

Eastern Illinois University  
*Revised Course Proposal*  
REC 3400G, World Leisure: A Cultural Perspective

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one:  New course  Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** REC 3400G
2. **Title (may not exceed 30 characters, including spaces):** World Leisure
3. **Long title, if any (may not exceed 100 characters, including spaces):** World Leisure: A Cultural Perspective
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:**  Fall  Spring  Summer  On demand
6. **Initial term of offering:**  Fall  Spring  Summer **Year:** 2014
7. **Course description:** This course provides an overview of leisure behavior from a cultural perspective. Government, education, economic, religious, and family institutional influence on leisure behavior will be compared and contrasted across selected world cultures.
8. **Registration restrictions:**
  - a. **Equivalent Courses**
    - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
    - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course.  Yes  No
  - b. **Prerequisite(s)**
    - **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
    - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s).  Yes  No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
- c. **Who can waive the prerequisite(s)?**  
 No one  Chair  Instructor  Advisor  Other (Please specify)
- d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):
- e. **Repeat status:**  Course may not be repeated.  
 Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

- f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: N/A
- g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: N/A
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] - cultural diversity, general education (Social/Behavioral Science), writing intensive
10. **Grading methods** (check all that apply):  Standard letter  CR/NC  Audit  ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

**Please check any special grading provision that applies to this course:**

N/A The grade for this course will not count in a student’s grade point average.

N/A The credit for this course will not count in hours towards graduation.

**If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:**

N/A The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in \_\_\_\_\_ (insert course prefix and number).

N/A Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in \_\_\_\_\_ (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

- lecture  lab  lecture/lab combined  independent study/research  
 internship  performance  practicum or clinical  study abroad  
 Internet  hybrid  other (Please specify)

## PART II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**

- a. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
- **EIU graduates will write and speak effectively.**
  - **EIU graduates will think critically.**
  - **EIU graduates will function as responsible citizens.**

Eastern Illinois University Course Proposal Format

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<b>Objective</b>	<b>University Learning Goal(s) Addressed</b>
Examine the relationship between leisure behavior and human development (physical, emotional, intellectual, social aspects) across the lifespan.	Writing and critical reading Speaking and listening
Analyze the relationship between leisure behavior and social institutions.	Writing and critical reading Speaking and listening Critical thinking Responsible citizenship
Appraise the relationship of culture and leisure behavior.	Writing and critical reading Speaking and listening Critical thinking Responsible citizenship
Compare the similarities and differences in leisure behavior of selected North/South American, Asian, Middle East, African, and European countries. Comparison will be from both a quantitative (i.e. time, money, GNP) and a qualitative (cultural meaning) perspective.	Writing and critical reading Speaking and listening Critical thinking Responsible citizenship Quantitative reasoning
Interpret the influence of technology and the media in the globalization of leisure.	Writing and critical reading Speaking and listening Critical thinking Responsible citizenship

- b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**
- **Depth of content knowledge**
  - **Effective critical thinking and problem solving**
  - **Effective oral and written communication**
  - **Advanced scholarship through research or creative activity**

**2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

	Exams (40%)	Quizzes/In- Class Activities (13%)	Culture- Leisure Relationship Research Paper (13%)	Country Profile Report (13%)	Country Profile Presentation (7%)	Leisure Activity Historical/ Cultural Paper (11%)	Leisure Activity Historical/ Cultural Presentation (7%)
Examine the relationship between leisure behavior and human development (physical, emotional, intellectual, social aspects) across the lifespan.	<b>X</b>	<b>X</b>	<b>X</b>			<b>X</b>	<b>X</b>
Analyze the relationship between leisure behavior and social institutions.	<b>X</b>	<b>X</b>	<b>X</b>			<b>X</b>	<b>X</b>
Compare (quantitative and qualitative) the similarities and differences in leisure behavior of selected North/South American, Asian, Middle East, African, and European countries.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Interpret the influence of technology and the media in the globalization of leisure.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

**3. Explain how the instructor will determine students’ grades for the course:**

**Exams:** Exams will cover course content and include a combination of essay, short answer, and multiple choice items.

**Quizzes/In-Class Activities:** A combination of in-class group projects, quizzes, reflection papers, etc. will be completed throughout the course.

**Research Paper on the Leisure Behavior-Culture Relationship:** Each student is required to complete a research paper that examines how leisure behavior represents culture. It is expected that the content of the research paper will be based upon reviews of related literature and class discussions.

**Country Profile Report:** Each student is required to complete a report that summarizes a country’s leisure resources as they relate to the country’s geographic, demographic, social, economic, government/legal, and stakeholders. It is expected that the content of the research report will be based upon reviews of related literature and class discussions.

**Country Profile Presentation:** Each student is required to conduct a presentation of the data and findings associated with their Country Profile Report.

**Leisure Activity Historical/Cultural Paper:** Each student is required to develop a paper on a leisure pursuit. The paper will describe the activity/pursuit, including its origin and its relationship to the country’s social institutions (i.e., education, family, economy, religion, etc.). It is expected that the student will integrate course readings, discussions and contemporary issues into the paper.

**Leisure Activity Historical/Cultural Presentation:** Each student is required to conduct a multimedia presentation of the leisure activity/pursuit.

<u>Evaluation Criteria</u>	<u>Percentage of Final Grade</u>	<u>Grading Scale</u>
Exams (3)	40%	A = 100 – 90%
Quizzes/In-Class Activities (10)	13%	B = 89 – 80%
Culture-Leisure Relationship Paper	13%	C = 79 – 70%
Country Profile Report	13%	D = 69 – 60%
Country Profile Presentation	7%	F = 59 – 0%
Leisure Activity Historical/Cultural Paper	11%	
Leisure Activity Historical/Cultural Pres.	3%	

**4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**

- a. **Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:** EIU’s approved online course management software will be utilized for hybrid/online sections of the course. Various synchronous and asynchronous experiences will be provided to students to support student-to-student, student-to-instructor, and student-to-content interactions during the course. These experiences will utilize the “Communications Tools” features of EIU’s approved online course management software. Assessment exercises to measure student learning will be completed via the “Quiz and Survey” features of EIU’s approved online course management software. Written assignments will be submitted to “Dropboxes” that will be developed on EIU’s approved online course management software. Posting of student grades and feedback will be available via the “Grades” feature of EIU’s approved online course management software.

- b. Describe how the integrity of student work will be assured:** The integrity of the students' work will be assured by randomizing exam/quiz items that will be drawn from a pool of exam items. Short answer/essay opportunities will also be employed to promote depth of student knowledge. When appropriate, time limits (per question and/or exam) will be utilized. Concerns of possible plagiarism will be addressed through the use of available EIU software (i.e., TurnItIn.com).
  - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):** It is expected a variety of interaction and engagement tools will be utilized on EIU's approved online course management software. Tools such as, "Chat", "Discussions", "Online Rooms" and "Illuminate" will be actively integrated into the course to support student-to-student, student-to-instructor, and student-to-content interactions. In addition to the communication tools available on EIU's approved online course management software, students will also be provided with the instructor's office contact information (i.e., email and phone).
- 5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
  - a. course objectives;**
  - b. projects that require application and analysis of the course content; and**
  - c. separate methods of evaluation for undergraduate and graduate students.**
- 6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix \*.)** Students will be submitting three larger writing assignments throughout the entire semester. One of these assignments, the Leisure-Culture Relationship Paper is submitted twice during the semester. First, an initial draft is submitted at approximately week #5 of the semester. Following a review and feedback from the instructor, a second draft is submitted at approximately week #12 of the semester. In addition to these larger writing assignments, students will complete several in-class reflection and essay-type activities (see Quizzes/In-Class Activities in Part II.3 above). Collectively, these writing assignments account for over 37% of the students' final course grade.

**PART III: OUTLINE OF THE COURSE**

**Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.**

Week	Topic Area	Face-to-Face (F2F) Time Requirement	Hybrid Course Environment Time Requirement	Online Course Environment Time Requirement
Week 1	Conceptualization of Leisure & Culture	150 minutes	F2F: 150 minutes	Online: 150 minutes
Week 2	Society & Leisure Relationship	150 minutes	F2F: 50 minutes Online: 100 minutes	Online: 150 minutes
Week 3	Leisure Behavior & Human Development Across the Lifespan	150 minutes	F2F: 50 minutes Online: 100 minutes	Online: 150 minutes
Week 4	Interaction of Leisure & Social Institutions – Family, Religion, Government, Education, Work, & Economy	150 minutes	F2F: 50 minutes Online: 100 minutes	Online: 150 minutes
Week 5	Interaction of Leisure & Social Institutions – Family, Religion, Government, Education, Work, & Economy (cont.)	150 minutes	F2F: 50 minutes Online: 100 minutes	Online: 150 minutes
Week 6	North & South American Leisure	150 minutes	F2F: 50 minutes Online: 100 minutes	Online: 150 minutes
Week 7	North & South American Leisure (cont.)	150 minutes	F2F: 50 minutes Online: 100 minutes	Online: 150 minutes
Week 8	European & South Pacific Leisure	150 minutes	F2F: 50 minutes Online: 100 minutes	Online: 150 minutes
Week 9	European & South Pacific Leisure (cont.)	150 minutes	F2F: 50 minutes Online: 100 minutes	Online: 150 minutes
Week 10	Leisure in Asia	150 minutes	F2F: 50 minutes Online: 100 minutes	Online: 150 minutes
Week 11	Leisure in Asia (cont.)	150 minutes	F2F: 50 minutes Online: 100 minutes	Online: 150 minutes
Week 12	Leisure in Africa	150 minutes	F2F: 50 minutes Online: 100 minutes	Online: 150 minutes
Week 13	Leisure in Africa & Middle East	150 minutes	F2F: 50 minutes Online: 100 minutes	Online: 150 minutes
Week 14	Technology, Consumption & Leisure	150 minutes	F2F: 100 minutes Online: 50 minutes	Online: 150 minutes
Week 15	Media, Gender, & Deviance in Leisure	150 minutes	F2F: 100 minutes Online: 50 minutes	Online: 150 minutes

## **PART IV: PURPOSE AND NEED**

### **1. Explain the department's rationale for developing and proposing the course.**

This course provides an overview of leisure behavior from a cultural perspective. Government, education, economic, religious, and family institutional influence on leisure behavior will be compared and contrasted across selected world cultures. The content conveyed within the course is directly aligned with university and departmental learning goals.

#### **a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

This course currently serves as a general education (Social/Behavioral Science) elective for undergraduate students. The course meets the requirements of the Social/Behavioral Science segment by providing an overview of the theoretical tenets and activities associated with leisure and culture throughout the world.

#### **b. If the course or some sections of the course may be technology delivered, explain why.** Course will be technology delivered based upon student demand AND in an effort to reach off-campus (prospective) students.

### **2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

This course provides an overview of the theoretical tenets and activities associated with leisure and culture throughout the world. The content and requirements are consistent with courses at the 3000-level.

### **3. If the course is similar to an existing course or courses, justify its development and offering.**

#### **a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**

#### **b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

### **4. Impact on Program(s):**

#### **a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.** The course will continue to serve as a general education elective (Social/Behavioral Science) for undergraduate students. Students majoring in Recreation Administration may also use this as a major elective.

#### **b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

**If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.**

## **PART V: IMPLEMENTATION**

### **1. Faculty member(s) to whom the course may be assigned:**



Qualified faculty in Recreation Administration (Michael Mulvaney, James Barkley or other qualified faculty). Hybrid/online sections of the course will be taught by faculty who have met the technology delivered policy of CAA.

**If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.**

**2. Additional costs to students:**

None

**Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)**

**3. Text and supplementary materials to be used (Include publication dates):**

Cords, K. A. (2013). Applications in Recreation and Leisure for Today and the Future, (4th edition). Sagamore Publishing: Champaign, IL.

**PART VI: COMMUNITY COLLEGE TRANSFER**

**If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.**

**PART VII: APPROVALS**

**Date approved by the department or school: January 30, 2014**

**Date approved by the college curriculum committee: February 10, 2014**

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA: February 27, 2014      CGS: Not Applicable**

\*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

**Student  
Success  
Center**

<http://www.eiu.edu/~success/>

**581-6696**



<http://www.eiu.edu/~counsctr/>

**581-3413**

**Career  
Services**

<http://www.eiu.edu/~careers/>

**581-2412**

**Disability  
Services**

<http://www.eiu.edu/~disabltv/>

**581-6583**