF INSTRUCTION:

The class will use a combination of lectures, discussions, readings and experiential learning strategies. Central to the course design is identification and practice of community development and service learning skills. Most class sessions will provide an experiential learning experience. Active participation is required. Students are responsible for completing community service learning hours at an approved site.

COURSE OBJECTIVES:

At the conclusion of the course the student will:

1. Know and understand 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. Understand 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. Understand 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. Examine the social, environmental and economic benefits of parks, recreation and tourism in supporting the concept of *healthy* communities;
6. Understand 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.

METHODS OF EVALUATION:

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. Details are available at the course web page. The course schedule will be posted on the instructor’s web page <http://www.csun.edu/~vcrec004> and follow the link to the RTM 300 class from the instructor’s university home page.

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. 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. Points (25)

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. 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.

Grading Summary:

Attendance/Active Participation (5%)

Review/Analysis Assignment (15%)

Community Assets Project (25%)

Exams (2 @ 20%) (40%)

Community Service Learning (15%)

Total 100 (100%)

COURSE GUIDELINES (important fine print about class success and grading):

1. Learning is best achieved through active class participation and actually doing things like reading assignments, rigorous study for exams, and careful preparation of papers and other written assignments. Preparation, timely completion of assignments and active participation are required and will affect the student's grade in the course.

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.

2. All written work must meet the following criteria before instructor evaluation:

- Be typed with adequate margins and spacing using APA format unless otherwise indicated by the instructor (follow format of specific assignment.)
- Be clear, organized, and a logical development of the student's ideas.
- Avoid vagueness and unsupported generalization.
- NEVER** use another person's ideas, phrases, sentences, or terms without acknowledging the source since this is plagiarism and is subject to an "F" grade and

possible dismissal from the program. The student may be subject to more severe university discipline. Please refer to the California Code of Regulations and the University Catalog.

e. Be thoroughly proofread if you expect an A.

f. Work is expected to be original and created specifically for this class by the student.

3. **Some assignments will be designated as deliverable via email submission. All computer assignment submissions** must be sent as an attached file in Word or WordPerfect software and the file name must be this format: Last name, first name, class number, short title (for example: WrightAIRTM300 TeamContract or Wright AIRTM 300 Team). Failure to follow this procedure will result in a minor grade deduction.

4. All assignments are due at class time on the specified date unless otherwise noted. Late papers will be received but will be assessed a penalty of one letter grade (10%) per class session. Students are reminded to consider the mathematical impact on their final grade of failing to hand in an assignment. (Better late than never - up to a point!). No assignments will be accepted after the last official day of class.

5. If the student wants to demonstrate a higher level of competency for the subject material under evaluation, the written work may be resubmitted after consultation with the instructor.

6. The CSUN criteria for grading are followed by this instructor. Students should recognize that an A represents outstanding work far beyond the basic mastery of the subject material.

A= Outstanding Includes criteria for "B" plus an innovative analysis/ application

B= Very Good Includes criteria for "C" plus a demonstrated in-depth investigation/analysis/understanding of subject matter.

C= Average Adequately meets the criteria of accurate recall and use of subject matter.

D= Barely Passing Inadequately meets the criteria of accurate recall and use of

F= Failure Inadequately meets criteria most of the time.

This class will be graded with plus and minus grades. An A represents work @ 95% or above and A- represents work @ 92%, a B+ @ 88% and so forth down the line. An F represents work below 60%.

7. Students should retain copies of their graded work until a final grade is received for the course.

8. 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.

9. **Email:** Each student is expected to have access to their CSUN email account. If that is not your primary email you can set up a referral email and check it regularly.

Contacting the professor: Dr. Al Wright (feel free to call him Al) should be contacted with his CSUN email (awright@csun.edu or alan.wright@csun.edu). If you contact me with an individual question I will always *reply* to whatever address was the source of the email. Students are encouraged to ask questions of the professor in class time whenever possible to limit the email traffic where ever possible.

Contacting students by professor: Any class emails sent to students from me will use your official CSUN email that is in the system. If you have a primary email that is not your CSUN account then please have your CSUN email forwarded to your Gmail or Hotmail or other preferred address. Here is how: use any browser to go to www.csun.edu/webmail. Enter your CSUN User ID and Password, go to the tool bar and click *Options* then *Mail* then *Forwarding* and enter your alternate emails (this is the New Webmail - if you use Old Webmail then just click *Options* then *Forwarding*). Class lists will be sent blind so other student emails are not visible to recipients.

10. Cellular phones, pagers and other electronic devices not being used for instructional purposes should be kept off during class.

11. The classroom climate is intended to be ideal for learning. In order to create a safe, welcoming and productive classroom environment, individuals are expected to show respect for each individual associated with the class, 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. Students who are disruptive will be removed from class.

12. 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. The instructor will deal directly with each individual student on questions regarding grades or progress in the class (not with parents, relatives, friends or other representatives of the student).

STUDENTS WITH DISABILITIES

The instructor, in conjunction with CSU, Northridge is committed to upholding and maintaining all aspects of the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the office of Students with Disabilities Resources located in the Student Services Building, Room 110, or call (818) 677-2684 for an appointment. Any information regarding your disability will remain confidential. Because many accommodations require early planning, requests for accommodations should be made by the second week of class. Any requests for accommodations will be reviewed in a timely manner to determine their appropriateness to this setting.

Note: the most recent version of this syllabus exists on the course website

FUN

Having covered most of the legal stuff to conform with this strange and increasingly absurd 21st century American culture, remember that learning should be fun. Fun is a shared responsibility between student and instructor. So speak up if you are not having fun yet!

Rev: 2-07-08