



Course Prefix/Number/Title: RLS 110 Foundation of Recreation

Number of Credits: 3

Course Description: The course provides an orientation to the historical and philosophical background of the recreation and leisure movement, recreation organizations, social issues and professional development.

Pre-/Co-requisites: None

Course Objectives: It is expected that students will be able to :

- Demonstrate a working knowledge of the types of professional recreation fields.
- Identify the agencies that provide recreation and leisure services.
- Define social issues that affect the recreation and leisure services.
- Outline the history of recreation and leisure services.

Instructor: Sherry Niesar

Office: Online

Office Hours:

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Lecture/Lab Schedule:

Textbook(s): Title : Introduction to Recreation and Leisure Services

Author : Henderson, Bialeschki, Hemingway, Hodges, Kivel and Sessoms

Publisher : Venture

Edition/Year : 8

ISBN : ISBN #1-892132-23-0

Course Requirements:

- **Participation:** Regular participation in the class is expected.
- **Reading:** Students are expected to read the textbook material for the assigned chapters.
- **Lecture Notes:** Read the instructor's notes that are posted in the content area of the course.
- **Graded assignments:** Assignments are given to reinforce chapter content. They are practical in nature and require the student to apply new knowledge of chapters. Due date for assignments are posted on the course **calendar**. Late assignments will result in the loss of 5 points per late assignment.
- **Graded quizzes/exams:** Nine quizzes and two one-hour exams of approximately 40 questions will be given.

- **Final:** At the end of the term, students will write an essay as their final assessment. This essay is comprehensive, requiring students to use information that they have learned during the semester.

### **Course Contents**

- Changing society (family, health and social development)
- Descriptions & Definitions of Recreation and Leisure
- Leisure and Work
- Play
- Approaches to Leisure
- Social Values of Leisure
- Economic Values of Leisure
- History of Leisure
- Religions and Leisure
- Recreation in different agencies
- Federal and State Government
- Local Government
- Non Profit
- Youth Services
- Tourism
- Planning for Leisure
- Work Hours
- Aging Society
- Segregated Society
- Wellness
- Technology
- The Future

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

General Education Copentency: Competency/Goal 4: Communicates effectively

CTE Competency: Employs industry specific skills in preparation for work place readiness.

Relationship to Campus Focus: Introduction to Recreation provides the opportunity for students to explore recreation and nature, to use technology to further their knowledege in the field.

Classroom Policies:

Reading the assigned text is the student's responsibility, and is essential to success in this course. Late work will not be accepted for full credit. This academic environment is an open and harassment free one. Participation within the online classroom is highly encouraged and is an integral part of the higher education experience. Ask questions – comment on discussions.

**Exams:** Policies & Procedures :

- All quizzes and exams can be taken on any computer with Internet access.
- Students need to select a distraction-free environment for testing.
- Exams may only be taken during the set dates and times. Times are clearly posted on **course calendar**.

- Each quiz/test will be available for a 36-hour period on a date set by the instructor. Students can take a quiz/test at any time during the 36-hour period.
- Once opened, quizzes and tests are available for a limited period of time (10-60 minutes) depending upon the number of questions.
- Quizzes have approximately 10 questions each, and unit exams have around 40 questions each.
- Exams are given with equal number of multiple choice and true/false questions.
- A comprehensive **essay** of 75 points is given at the end of the course.

**Evaluation: Grading Method** : Your final grade is based on total points earned and include the points earned on practice exercises.

**Grading** : Grades will be calculated using the following criteria:

A=100%-94%  
 B=93%-84%  
 C=83%-74%  
 D=73%-64%  
 F=Less than 64%

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX

Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.