



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Recreation 207
Descriptive Title: Introduction to Recreation

Course Disciplines: Recreation Administration
or Physical Education

Division: Health Sciences and Athletics

Catalog Description: The course examines the basic concepts of recreation and leisure as well as the trends in the overall field of recreation services. The course is designed to encourage students to critically examine the field of recreation and how it impacts their lives and those of the individuals in their community.

Conditions of Enrollment: Recommended Preparation
eligibility for English 1A

Course Length: Full Term Other (Specify number of weeks):
Hours Lecture: 3.00 hours per week TBA
Hours Laboratory: 0 hours per week TBA
Course Units: 3.00

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: Effective Date: Prior to July 1992
Transfer UC: No

General Education:

El Camino College: _____

CSU GE: _____

IGETC: _____

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Students will develop and write a plan for lifetime leisure pursuits to promote a

healthy lifestyle.

2. Students will identify the academic and employment opportunities in the recreation and leisure services.
3. Students will differentiate concepts of work versus play.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Describe the various philosophies of recreation and leisure.
Essay exams
2. Compare and contrast theories of recreation, leisure, and play.
Essay exams
3. Analyze the influence of historical periods on recreational styles and philosophies.
Quizzes
4. Examine recreation and leisure in the modern era.
Quizzes
5. Examine the components of the leisure-service system: governmental, nonprofit, and commercial recreation agencies.
Quizzes
6. Describe specialized leisure-service areas.
Essay exams
7. Discuss professionalism and career opportunities in the field of recreational services.
Presentation
8. Describe the social functions of community recreation.
Presentation
9. Describe the importance of acknowledging age group factors in recreational programs.
Essay exams
10. Examine the components of commercial recreation and the hospitality business.
Quizzes

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	Course orientation A. Factors promoting the recreation and park movement.
Lecture	6	II	Definitions and analysis of play, recreation, and leisure
Lecture	6	III	History of recreation A. Early societies

			<ul style="list-style-type: none"> B. Recreation in America C. 20th Century
Lecture	6	IV	<p>Motivation in recreation</p> <ul style="list-style-type: none"> A. Age group factors B. Gender and race in recreation C. Lifetime leisure planning
Lecture	6	V	<p>Social functions of community recreation</p> <ul style="list-style-type: none"> A. Neighborhood and community B. Health and safety promotion
Lecture	3	VI	<p>Therapeutic recreation services</p> <ul style="list-style-type: none"> A. Armed forces recreation
Lecture	3	VII	<p>Career opportunities</p> <ul style="list-style-type: none"> A. Medical/Therapeutic B. Leisure Services C. Professional Sports
Lecture	6	VIII	<p>Development of a philosophy of recreation, leisure, and play</p> <ul style="list-style-type: none"> A. Key principles in leisure-service delivery today
Lecture	3	IX	<p>Campus recreation</p> <ul style="list-style-type: none"> A. Intramurals B. Faculty/Staff C. Club Sports
Lecture	3	X	<p>Trends in recreation and leisure in the 21st Century</p>
Lecture	6	XI	<p>Evaluating the different types of recreation and leisure-service providers in local communities</p> <ul style="list-style-type: none"> A. Private Sector B. City and County Governments C. Education - Athletics/Fitness
Lecture	3	XII	<p>Commercial Recreation</p> <ul style="list-style-type: none"> A. Hospitality Business
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

In a one to two page essay, compare and contrast the meanings of play, leisure, and recreation. Explain which of the three you feel is the more useful term as far as the public's understanding of this field is concerned.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In a two to three page essay, evaluate support for public recreation programs by looking at the several perspectives on play, including a review of traditional definitions of play, its role as a social ritual in community life, and its contributions to personality development.
2. In a two to three page essay, compare and contrast the attitudes towards sports and uses of leisure that were found in ancient Greek and Roman philosophy with that of present American philosophy.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams

Performance exams

Reading reports

Written homework

Term or other papers

Multiple Choice

Completion

Matching Items

True/False

V. INSTRUCTIONAL METHODS

Guest Speakers

Internet Presentation/Resources

Lecture

Other (please specify)

Periodical literature

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study

- Answer questions
- Required reading
- Problem solving activities
- Written work
- Observation of or participation in an activity related to course content

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Human Kinetics. Introduction to Recreation and Leisure. Human Kinetics Publishers, 2006.
 Qualifier Text: Discipline Standard,

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation eligibility for English 1A	With the course having substantial writing assignments and with the textbook being college appropriate. Students success in the course is strongly enhanced when they have reading and writing skills that would place them to be eligible for English 1A.

D. Recommended Skills

Recommended Skills
Adequate reading comprehension level. ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support. ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel. ENGL 84 - Interpret a book-length work through discussion, journal writing, or composition writing. ENGL 84 - Compare and contrast college-level texts to evaluate content.
Write an organized paper with proper grammer. ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.

ENGL A -

Plan, write, and revise 750 word multi-paragraph expository essays including an introduction, an explicit thesis, and a conclusion. Essays should incorporate relevant support from outside sources, exhibit coherence and unity, avoid major grammatical and mechanical errors that interfere with meaning, and demonstrate awareness of audience, purpose, and language choice.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Carl Mersola on 09/01/1970.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by Tom Hazell on 02/05/2015

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