

**Midwestern State University**

**Gordon T. & Ellen West College of Education**

**TENTATIVE SYLLABUS**

*Organization and Programming of Recreation and Leisure and Sport*

*KNES 3203 Fall 2020*

**Course Instructor Office Hours**

Dr. Sandy ShawverMonday 2:00p.m. - 4:00p.m.

321Bridwell Hall Tuesday 11:00a.m. - 1:00p.m.

Office 940-397-4941 Wednesday 2:00p.m. - 3:00p.m

E-mail: [Sandra.shawver@msutexas.edu](mailto:Sandra.shawver@msutexas.edu)

**Class Meeting Places & Times**

9:30p.m. – 10:50p.m.

Bridwell 209

Monday & Wednesday

**Required Text**

Barcelona, B. J., Wells, M. S., & Arthur-Banning, S. (2020). *Recreational sport: Program,*

*design, delivery, and management.* Champaign, IL: Human Kinetics

**Course/Catalog Description**

Exploration, discussion, and practical applications of procedures and practices in the planning, organizing & administration of fitness, leisure, recreation and sport programs.

**Prerequisites Required**

Junior or senior standing; KNES 2003; Experience/participation in and/or knowledge of recreational activities or sports is beneficial.

**Conceptual Framework Overview**

**The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:**

* **Learning Environment – Graduates of West College of Education (GWCOE) create challenging, supportive, and learner-centered environments in diverse settings**
* **Individual Development - GWCOE demonstrate knowledge of individual differences in growth and development**
* **Diverse Learners - GWCOE recognize the value and challenges of individual differences:**
* **Reflection - GWCOE engage in individual and group reflection to improve practice.**
* **Collaboration, Ethics, Relationships - GWCOE develop positive relationships, use collaborative processes, and behave ethically.**
* **Communication - GWCOE communicate effectively both verbally and nonverbally through listening, speaking, reading, and writing.**
* **Professional Development - GWCOE actively engage in continuous learning and professional development.**
* **Strategies and Methods - GWCOE use a variety of instructional strategies aligned with content to actively engage diverse learners.**
* **Content Knowledge - GWCOE demonstrate mastery of the content area(s) and remain current in their teaching fields.**
* **Planning Process - GWCOE demonstrate effective planning as part of the instructional cycle.**
* **Assessment - GWCOE demonstrate formative and summative techniques to plan, modify, and evaluate instruction.**

**Objectives**

1. Students will use effective group process skills as members of a team to initiate, organize and deliver group projects and presentations.
2. Students will acquire, synthesize, evaluate and use information gathered to make sound administrative decisions.
3. Students will gain knowledge of effective administrative, budgeting and marketing practices in the recreational and leisure service field.
4. Students will gain knowledge and experience in planning, organizing, managing special events in leisure, recreation, or sport venues.
5. Students will gain knowledge about the professional opportunities available through sport and leisure services.

**Dispositions**

1. Students must complete group projects and presentations in the area of

Interviewing/hiring staff, development and planning of a signature event and grant writing.

1. Students must compile and submit a portfolio of completed coursework that provides evidence of their ability to undertake and complete common administrative tasks required of entry level professionals in sport, recreation and leisure services.
2. Student will be able to develop a building use schedule, staff schedule, program budget and marketing pieces that are generally used in the field.
3. Students will assist with the organization, set-up, and management of one special event during the semester.
4. Students will perform interviews with professionals in the field of sport and leisure services to gain information on career options and opportunities after graduation.

**Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| Description of Evaluation | Possible Points | Total Points | % 0f Final Grade |
| 1. Professional Disposition   Class Engagement & Attendance | 5.00 per  class | 135.00 | 19.5% |
| 2. Pre/Post – Survey | 10.00 | 20.00 | 3.0% |
| 3. a) Quiz (2)  b) Discussion Posts/Flip  Grids  c) Web Based Assignments d) Field Interview (2) | 10.00  5.00    15.00  15.00 | 20.00  15.00  15.00  30.00 | 11.6% |
| 4. Human Resource Project  - Job Description  - Group Interview  - Personal Resume | 20.00  40.00  30.00 | 90.00 | 13.0% |
| 5. Budget | 60.00 | 60.00 | 8.7% |
| 6. Grant Project  - Written Documents  - Presentation to  class/committee | 60.00  40.00 | 100.00 | 14.5% |
| 7. Special Event Project  - Marketing piece  - Event Volunteer (5 hours) | 40.00  25.00 | 65.00 | 9.5% |
| 8. Risk Management Activity  Tournament Development | 15.00  15.00 | 15.00  15.00 | 4.3% |
| 9. Electronic Port Folio | 30.00 | 30.00 | 4.3% |
| 10. Exam  Mid-term  Final | 30.00  50.00 | 30.00  50.00 | 11.6% |
| Total |  | **690.00** | **100%** |

**Tentative Course Calendar**

**Week In Class Assignment**

|  |  |  |
| --- | --- | --- |
| **#1**  8/24  8/26 | Theory, Philosophy, and Foundations of Rec. Sport  Develop short/long term leisure goals  Health & Physical Activity | 1) Read Chapter 1 & 2  2) Complete web based assignment for  Day 2 presentation  3) **Pre-survey completed 8/27**  4) Online discussion  5) **Submit personal & professional philosophy of programmed leisure (9/4)** |
| **#2**  8/31  9/2 | Diversity & Development | 1. Read Chapter 3 2. **Online Discussion** 3. **Field Interview Due 9/11** 4. **Quiz #1 (Info from weeks 1 & 2)** |
| **#3**  9/7  9/9 | Recreational Sport Program Planning  Project dvlpt. Org chart, leadership, skills & functions  SWOT  Customer Service | 1. Read Chapter 4 2. Submit examples of the four (4) program models 3. Organization Mission, values & vision statement Discussion 4. **DB on goals, objectives** |
| **#4**  9/14  9/16 | Tournament Design – Round Robin, Elimination and Challenge Tournaments | 1. Read Chapter 5 2. Online Discussion |
| **#5**  9/21  9/23 | Tournament Design -Elimination and Challenge Tournaments | 1. **Tournament design project Due-9/25** 2. **Quiz #2 (Info from weeks 3-5)** |
| **#6**  9/28  9/30 | Facility Planning & Design  Guest speaker  Staffing & Customer Service | 1. Read Chapter 6 2. Lessons From the Mouse 3. Facility Blueprint & Schedule Activity |
| **#7**  10/5  10/7 | Financing & Marketing for Recreational Sport | 1. Read Chapter 7 2. Budget Assignment Introduced 3. **Marketing Assignment Due 10/14** |
| **#8**  10/12  10/14 | **Grants & Special Events**  **Guest Speaker – Local Foundation** | 1. **Mid-Term Exam (Chaps 1-7)** 2. Mini Grant Assignment Introduced |
| **#9**  10/19  10/21 | Grants & Special Events  Evaluation of Events/Programs  Risk Management | 1. Read Chapter 8 2. Risk Assessment Activity |
| **#10**  10/26  10/28 | Human Resources in Recreation Sport  Guest Speaker  Interview Project Guidelines | 1. Read Chapter 9 2. Personal Resume’ 3. **Mini Grant Due 11/1** 4. Community Service Hours |
| **#11**  11/2  11/4 | Professional Development  Careers in Recreational Sport | 1. Read Chapter 15 2. **Budget Assignment Due 11/7** |
| **#12**  11/9  11/11 | Technology in Recreational Sport | 1. Read Chapter 10 2. **HR Project Due 11/11** |
| **#13**  11/16  11/18 | **Mini Grants Presented** | 1. **First Draft Resume due 11/18** |
| **#14**  11/23  11/25 | Recreational Sport in the Community  Recreational Youth Sport | 1. Read Chapters 11 & 12 2. Online Discussion |
| **#15**  12/2  12/4 | Campus Recreational Sport | 1. Read Chapter 13 2. **Final Resume Due 12/4** 3. **Electronic Portfolio Due 12/8** |
| #16  12/9 | FINAL EXAM AS SCHEDULED BY UNIVERSITY | 1. Post Survey |

**Grading Procedures**

|  |  |
| --- | --- |
| **A = 91.5 %** | **621 - 690** |
| **B = 82.0%** | **559– 621** |
| **C = 70.0%** | **483 – 558** |
| **D = 60%** | **414 – 482** |
| **F = 59%** | **0 - 413** |

**Assignment Deadlines**

All assignments will be due at the beginning of class on the day that they are due. *All assignments, unless otherwise noted must be typed in 11or 12 point font.* All discussion posts and research papers **must be developed using APA Formatting.** Any D2L assignments must be turned in by the time designated on the day they are due unless otherwise stated. **NO LATE WORK WILL BE ACCEPTED UNLESS PREVIOUSLY APPROVED BY INSTRUCTOR!**

**Attendance Policy**

This course has been planned as a flipped course for Fall 2020. Direct, lecture-based instruction and course materials will be available online, and when you are in the face-to-face class you will do other activities (such as small group work, problem solving, discussion, etc.). You will be assigned to one physical class day/week and will access course materials virtually on the other days.

All students are expected to attend all classes whether it is presented virtually or face-to-face. If a student is not in class, they will not receive attendance or class engagement points for that day. Any course material or assignments are the responsibility of the student to get and turn in on time if they are absent. Students that come in late ***will not*** receive the full participation points for that specific day (more than 5 minutes late will be subject to lower participation points for said day).

Students assigned to attend in person classes on Mondays are:

Kylan Harrison

Derrick Herrick

Sergio Lara

Kandice McCarty

Aaron Mendoza

Ryan O’Malley

Aquan Randolf

Kandin Robertson

David Torrain

David Uwubanmwen

Baily Wamsley

Students assigned to attend in-person classes on Wednesdays are:

Babatunde Ajayi

Alyson Beard

Darvin Lopez-Bowen

Adam Conway

Austin Craig

Errin Davis

Makeath Edmund

Naton Edards

Andrew Ellis

Lazarus Fisher

Erik Garcia

\*\*\*All students are expected to attend all online classes when not physically in the on campus classroom\*\*\*

**Other Class Policies**

During this course you will be expected to deal with your subject area, your instructors, your peers, and your colleagues as a professional. This includes dressing appropriately. Appropriate attire includes no inappropriate logos or information on shirts, shorts, sweats, slacks, jeans, etc. Sunglasses and hats may only be worn if we are outside) **When giving a presentation to the class or taking part in the interview video business attire is expected**. Business attire includes slacks with a collared or button down shirt with or without a tie. Jackets are optional for the men. Shirts must be tucked in and slacks worn appropriately. Women must wear either business appropriate slacks and top or a dress or skirt with an appropriate top. Tennis shoes, and flip-flops are not business appropriate attire! **Cell phones are to be turned off during the class period.**  Any one seen using their phone in class will be subject to consequences as determined by the instructor.

**Plagiarism Statement**

“By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes.” from Student Handbook

**Concealed Carry University Guideline**

**Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016.  Areas excluded from concealed carry are appropriately marked, in accordance with state law.  For more information regarding campus carry, please refer to the University’s webpage at:** [**http://mwsu.edu/campus-carry/**](applewebdata://CD0AA1C5-F5C4-47D5-A0EB-6034FB9995D3/redir.aspx?REF=vLcqHCbS49vnsxggalyOGpnNNyf_0CeWDJHgSQoXxLPamDd41r_TCAFodHRwOi8vbXdzdS5lZHUvY2FtcHVzLWNhcnJ5Lw..)**.**

**Disability Support Policy**

The Office of Disability Support Services provides information and assistance, arranges accommodations, and serves as a liaison for students, instructors, and staff. The office has assistive devices, such as books on tape, recorders and adaptive software that can be lent to qualified individuals. A student/ employee who seeks accommodations on the basis of disability must register with the Office of Disability Support Services. Documentation of disability from a competent professional is required. The Office of Disability Support Services may be contacted at 940-397-4140(voice), 940-397-4515 (TDD), <http://students.mwsu.edu/disability>;, or visit 3410 Taft Blvd., Clark Student Center Room 168. In accordance with a documented disability, please contact the instructor before classroom accommodations can be provided.

**MSU Student Honor Creed**

For more details see page 3 of the Student Handbook *http://students.mwsu.edu/dean/pdf/handbook2005.pdf* “As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so.”

As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception.

Thus, we, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters.

We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one’s own, work or ideas which are not entirely one’s own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student.

We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.

If the MSU Student Honor Creed is deemed to be broken by the instructor, the case will be reviewed on an individual basis

**Additional Readings**

Floyd, P. & Allen, B. (2004). *Introduction to careers in health, physical education and*

*sport.* Belmont, CA: Wadsworth-Thomson.

Fried, G. (2010). *Managing sport facilities* (2nd Ed.). Chicago, IL: Human Kinetics.

Snow, D. (2009). *Lessons from the mouse.* Sanford, FL; DC Press.