

Eastern Washington University
Spring 2021
Leadership in Recreation and Leisure Services
RCLS 220

General Information

Instructor: Dr. Matthew Chase, Professor, Recreation and Tourism Management
E-mail: mchase@ewu.edu
Class Meets: Monday: 1:00 – 3:50pm (via Zoom)
Location(s) Zoom
Credits: 3
Office Hours: Monday & Tuesday (10:00am - Noon) via Zoom and by appointment
Matt’s personal meeting room: <https://ewu.zoom.us/j/5093597964>

Course Description

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.

Text(s)

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.

Note: Additional reading materials may be distributed in class. It is essential that students read all assigned material for class. Even if not explicitly discussed, lectures, discussion, and class exercises may assume student knowledge of the reading material. The instructor reserves the right to give “no-notice” written quizzes on all reading materials (reading counts).

Course Goals and Objectives

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.

Course Policies and Procedures:

Attendance and Participation:

This course demands a high level of class discussion and active participation. 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 thoughts and perspectives, as well as taking notes and being an engaged listener. Attendance and participation is a significant aspect of this class, thus, is important to be in class (especially since we only meet once per week). 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.
- **Weekly lectures will not be recorded and posted on Canvas. My intent is to protect student privacy. Please know, this class is relational and experiential. The material is not suited for after the fact viewing via video. Thus, I expect students to be in class and ready to participate with cameras on.**

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. Generally, late assignments will not be accepted. All required assignments must be completed to earn a course grade of C or higher.

Grades will be assigned according to normal university standards:

RCLS Grade Scale			
Grade	Percentage	Grade	Percentage
A	94 - 100	C	74 - 76
A-	90 - 93	C-	70 - 73
B+	87 - 89	D+	67 - 69
B	84 - 86	D	64 - 66
B-	80 - 83	D-	60 - 63
C+	77 - 79	F	59 and below

Final grades will be assigned according to the following breakdown:

<u>Assignment</u>	<u>Points</u>
Attendance & Participation	30 pts.
Student Response Chapter Assignments (5 total)	125 pts.
Personal Leadership Assessment	25 pts.
Virtual Icebreaker Assignment	100 pts.
Leadership Action Plan	<u>100 pts.</u>
	380 total pts.

Assignments

This course has been organized around class readings and discussion, experiential activities, written assignments, homework questions, and one practical leadership exercise. The specific requirements of each assignment along with the syllabus are placed on **Canvas**.

All of the class assignments have a specified due date, so pay attention to the syllabus and **Canvas** (read it and refer to it often). **Assignments must be submitted via Canvas**, on time, i.e., by **11:59PM sharp** on the due date. **At 12:00AM your assignment is considered late and will receive a 10% deduction.** Generally, I will not accept assignments that are more than one week late. If, however, a special circumstance does arise in regard to the timely completion of an assignment, please contact me immediately.

One - two days late	10% reduction in grade
Three - four days late	25% reduction in grade
More than four days	0.0 for the assignment

Exams

There are no exams in this course; however, the end of quarter writing assignment is largely based upon information that will be presented and discussed throughout the ten weeks of class.

Written Assignment Policies: All written assignments are required to meet the following criteria unless noted otherwise:

- Have a font no smaller or bigger than **12-point**.
- Be **completed on a computer**, i.e., I will not accept handwritten assignments!
- Be **double-spaced** and in the appropriate format for the assignment.
- Have **numbered pages**.
- **Front page** must include the following, *single spaced*:
 - Title of assignment
 - Name and number of course (RCLS 220: Leadership in RCLS)
 - Student's name
 - Date assignment or paper is due
 - Instructor name: Dr. Matt Chase
- Meet **APA Publication Manuscript style**, i.e., references, citing (direct and paraphrased quotes, headings, etc.)
- **Edit** your work for grammar, spelling, word choice, etc. Deductions will be taken for poor editing.
- All work will be **turned in on time**. Late work will not be accepted for full credit. E-mailed work will not be accepted unless noted by instructor.
- Submissions required through **Canvas™**.

Canvas™

This course is supported by a website on EWU's Canvas™ server (<http://canvas.ewu.edu/>).

Navigate Student: (mobile and desktop versions available) will guide you from orientation to graduation. Eastern Washington University utilizes Navigate Student to keep you informed of important due dates and deadlines and the desktop version will be your tool to register for next term's classes. Stay informed and connected, and on the right path to complete your degree. Make appointments, get personalized information, deadlines and important dates, resources, and connect with other students in your classes.

Download the mobile version in your app store and access the desktop version at ewu.navigate.eab.com

Academic Integrity

- 1) Violations of academic integrity will not be tolerated. Examples of academic dishonesty include misrepresenting others' work as your own, failure to provide proper citations in written text, stealing or destroying material intended for the use of other students, using notes or cell phones during exams, taking photographs of exams, assisting others during exams, copying someone else's work, letting his or her work be copied. *Any violation of academic integrity for any assignment in this class may result in an XF grade for the course as a whole.* An XF grade indicates that you failed the course for violating EWU's policy on academic integrity. For additional information regarding this issue, refer to the following link <http://access.ewu.edu/Undergraduate-Studies/Curriculum-and-Policies/Academic-Integrity.xml>.
- 2) Any form of academic dishonesty will be documented and reported to the Vice Provost for Undergraduate Affairs. A student who cheats on a test, quiz or homework assignment (copying someone else's work, letting his or her work be copied, talking or sharing a calculator during an exam and other forms of cheating) will receive a zero on the assignment or assessment. Another incidence of cheating may result in a grade of XF for the quarter. (XF on a transcript indicates that a student received a 0.0 because he or she cheated.) For additional information regarding this issue, refer to the following link <http://access.ewu.edu/Undergraduate-Studies/Curriculum-and-Policies/Academic-Integrity.xml>.
- 3) EWU expects the highest standards of academic integrity of its students. Academic honesty is the foundation for a fair and supportive learning environment for all students. Personal responsibility for academic performance is essential for equitable assessment of student accomplishments. The university supports the faculty in setting and maintaining standards of academic integrity. Charges of academic dishonesty are reviewed through a process that allows for student learning and impartial review. EWU's academic integrity policy is available online at: <http://access.ewu.edu/Undergraduate-Studies/Curriculum-and-Policies/Academic-Integrity.xml>
- 4) Statement on plagiarism and academic fraud: Broadly speaking, plagiarism occurs when an author uses the words, ideas, and/or phrasing of another author (either directly or in paraphrase) without proper attribution.

Cutting and pasting sentences, paragraphs, or entire articles written by someone else into your essay and then submitting it as your own is the obvious example. However, academic fraud is broader than this. For example, if you use the words of another author but fail to put quotation marks around them, that's plagiarism. Or if you put quotation marks around them but fail to provide a citation, that's plagiarism too. Using the notes or class materials of another student in the completion of an exam or other assignment (whether it's an in-class or take-home exam), is cheating. If you *provide* your notes/class materials to another student who then uses them to complete an assignment, that could be defined as cheating too.

In addition, there's a difference between collaboration and collusion. Collaboration involves things like talking, thinking, or brainstorming with your fellow students and is generally encouraged. Collusion occurs when that collaboration results in the submission of identical or substantially similar work by two or more students and is always frowned upon. There is a difference between careless academic practice and the outright intent to deceive, and sanctions for such offenses can be modulated depending on the professor's view of the seriousness of the offense. The point is that you need to be triple-extra sure about what sorts of collaboration are permitted by your instructors and which aren't. Do not assume anything! Just because a certain kind of collaboration has not been expressly prohibited by an instructor does not mean it's permitted. Just because some professors permit collaboration does not mean they all do.

Any student found guilty of plagiarism or other academic fraud in this class will automatically receive a 0.0 grade for the course. I reserve the right to refer especially serious instances of academic fraud (e.g. an obvious intent to deceive) to the appropriate university authorities and request the more serious sanction of an X/F grade for the course. Please consult with me if you're even slightly unsure of what this all means.

EWU's academic integrity policy is available online at: <http://access.ewu.edu/Undergraduate-Studies/Curriculum-and-Policies/Academic-Integrity.xml>

Disability Support and ADA

A student's ability to succeed in this class is important to me. If a student already has an accommodation plan through Disability Support Services (DSS) and would like to use his or her approved accommodations in this class, please let me know as soon as possible. If a student does not have an accommodation plan, but has a temporary health condition or permanent disability that may require an accommodation, please contact DSS at dss@ewu.edu or 509-359-6871. Students can also visit their website at <https://inside.ewu.edu/dss/>.

Time Commitment

As per the guidelines for Eastern Washington University, for each credit hour spent in a lecture-discussion setting in the classroom, per week, requires 2-hours of outside preparation time. This is a 4 credit-hour class, and you can expect to put in up to 8-hours per week outside of the classroom on the preparation, reading, and project assignments.

Withdrawal/ Incomplete

If it becomes necessary for a student to withdraw from the course, it is his or her responsibility to do so. To receive an incomplete (X), a student must be passing the course when a verifiable documented emergency occurs after the last withdrawal date.

Syllabus Disclaimer

This syllabus has been created as a guide to the class and is as accurate as possible. However, all information is subject to be modified as class needs change. This is particularly important to remember with the switch to on-line learning due to the current health crisis. I ask students to be patient and adaptable. In turn, I will offer timely communications, as well as remain committed to fairness, consistency, and transparency with all students.

Weekly Outline

Week 1: March 29

Introductions
Class Syllabus
The Experiential Learning Cycle
Group Stages
Ice breakers, New Games, and Trust Exercises (defined)
First Homework Assigned
Virtual Icebreaker
Reading: Chapter One: An Introduction to Leadership (pp. 3 – 40)

Week 2: April 5

Review of Chapter One and Chapter One Homework Assignment
Chapter One Class Facilitation
The Writing Process
Introduction to APA Citation Style
Reading: Chapter Two: The Changing Nature of Leadership (pp. 41 – 92)
Due: Chapter One Homework Assignment (Due to Canvas, but also have a copy available for class discussion)

Week 3: April 12

Review of Chapter Two and Chapter Two Homework Assignment
Chapter Two Class Facilitation
Facilitating Ice Breakers, New Games, and Ground Initiatives
Myers Briggs Type Indicators
Reading: Myers/Briggs Type Indicators (Materials will be made available on Canvas)
Due: Chapter Two Homework Assignment (Due to Canvas, but also have a copy available for class discussion)

Week 4: April 19

MBTI Discussion and Debrief
Activity Leadership and Human Development
Reading: Chapter Four: Understanding Yourself (pp. 151 – 186)
Due: Personal Leadership Assessment (Due to Canvas, but also have a copy available for class discussion)

Week 5: April 26

Review of Chapter Four and Chapter Four Homework Assignment
Chapter Four Class Facilitation
The Johari Window Model
Personal Leadership
Reading: Chapter Eight: Interacting in Teams and Groups (pp. 309 – 351)
Due: Chapter Four Homework Assignment (Due to Canvas, but also have a copy available for class discussion)

Week 6: May 3

Review of Chapter Eight and Chapter Eight Homework Assignment
Chapter Eight Class Facilitation
What is Trust?
Class Exercise and Facilitation: The Collaboration Game
Reading: Chapter Five: Understanding Others (pp. 187 – 235)
Due: Chapter Eight Homework Assignment (Due to Canvas, but also have a copy available for class discussion)

Week 7: May 10

Review of Chapter Five and Chapter Five Homework Assignment

Chapter Five Class facilitation

Potential online simulation (I will keep you all posted. We will need the three full hours)

Behavior Management

Reading: None

Suggested Activities: Work on the Virtual Icebreaker Assignment and Leadership Action Plan

Due: Chapter Five Homework Assignment (Due to Canvas, but also have a copy available for class discussion)

Week 8: May 17

Virtual Icebreakers in Class (and debrief)

Reading: None

Suggested Activities: Work on the Leadership Action Plan

Due: Written portion of the Virtual Icebreaker Assignment (To Canvas by 1pm)

Week 9: May 24

Virtual Icebreakers in Class (and debrief)

Class Debrief

*Last day of class

Reading: None

Week 10: May 31

No Class: Memorial Day Holiday

***June 3, 2021: Due:** Leadership Action Plan (Due to Canvas)

