



El Camino College

COURSE OUTLINE OF RECORD - Pending

I. GENERAL COURSE INFORMATION

Subject and Number: Recreation 217
Descriptive Title: Recreational Leadership

Course Disciplines: Recreation Administration
or Physical Education

Division: Health Sciences and Athletics

Catalog Description: Leadership concepts and skills for students beginning to work in recreational settings are presented in a leisure services context. Roles, types, and responsibilities of recreational leaders are examined, as well as skills needed to encourage participation in recreation programs among different age groups.

Conditions of Enrollment: Recommended Preparation
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: 5 – Health and Physical Education
Term: _____ Other: _____

CSU GE: E - Lifelong Understanding and Self-Development
Term: _____ Other: _____

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 identify recreation leader skills and correctly apply those skills while facilitating cooperative play activities.
2. Students will describe leadership skills necessary to deal effectively with diverse and multi-cultural participants.
3. Students will define leadership concepts and skills for entry level employment in leisure services.

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. Examine and analyze the historical and societal influences that have affected recreational leadership.
Quizzes
2. Compare the types of styles that leaders use to influence others.
Quizzes
3. Categorize the various settings for recreational leaders and the variety of functions required for each.
Quizzes
4. Evaluate the various types of recreational leaders and their roles and responsibilities.
Presentation
5. Discuss the influence of societal, organizational, and participant goals of recreation leadership.
Essay exams
6. Analyze the nature of group dynamics and its effect upon the process of communication.
Presentation
7. Examine the nature of motivation and its influence on facilitating recreational participation.
Presentation
8. Describe different approaches a recreational leader might employ to manage participant behavior.
Oral exams
9. Analyze ways in which a recreational leader might utilize the potential resources provided by volunteers and public relations personnel.
Objective Exams
10. Compare leadership techniques and skills needed for effective management of persons in distinctly different age groups.
Essay exams

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. Historical and societal contexts of recreation
Lecture	10	II	Types of recreation leaders A. Recreation leader functions B. Settings for recreation leaders
Lecture	6	III	Professional and organizational goals in recreation A. Participant goals in recreation
Lecture	10	IV	The nature of group dynamics A. The process of communicating communication skills B. Organizational communication
Lecture	10	V	The nature of motivation A. Intrinsic and extrinsic motivation B. Managing motivation C. Facilitating participant behavior
Lecture	15	VI	Facilitating cooperative play activities A. Leading youth B. Leading adults C. Leading older adults D. Leading persons with limitations
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 define three types of leadership styles and evaluate their effectiveness in a recreational setting.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In a one- to two-page essay, compare and contrast extrinsic motivation to intrinsic motivation in recreational activities.
2. In a two- to three-page essay, compare and contrast different leadership styles for selection of recreational activities that may be appropriate for people of different ages.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

- Essay 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)
 - Hands-on leadership exercises

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
- Required reading
- Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Timothy O'Connell, Brent Cuthbertson. Leadership in Recreation and Leisure Services. Human Kinetic, 2014.
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 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 - Utilize comprehension and vocabulary strategies to improve reading rate. ENGL 84 - Select and employ reading strategies to interpret the content of a collegelevel 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.
Write an organized paper with proper grammar. 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 500-word multi-paragraph expository essays including an introduction and conclusion, exhibiting coherence and unity, avoiding major grammatical and mechanical errors that interfere with meaning, and demonstrating 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 02/01/1971.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by David Bacon on 05/29/2018