University of Wisconsin-Whitewater

Curriculum Proposal Form #3

## New Course

**Effective Term:**

**Subject Area - Course Number:** **RECREATN 320/520 Cross-listing:**

(See Note #1 below)

**Course Title:** (Limited to 65 characters) Leadership and Facilitation of Recreational Games

**25-Character Abbreviation:** Facilit&LdrshpRecGames

**Sponsor(s):** Karen L. Barak, Ph.D.

**Department(s):** HPRC

**College(s):**

# **Consultation took place**: [x]  NA [ ]  Yes (list departments and attach consultation sheet)

Departments:

**Programs Affected:****1. Recreation Leisure Studies Education Minor 2. Recreation Leisure Studies L&S Minor 3.Health Human Performance & Recreation Major**

**Is paperwork complete for those programs?** (Use "Form 2" for Catalog & Academic Report updates)

[ ]  NA [x]  Yes [ ]  will be at future meeting

**Prerequisites:** NA

**Grade Basis:** [x]  Conventional Letter [ ]  S/NC or Pass/Fail

**Course will be offered:** [x]  Part of Load [ ]  Above Load

 [x]  On Campus [ ]  Off Campus - Location

**College:**  **Dept/Area(s):** RECREATN

**Instructor:** Karen L Barak, PhD

 *Note: If the course is dual-listed, instructor must be a member of Grad Faculty.*

**Check if the Course is to Meet Any of the Following:**

[ ]  Technological Literacy Requirement [ ]  Writing Requirement

[ ]  Diversity [ ]  General Education Option:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Credit/Contact Hours:** (per semester)

Total lab hours: 0 Total lecture hours: 48

Number of credits: 3 Total contact hours: 48

**Can course be taken more than once for credit? (Repeatability)**

[x]  No [ ]  Yes If "Yes", answer the following questions:

No of times in major:       No of credits in major:

No of times in degree:       No of credits in degree:

Proposal Information: ([***Procedures for form #3***](http://acadaff.uww.edu/UCC/Curriculum_Handbook_09/Procedures_form3.docx))

**Course justification:**

Leadership and facilitation are important skills for professionals in Health, Human Performance, and Recreation to possess. Historically, students learned and practiced these skills in the Recreation Programming and Leadership course. The Recreation Programming and Leadership course content focused not only on leadership, but also on programming (the process of organizing, designing, planning, scheduling, budgeting, marketing, implementing, evaluating etc.) group recreation programs. The course was developed at a time when enrollments averaged 20 students per class. With program growth and raised enrollment caps, the course can no longer meet students’ learning needs in both content areas. Leadership and Facilitation of Recreational Games will split the Leadership content from Recreation Programming and Leadership course, leaving Recreation Programming and Leadership (Title being revised to Recreation Programming) to focus on the aspect of programming. Leadership and Facilitation of Recreational Games has been offered as a Special Studies course over the past two years to meet student needs, which has allowed for adjustments to be made that bring the course to the stage of development appropriate for a regularly scheduled course.

**Relationship to program assessment objectives:**

The recreation/leisure studies program has recently obtained additional faculty to increase the program array which has been a long standing objective of the program. Getting new courses from special studies format to traditional curriculum format is an objective for recreation/leisure studies at this time.

**Budgetary impact:**

None

**Course description:** (50 word limit)

**This course will assist students to develop their knowledge, skills, and abilities as facilitators and leaders of recreational activities. Readings, assignments, and lecture will focus on leadership and facilitation theories and techniques. A variety of recreational activities will be introduced in class.**

**If dual listed, list graduate level requirements for the following:**

1. **Content** (e.g., What are additional presentation/project requirements?)
Graduate students will be provided information and will gather additional information on several topics to be presented in class and provide this to other students (topics such as communication, group dynamics, problem solving, and decision making).

2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates? )

Graduate students will gather additional materials for their course topic, presenting learning material in addition to practice and rehearsal of skills and techniques.

3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)
Graduate students will have some flexibility to instruct relevant course topics.

**Course objectives and tentative course syllabus:**

RECREATN 496 **Recreation Special Studies: Leadership and Facilitation of Recreational Games**

**COURSE SYLLABUS**

**Instructor:** Dr. Karen Barak 121 Williams Center

 Phone (262) 472-3716 office (262) 472-1140 secretary

 e-mail: Barakk@uww.edu

 Office hours: Monday: 1:00 – 3:00; Wednesday: 1:00 – 4:00

**Course objectives:**

 Students will have the ability to:

1. Identify positive leadership techniques for group presentations
2. Identify various games and activities appropriate for groups
3. Lead or facilitate recreational games and activities according to appropriate rules

**Texts:**

Michaelis, B. & O'Connell, J.M. (2004). The Game and Play Leader's Handbook: Revised Edition. State College, PA: Venture Publishing.

**Attendance**:

**If you must be absent** from class, you are responsible for arranging with a classmate to "cover" any material to be made up, including picking up your handouts, notes, etc. **Four unexcused absences will result in a failing grade**.

**Excused absences** must be supported with written material, and include: university sanctioned events with notes from the appropriate faculty member or coach indicating dates; illness with a written confirmation including date of absence from the health center, clinic, hospital, physician, or dentist; funeral in your immediate family; and military service.

**Unexcused absences** include things such as: picking up family members from the airport, going on vacation, attending a friend to a funeral, conferences, oversleeping, car breakdowns, work, sickness without documentation, or court dates for traffic tickets, etc. Three such absences are allowed with minimal consequences so that you can take care of your personal needs. If you arrive late to class it is likely you have been marked absent. Do not interrupt the rest of the class to announce your presence. You should meet with me at the end of class to change your attendance status.

**Assignments: Late assignments are not accepted.**

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| **Course requirements and grading****Undergraduate Graduate**Group Presentation of Activity 100 25% Class topic instructionIndividual Presentation of Activity 50 12.5% Individual PresentationIndividual Presentation of Activity 50 12.5% Individual Presentation12 questionnaires 200 50% 12 questionnaires  400 100% | **Grading Scale****90 – 100% = A = 360 - 400****80 - 89% = B = 320 - 359****70 – 79 % = C = 280 - 319****60 – 69% = D = 240 - 279****0 – 59% = F = 0 – 239** |

The University of Wisconsin - Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with university policies regarding Special Accommodations, misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Events. (For details please refer to the Undergraduate and Graduate Timetables; the “Rights and Responsibilities” section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate bulletin; and the “Student Academic Disciplinary Procedures” [UWS Chapter 14]; and the “Student Nonacademic Disciplinary Procedures” [UWS Chapter 17]).

**Course Calendar**

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| --- | --- |
| **Course Schedule** | **Course Topic** |
| Week 1SeptemberWeek 2SeptemberWeek 3SeptemberWeek 4 SeptemberWeek 5Sept/OctWeek 6OctoberWeek 7OctoberWeek 8OctoberWeek 9OctoberWeek 10NovemberWeek 11NovemberWeek 12NovemberWeek 13NovemberWeek 14Nov/DecWeek 15DecemberWeek 16 | examperiod | Introduction to CourseWhy we Play Moving Activities Along Respond to course questionsStart up Strategies for Play Respond to course questionsGame Resources, Formats/Areas & Choosing Games Library &web research quest Individual Behavior and Motivation Respond to course questionsGroup Dynamics and Growth Respond to course questionsLeadership Styles Respond to course questionsCommunication Respond to course questionsInstruction Respond to course questionsFacilitation Respond to course questionsProblem Solving Respond to course questionsDecision-making Respond to course questionsCurrent TopicsProfessional Ethic Respond to course questionsThe Big EventThe Big Event Continued |

**Bibliography:** (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.) Note: Bibliography format is UWW Anderson Library Catalog Style.

Barrett, Brian. (2005). Games for the whole child. Champaign, IL : Human Kinetics. Call Number: GV1480 .B26 2005

Bell, Virginia. (2004). The best friends book of Alzheimer's activities : 147 fun, easy, and enriching activities. v. 1 Alzheimer's activities. Call Number: RC523 .B47 2004

Braman, Arlette N. Nidenoff, Michele. (2002). Kids around the world play! the best fun and games from many lands. New York : J. Wiley & Sons. Call Number: GV1203 .B6755 2002eb

Bulik, Kenneth J. (2000). Group games & activity leadership. State College, Pa. : Venture Pub. Call Number:GV1203 .B75 2000

Cheatum, Billye Ann. Hammond, Allison A. (2000). Physical activities for improving children's learning and behavior : a guide to sensory motor development. Champaign, IL : Human Kinetics. Call Number: LC4704.5 .C45 2000

Conner, Bobbi. Patacchiola, Amy. (2007). Unplugged play : no batteries, no plugs, pure fun. New York : Workman Pub. Call Number: GV1203 .C584 2007

Dowson, A., Morris, Keith E. J., (2005). Fun and games : 100 sport-related activities for ages 5-16. Champaign, IL : Human Kinetics. Call Number: GV709.2 .D69 2005

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Hughes, J. D. (2003). No standing around in my gym: Lesson plans, games, and teaching tips for elementary physical education. Champaign, IL : Human Kinetics. Call Number: GV443 .H74 2003

Kasser, Susan L. Lytle, Rebecca K. (2005). Inclusive physical activity : a lifetime of opportunities. Champaign, IL : Human Kinetics. Call Number: GV443 .K36 2005

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Laumann, Silken. (2006). Child's play : rediscovering the joy of play in our families and our communities. [Toronto] : Random House Canada. Call Number: HQ782 .L39 2006

Levy, Gavin. (2005). 112 acting games : a comprehensive workbook of theatre games for developing acting skills. Colorado Springs, Colo. : Meriwether Pub. Call Number: PN2061 .L388 2005

Lithgow, John. (2004). A Lithgow palooza! : 101 ways to entertain and inspire your kids. New York : Simon & Schuster. Call Number: GV1203 .L564 2004

Michaelis, B. & O'Connell, J.M. (2000). The Game and Play Leader's Handbook. State College, PA: Venture Publishing.

Michaelis, Bill. Holland, Ezra. (2003). Children Together. The best cooperative team building activities for all ages and organizations: Cooperative team building activities. [California] : Bill Michaelis/Children Together. CD-ROM. TPS Acquisition.

Miller, Linda G. Gibbs, Mary Jo. Dobbs, Kathy. (2002). Making toys for school-age children : using ordinary stuff for extraordinary play. Beltsville, MD : Gryphon House. Call Number: LB1029.T6 M55 2002

Rohnke, Karl. Butler, Steve. Project Adventure, Inc. (1995). QuickSilver : adventure games, initiative problems, trust activities, and a guide to effective leadership.Dubuque, Iowa : Kendall/Hunt Pub. Co. Call Number: GV362 .R567 1995

Rosengard, Paul F. Sallis, James F. (2000). SPARK : sports, play & active recreation for kids! : active recreation : ages 5-14. San Diego, CA : SPARK, San Diego State University. Call Number: GV182.9 .S73 2000

Soares, Joe. Zupan, Mark. Thinkfilm. MTV Films. EAT Films, LLC. A&E IndieFilms. (2005). Murderball [S.l.] : Distributed by ThinkFilm, c2005. Videorecording Call Number: GV709.3 .M8 2005

Singer, Dorothy G. Singer, Jerome L. (2001). Make-believe : games and activities for imaginative play : a book for parents, teachers, and the young children in their lives. Washington, DC : Magination Press. Call Number: LB1137 .S559 2001

Stetson, Emily. Congdon, Vicky. (2001). Little Hands fingerplays & action songs : seasonal activities & creative play for 2- to 6-year-olds. Charlotte, Vt. : Williamson Pub. Call Number: 793.4 Ste

Sugar, Steve. Sugar, Kim Kostoroski. (2002). Primary games experiential learning activities for teaching children K-8. San Francisco, CA : Jossey-Bass. Call Number: LB1029.G3 S92 2002eb

Sullivan, Patricia A. & ERIC Clearinghouse on Teaching and Teacher Education. (2003). Team sports, gymnastics, and dance in community settings : a guide for teachers, coaches, and parents. Champaign, IL : Human Kinetics. Call Number: GV365 .T46 2003

Wetzel, Kathryn C. Harmeyer, Kathleen M. (2000). Mind games the aging brain and how to keep it healthy. Albany, NY : Delmar. Call Number: BF724.55.C63 W48 2000eb

Wilkins, Julia. (2001). Group activities to include students with special needs : developing social interactive skills. Thousand Oaks, Calif. : Corwin Press. Call Number: LC4026 .W54 2001

Yao, Daozhong. McGinnis, Scott. (2002). Let's play games in Chinese. Boston : Cheng & Tsui. Call Number: PL1111 .Y36 2002

**Notes:**

1. Contact the Registrar's Office (x1570) for available course numbers. See ***Subject Areas listing***.
2. The 15 and 25 character abbreviations may be edited for consistency and clarity.
3. Please submit electronically when approved at the college level - signature sheet to follow in hard copy.