

CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
COLLEGE OF HEALTH AND HUMAN SERVICES  
Department of Recreation, Parks, and Tourism Administration  
Spring 2008

**RPTA 202**  
**Policies, Problems, and Issues in Leisure Services**

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<b>Course Date, Time &amp; Location</b>	Mondays 6:00 – 8:30 pm Solano 2000

**COURSE DESCRIPTION**

Major environmental and recreational issues and problems affecting the recreation and leisure studies field are discussed, analyzed, and evaluated. Ramifications involving policy making and planning processes of major federal, state, and local agencies involved with recreation and leisure delivery services are also covered. **3 units.**

**PURPOSE**

Graduates of this course will be exposed to the scope of recreation policies, issues and problems at the local, state, and national level. Graduates will become familiar with issues concerning his or her area of interest to help advance leisure services from both a researcher and practitioner standpoint. The primary focus will be on current issues directly influencing the delivery of services.

**COURSE QUESTION**

You can think of almost everything in this course as helping you to answer the following question:

- ***How can I best understand policies, issues, and trends that influence the leisure industry?***

**REQUIRED MATERIALS**

1. Subscription to the New York Times at <http://www.nytimes.com>
2. Online readings from WebCt at <http://online.csus.edu>
3. Articles handed out in class, available at sites on the web, or in the library.
4. Strunk, W. & White, E. B. ( 2000). *The elements of style*. (4<sup>th</sup> ed.). Needham Heights, PA: Allyn & Bacon.
5. American Psychological Association. (2001). *Publication manual of the American Psychological Association*. Washington, DC: Author.

## COURSE OBJECTIVES

1. Relate scholarly and theoretical knowledge from the field of recreation and leisure research to the practical application of recreation and leisure services.
2. Increase graduate students' awareness of current policy and social issues affecting the provision of recreation and leisure services.
3. Become aware of major current issues affecting the broader field of recreation and leisure, and make predictions based on an educated understanding of those issues.
4. Identify major professional and interest groups affecting *your* area of emphasis in the field of recreation and leisure.
5. Describe the steps of the policy formation process at local, state, and federal levels.
6. Characterize the major federal, state, or municipal policies affecting your area of emphasis in your studies and practice.
7. Interact with agency leaders, managers, and policy makers from the broader Capitol community.
8. Experience first-hand the policy making process through participating in CPRS legislative committee meetings.

## COURSE POLICIES

1. *Required Computer Access:* Use of WebCT course environment is a required part of this course; therefore all students enrolled in the course must access WebCT the first week of the course. The majority of materials (articles, websites) will be assigned reading for the course and can be found on WebCT site (<https://online.csus.edu>). You will need a copy of the software MS Words to view some files in these websites. Registered students can obtain this software at a very reasonable cost. See the University Computing and Communications Services for more information.
2. *Class Participation:* You will get the most out of this class if you arrive prepared and ready to engage in the topic. Effective comments are relevant, thought provoking, and insightful. ***The key to participation is to move the class forward towards the course goals.*** Unless you participate, you will not learn very much. True learning comes from taking those personal risks and challenging your thoughts and ideas. I would rather you made poor arguments (initially) than not speaking at all. You will learn from one another and continue to improve your mastery of the topic. *Everything* that is discussed in class is open to question, dissection, challenge, debate, and (even) laughter. It is your responsibility to become a "master" of your area of interest. Absences will subtract from your grade point total.
2. *Class Meeting Format:* An interactive, discussion-oriented approach will characterize how we will meet as a group. Small group discussion, individual exercises, class conversation and storytelling will be utilized, as well as the more traditional lecture. Any discussion of the readings will expand on the readings, not review or repeat them.
3. *Accommodations for students with disabilities:* California State University, Sacramento seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need special accommodations, please inform the instructor at the beginning of the semester. Students will also need to present documentation from the Services for Students with Disabilities located at Lassen Hall 1008, phone number 278-6955 or, on their website at: [www.csus.edu/sswd/sswd/html](http://www.csus.edu/sswd/sswd/html).

4. Writing Requirements: The Department of Recreation, Parks, and Tourism Administration follows the APA guidelines for writing. You will need to purchase the APA writing manual. All written assignments must be typed in 12 point font with 1 inch margins. Please proof your writing for grammar and content. Points will be deducted from assignments if the paper is messy, or contains several spelling and grammatical errors. It is always evident when a paper is completed at the last minute.
5. Late Assignments: Assignments are to be turned in at the beginning of class on the due date. Assignments received after this time period will be penalized 20% per day (10% if submitted after class, but on the due date). **Late assignments will not be accepted after a period of three days.**
6. Policy on Academic Honesty and Plagiarism: Plagiarism is the unauthorized or unreferenced use of language, ideas, or creative expression of another and representing them as your own. Plagiarism is considered a serious offence and will result in University discipline. This course will follow the CSU, Sacramento policies and procedures regarding academic honesty. Therefore;
  1. Understand the rules that preserve academic honesty and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and course assignments. Ignorance of these rules is not a defense to a charge of academic dishonesty.
  2. Understanding what cheating and plagiarism are and taking steps to avoid them. Students are expected to do this whether working individually or as part of a group.
  3. Not taking credit for academic work that is not their own.
  4. Not knowingly encouraging or making possible cheating or plagiarism by others.

**Definition of Plagiarism:** Plagiarism is a form of cheating. At CSUS plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution. Regardless of the means of appropriation, incorporation of another's work into one's own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge. Plagiarism at CSUS includes but is not limited to:

1. The act of incorporating into one's own work the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work without giving appropriate credit thereby representing the product as entirely one's own. Examples include not only word-for-word copying, but also the "mosaic" (i.e., interspersing a few of one's own words while, in essence, copying another's work), the paraphrase (i.e., rewriting another's work while still using the other's fundamental idea or theory); fabrication (i.e., inventing or counterfeiting sources), ghost-writing (i.e., submitting another's work as one's own) and failure to include quotation marks on material that is otherwise acknowledged; and
  2. Representing as one's own another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works.
7. Drop/Withdrawal Dates for Spring 2007 Semester. **February 8, 2008**: Last day to add or drop on CASPER for all semester classes, including those with late or early start dates. After today, instructor and department chair signatures are required. **February 22, 2008**: Deadline to drop a course for serious and compelling reason with department approved petition.
  8. Copy assignments. Make a copy of all assignments for yourself before handing them in. Keep your graded papers until you receive your final grade. You should also keep track of all of your grades throughout the semester so that your final grade will come as no surprise.

9. Office hours. I enjoy meeting with students outside of the classroom and I encourage you to utilize my office hours. If you have any gripes or just want to talk to me, please see/phone me during office hours. In spite of all our best efforts, misunderstandings can occur. Outside of my office door you will find a sign-up sheet where you may schedule an appointment with me. If these dates and times do not work for you, please contact me and we can schedule a time.
10. Assumptions. My goal for you is to walk away from this class with a solid knowledge of the policies, issues, and trends in the leisure industry, therefore I assume: (a) you will complete all of the readings by the date indicated on the course schedule; (b) you are prepared for discussion because you have completed the readings on time (c) I will not cover all of the material in the readings that you will be responsible for on assignments.

**Instructor’s Note:**

*I always consider college courses to be a **work in progress**, and this is particularly the case with RPTA 202. This is the 2<sup>nd</sup> time I’ve instructed this course, so inevitably, some things will work well while others won’t. I welcome you to give me your thoughts to make this course more relevant to your interests and needs. If you have concerns or problems with how the course is going, please let me know **right away** (either in person, or via email) so that I can make adjustments. Undoubtedly there will be some schedule adjustments, so plan on being flexible.*

**ASSIGNMENTS**

**Assessment of course objectives** The following assignments are due on the dates indicated.

Course Component	Points	Percent of Grade	Due Date
Engagement and participation	50	10%	Every session
Critical reading forms	50	10%	Weekly
CPRS legislative conference call or attend Senate	50	10%	Scheduled Individually
Legislative informational packet	100	20%	April 14 <sup>th</sup>
Position letter to legislator on current policy issue	50	10%	March 3 <sup>rd</sup>
Facilitation of class discussion on issue	100	20%	Scheduled Individually
Current Issue Abstract	100	20%	May 12 <sup>th</sup>
Course Total	500	100%	

Track your grade by clicking on the “My Grades” icon on the main page of the WebCT site.

*\*\*Each one of these assignments will be explained in full detail later in the semester.*

**GRADES AND GRADING CRITERIA**

<b>Grade</b>	<b>Description of accomplishment</b>	<b>Points</b>	<b>Percent</b>
<b>A</b>	Outstanding achievement	451-500	90-100%
<b>B</b>	Excellent performance; clearly exceeds course requirements	401-450	80-89%
<b>C</b>	Average	351-400	70-79%
<b>D</b>	Passed, but not at average achievement standards	301-350	60-69%
<b>F</b>	Failure to meet class requirement	300 or less	< 60%

**Incompletes:** If a student finds her/himself unable to fulfill the requirements of RLS 202 and wishes to take an Incomplete (I) grade, the student must petition the RPTA Department. The student must be passing (have accumulated 301 or more points) in order to be eligible to apply for an incomplete grade within the RPTA Department. An "I" grade will not be given without the required departmental petition specifying the course requirements to be met for completion and the date by which such requirements are to be completed. Reasons for requesting an incomplete grade must be stated on the petition and proof of extenuating circumstances may be required at the discretion of the instructor. A "U" grade will be given if a student fails to complete course requirements or stops attending classes or does not qualify for or arrange for an incomplete (I) grade before the end of the 13th week of the semester.

**Grade Tracking**

<b><u>Mandatory Assignments</u></b> (500 points)	<i>Possible Pts</i>	<i>Pts. Received</i>
<b>Engagement and Participation</b>	50	_____
<b>Critical Reading Forms</b>	50	_____
<b>CPRS Legislative Conference Call</b>	50	_____
<b>Legislative Information Packet</b>	100	_____
<b>Position Letter to legislator</b>	50	_____
<b>Facilitation of Class Discussion</b>	100	_____
<b>Current Issue Abstract</b>	100	_____
<b>TOTAL POINTS</b>	<b>500</b>	_____

**RPTA 202 Course Schedule – Spring 2008**

<b>Wk</b>	<b>Date</b>	<b>Topic(s)</b>	<b>Due</b>
1	1/28	<b>Session Topics:</b> Introduction of student interests/backgrounds, course overview, current issues <b>Prep:</b> login to WebCT, subscribe to NY Times, Start reading NY Times (and local paper) <b>daily</b> . Check out CPRS website - legislative link at <a href="http://www.cprs.org/">http://www.cprs.org/</a> . View links/readings on WebCT.	<b>Login to WebCT</b> <b>Send topic to Jen 2/1</b>
2	2/4	<b>Session Topics:</b> Guest Speaker: Keith Demetrak Public Policy; APA format; writing an abstract; The Legislative Process <b>Prep:</b> Bring two articles from this week's NY Times <b>Reading Due:</b> "How our Laws are Made,"; "The Legislative Process of California"; and "CPRS Public Policy Initiative."	
3	2/11	<b>Session Topic:</b> Guest Speaker: David Rolloff: State Parks and Public Policy; Perspectives on Leisure <b>Prep:</b> Continue reading NY Times and Sac Bee – focus on your area of interest. <b>Reading Due:</b> NY Times: Legislative issues from CPRS and NRPA (start researching these on your own and find additional information – be ready to sign-up for the legislation information packet); "California Recreation Policy"; Gunter, B.G. & Gunter, N.C. (1980). Leisure studies: A conceptual framework for modern leisure. The sociological quarterly, 21, pp 361-374.	
4	2/18	<b>Session Topic:</b> CPRS and NRPA legislative Issues; Inclusive Recreation – Where is it going? <b>Prep:</b> <b>Reading Due:</b> "CPRS Legislative Toolkit"; CPRS Legislative Action Center; Haggard, L. M. & Williams, D. R. (1992). Identity affirmation through leisure activities; Allison & Hibbler (2004). Organizational barriers to inclusion: Perspectives from the recreation professional.	<b>Draft of Abstract</b>
5	2/25	<b>No Class - CPRS Conference</b>	
6	3/3	<b>Session Topic:</b> Guest Speaker: Ruth Coleman, Director of Parks and Recreation, State of California <b>Prep:</b> <b>Reading Due:</b>	<b>Position Letter</b>
7	3/10	<b>Session Topic:</b> <b>Prep:</b> <b>Reading Due:</b>	
8	3/17	<b>Session Topic:</b> Guest Speaker: Dr. Jorgensen – Fear of Crime in Park Settings; <b>Prep:</b> <b>Reading Due:</b>	<b>Peer Review of Abstract</b>
9	3/24	<b>Session Topic:</b> <b>Prep:</b> <b>Reading Due:</b>	
		<b>SPRING BREAK</b> <b>March 30<sup>th</sup> – April 5<sup>th</sup></b>	

10	4/7	<b>No Class in lieu of Attending Senate/CPRS Conference Call</b>	
11	4/14	<b>Session Topic:</b> <b>Prep:</b> <b>Reading Due:</b>	<b>Legislative Packet Due</b>
12	4/21	<b>Session Topic:</b> <b>Prep:</b> <b>Reading Due:</b>	<b>Instructor Review of Abstract</b>
13	4/28	<b>Work on Abstract Out of Class</b>	
14	5/5	<b>Session Topic:</b> <b>Prep:</b> <b>Reading Due:</b>	
15	5/12	<b>Session Topic:</b> Course Wrap-up – Where do we go from here? <b>Prep:</b> <b>Reading Due:</b>	<b>Final Current Issue Abstract</b>
16	5/19	Finals Week	

**Note.** Class schedule is subject to change

**\*\*Reminder: Graduating Students and Awards Reception: May 16<sup>th</sup> at 3:30 pm**

**\*\*\*Plug in: Greg Shaw and Ruth Coleman**