# San José State University.Hospitality, Recreation and Tourism Management.HRTM/GERO 185, Leisure, Recreation & Aging, Sec. 01 SP 11.

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| Instructor: | Ms. B.J. (Billie Jo) Grosvenor, MS, RTC, CTRS. |
| Office Location: | Spartan Complex (SPXC) #54. |
| Telephone: | 408- 924-3003.  |
| Email: | billiejo.grosvenor@sjsu.edu.  |
| Office Hours: | By appointment. |
| Class Days/Time: | Wednesday, 3:00 PM – 5:45 PM. |
| Classroom: | Spartan Complex (SPXC) 211. |
| Prerequisites: | Upper division standing. |

## First day of instruction: Wednesday, January, 26, 2011.

### Computer Navigation Competency and ‘Green’ Practices:

Students are required to demonstrate successful navigation of the SJSU Learning Management tool Desire2Learn (D2L). Students will take all quizzes and submit all written assignments electronically in D2L.

To sign-in go to: <http://sjsu.desire2learn.com>. Please note that it should NOT have the "www" at the start of the URL like many other websites.

**Username:** 7 days prior to the start of the course, your Desire2Learn username can be found by logging into your [mySJSU](http://my.sjsu.edu/) account.

Click on **Self Service > Campus Personal Information > Names**, and locate your Desire2Learn name (look for Name Type called D2L) from the list.

**Password:** Your initial D2L password is your 9 digit SJSU ID number.

**Your user name is:** first name.lastname (first name dot last name).

**The password is:**  student ID number.

**NO LATE ASSIGNMENTS OR E-MAIL SUBMISSIONS ACCEPTED**. Documented & verifiable medical/family issues may be considered.

**MySJSU Messaging:** Students registered in HRTM 185 are responsible for regularly checking the messaging system through MySJSU. Verify and/or update your e-mail as it is designated in MySJSU to ensure accurate and timely delivery of e-mails from your instructor.

## Course Description

Theory and practice related to the role of leisure services in maximizing the quality of life for older adults. Interrelationship of leisure and other supportive services for older adults in community and institutional settings.

## Student Learning Objectives.

### Course Content Learning Outcomes.

Upon successful completion of this course, students will be able to:

SLO 1 - To demonstrate knowledge, of older adults in relation to biological and psychological characteristics as well as the biological and social theories and the theory of personal adaption to aging.

SLO 2 - To demonstrate knowledge of the relationship between society and older adults as it relates to societal attitudes and norms, roles and status of older adults.

SLO 3 - To demonstrate knowledge of the intersection of race, ethnicity and gender as it relates to older adults.

SLO 4 - To demonstrate knowledge of leisure settings, services and resources for the older adults in both community and institutional settings.

SLO 5 - To demonstrate knowledge of and the ability to understand factors influencing appropriate leisure programming for older adults.

SLO 6- To demonstrate knowledge of contemporary trends related to older adults in the areas of legislation, public policy, and innovative institutionalization alternatives.

## Required Textbook

McGuire, F., Boyd, R., & Tedrick, R. (2009). *Leisure and Aging: Ulyssean Living in Later Life.* Illinois: Sagamore Publishing.

## Library Liaison.

Paul Kauppila, Associate Librarian, Liaison for Hospitality, Recreation & Tourism Management, 408 808-2042, E-mail: paul.kauppila@sjsu.edu.

## Classroom Protocol.

**Late Arrivals and Early Departures** from class is asign of disrespect for guest speakers, your peers and the instructor. Prompt arrival and active and engaged participation is expected. Demonstrate your excitement for the subject matter and your education.

**Computer Use:** is to be used for taking notes during the classroom instruction period. All other uses may be cause for excusal from the class session and if a pattern develops may be cause for student’s behavior being reported to the office of Student Conduct and Ethical Development.

**Cell Phone Use:** Cell phones are to be turned off during each class session. Texting during instructional hours will be cause for excusal from the class session. If a pattern develops may be cause for being reported to the office of Student Conduct and Ethical Development.

## Dropping and Adding.

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic\_programs/calendars/academic\_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at http://www.sjsu.edu/aars/policies/latedrops/policy/**.** Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at http://www.sjsu.edu/advising/.

## Assignment Descriptions and Grading Policy.

**Point Distribution for Assignments:**

|  |  |  |
| --- | --- | --- |
| **Assignment.** | **Points.** | **% of Grade.** |
| Artifact Sharing. | 30. | 10. |
| Chapter Quizzes. | 60. | 20. |
| Service Learning Report. | 100. | 33.3. |
| Guest Speaker Reflection Paper(s). | 40. | 13.3. |
| Travel Site–Group Presentation. | 40. | 13.3. |
| Site Visitation. | 30. | 10. |
| **TOTAL.** | **300.** | **100%.** |

**GRADES: Determine % of grade by dividing total points by 3.**

|  |  |  |
| --- | --- | --- |
| A + = 96.5-100 %. | A = 92.5-96.4 %. | A - = 89.5-92.4 %. |
| B + = 86.5-89.4 %. | B = 82.5-86.4 %. | B - = 79.5-82.4 %. |
| C + = 76.5-79.4 %. | C = 72.5-76.4 %. | C - = 69.5-72.4 %. |
| D + = 66.5-69.4 %. | D = 62.5-66.4 %. | D - = 59.5-62.4 %. |
| F Less than 59.5 %. |  |  |

**A. Media and/or Internet Artifact Search and Presentation: 30 points.**

Read newspapers, magazines, and web sites to become aware of the ‘information’ which address issues and concepts to be discussed in class.

NOTE: The older adult population is one of the fastest growing groups in our society. Therefore, finding information will not require extra-ordinary effort by students. At beginning of each designated session, specific identified students will lead an information-sharing period from the presentation of their identified artifact.

**B. Chapter Quizzes: 60 points.**

Quizzes will be taken using the learning management tool – Desire2learn (D2L). Material will cover assigned chapter readings, power points and/or material from guest speakers. No study guides will be provided. No late quizzes will be allowed. Missed quizzes = missed points.

**C. Service Learning Hours and Report: 100 points.**

Learning about older persons can only be enhanced by working with the older population. Each student will be required to spend 25 hours over the semester in a direct working relationship with older adults.

*Possible service learning settings include nursing homes, senior centers, senior housing projects, park district programs, retirement communities, day care programs, and older adult exercise programs.*

At the later part of the term a 1) comprehensive and well written reflective paper responding to the prompts in the syllabus will be uploaded into D2L. Secondly you will turn into the instructor an SJSU form: Student Service Learning Plan and 3) SJSU Student Tracking Sheet - time log.

Forms verifying participation are found on the **Center for Community Learning & Leadership web site**. The link to find the required forms is found at: <http://www.sjsu.edu/ccll/forms/>. Service-Learning (Community Partner) site options to be discussed in an early term class session.

**Paper - Service-Learning Submission Format.**

Each student is required to spend 25 hours in a direct working relationship with older adults. While you are ‘on the job,’ working with older adults note the significant experiences that take/took place and indicate your reactions and feelings related to your experiences.

You are required to submit a typewritten report at the completion of your fieldwork. Formatting, grammar and syntax will be evaluated along with content responses from the list below.

1. Business focus of the facility and characterization of participants/residents/clients
2. Perceived value or lack of value to activities
3. Nature and variety of activities
4. Leader‑participant and participant – participant interventions witnessed
5. Perception of staff attitude toward residents
6. Problems encountered
7. Lesson learned related to older adult population
8. Myths debunked
9. Recommendations for future HRTM 185 students

Begin your paper with a title page that includes: 1) student name 2) Agency name and 3) Supervisor's name and contact information (phone/e-mail) 4) follow the title page with a minimum of 10 pages of content from the prompts above.

**D. Guest Speakers: Reflection Papers: 40 points overall (*divided between total class sessions of guest speakers).***

The class session following a guest speaker(s) students are required to upload into D2L a reflection paper (1-2 pages in length). Paper criteria listed below and can found in D2L in the content link handout.

1. Myth(s) busted
2. Lesson(s) learned
3. Cognitive capacities noted
4. Psychological capacities noted
5. Physical capacities noted
6. Final thoughts/reflections

**E. Senior Travel and Web – Group Project – Presentation: 40 points.**

Criteria for presentation comes from CH 8 Exercise 8.2 p. 157 of text. Students work in groups to respond to eight prompts listed in the exercise.

Grading Criteria: Will focus on the specific and detailed nature of content covered and professionalism demonstrated.

1. Each student’s level of engagement in the required content for the presentation.
2. Professional dress and behavior demonstrated by the group members when presenting material.
3. Ability to respond to questions from peers.

**F. Site Visitation (not at your service learning site): 30 points.**

Individually students make a (1) visitation to an agency or organization which provides leisure/recreation services to older persons in the community.

*Possible settings include nursing homes, senior centers, senior housing projects, park district programs, retirement communities, day care programs, adult exercise programs or other organized programs.*

The purpose of these visit are twofold: (1) seek practitioner (recreation or activity personnel) insight regarding current trends in the field; and (2) develop a network of professionals whom you may utilize in the future as you serve the older population.

Criteria for Paper:

Begin your paper with a title page that includes: 1) student name 2) agency name and 3) employees name (that you interviewed) and contact information (phone/e-mail) 4) follow the title page with a minimum of 3 pages of content from the prompts above.

1. Population served

2. Focus of business/agency

3. Services/programs provided

4. Trends presented by interviewee

5. Trends you can imagine after you reflect on your visit (could be the same, could be different or additional)

6. Closing reflections

## University Policies.

### Academic integrity.

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University’s Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://dev.sjsu.edu/studentconduct/) is available at http://www.sa.sjsu.edu/judicial\_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

### Campus Policy in Compliance with the American Disabilities Act.

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

## Student Technology Resources.

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

## Learning Assistance Resource Center.

## The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](http://www.sjsu.edu/larc/) for more information at http://www.sjsu.edu/larc/.

## SJSU Writing Center.

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at http://www.sjsu.edu/writingcenter/about/staff/.

## Peer Mentor Center.

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at http://www.sjsu.edu/muse/peermentor/

**HRTM/GERO 185, Leisure, Recreation and Aging, Section 01, Spring 2011.**

**Calendar Wed 3:00 – 5:45 pm.**

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| --- | --- | --- | --- |
| **Day/Date.** | **Chapter Topic.** | **Due Dates.** | **SLO’s.** |
| Wed, 1/26 | **Chapter 1**The Aging JourneyIntroduce Service Learning Project |  | SLO 1, 6 |
| Wed 2/2 | **Chapter 2**Theoretical Perspectives on AgingMedia Artifact Sharing | **DUE: 5 students assigned to present media artifact** | SLO 1, 6  |
| Wed 2/9 | **Chapter 3**Biological ProcessesMedia Artifact Sharing | **DUE: 5 students assigned to present media artifact** | SLO 1, 6 |
| Wed 2/16 | **Chapter 4**Cognitive ProcessesDiscussion of Service-Learning PlacementsDiscussion of Travel Sites Group Project | **DUE: Delivery of Service-Learning contractual required paperwork.** | SLO 1, 2, 6 |
| Wed 2/23 | **Chapter 5**Psychological AgingMedia Artifact Sharing | DUE: 5 students assigned to present media artifact | SLO 1, 2, 6 |
| Wed 3/2 | **Chapter 6**The Importance of LeisureGuest Speaker(s) |  | SLO 2 |
| Wed 3/9 | Demonstration of knowledge gained. *Professor at professional conference.* | **DUE: Test Chapters 1 - 6** | SLO 1, 3, 4,  |
| Wed 3/16 | **Chapter 7**Enhancing the Leisure Experience; Motivations, Meanings and ConstraintsGuest Speaker(s) |  | SLO 2, 3, 4 |
| Wed 3/23 | **Chapter 8**Time and Activities in Retirement; On Being or Becoming UlysseanMedia Artifact Sharing | **DUE: 5 students assigned to present media artifact** | SLO 2, 3, 4 |
| Wed 3/30 | SPRING BREAK | Enjoy a little leisure! |  |
| Wed 4/6 | **Chapter 9**Intersection of Race, Ethnicity, and Gender: Impact on Leisure for Aging AdultsMedia Artifact Sharing | **DUE: 5 students assigned to present media artifact****DUE: Site Visitation Paper**  | SLO 3, 4 |
| Wed 4/13 | **Chapter 10**Living Environments Media Artifact Sharing | **DUE: 5 students assigned to present media artifact** | SLO 2, 6 |
| Wed 4/20 | **Guest Speakers** | **TEST: CH 7, 8 & 9** **on D2L** | SLO 2, 6 |
| Wed 4/27 | **Guest Speakers** | **TEST: CH 10, 11 & 12 on D2L** | SLO 2, 6 |
| Wed 5/4 | Travel Web Site Group Project | **DUE: Groups 1, 2, & 3 Presentation** | SLO 4 |
| Wed 5/11 | Travel Web Site Group ProjectLast Day of Class - SOTES | **DUE: Groups 4, 5, & 6 Presentation****DUE: Service Learning Report** | SLO 4, 5 |
| **Monday**May 23 | 12:15 PM – 2:30 PM | Final Exam Survey | SLO 5 |
|  | *Professor retrains the right to make modifications to calendar based on the instructional needs.* |  |  |