

San José State University
School of Applied Arts and Sciences, Department of Health Science and Recreation
HRTM 10, Creating a Meaningful Life, Section 06, Spring Semester, 2013

Instructor: Hewitt R. Joyner Jr.
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Office Hours: Tuesday 12:00 – 1:00 PM
Class Days/Time: Tuesday/Thursday 10:30 – 11:45 AM
Classroom: MQH Hall Room 324
GE/SJSU Studies Category: Area E Human Development

COURSE DESCRIPTION (Area E Human Development)

Study how a meaningful life relates to the freedom to pursue happiness. Examine personal, social, and cultural bases for a creative and successful lifestyle. Learn to recognize and foster creative potential for lifelong personal growth, meaningful rewards, and leisure enjoyment.

REQUIRED COURSE TEXT:

Olson, E.G. (2006). *Personal development and discovery through leisure*. Dubuque, IA: Kendall/Hunt.

RECOMMENDED TEXTS:

Choose one of the following writing style manuals: (See instructor for preference)

(2001) Publication Manual of the American Psychological Association: Fifth Edition
Washington DC: American Psychological Association.

Gibaldi, Joseph. (1999). *MLA Handbook for Writers of Research Papers: Fifth Edition*.
New York: The Modern Language Association of America.

OR

Harris, M. (2003). *Prentice Hall reference guide to grammar and usage*. (5th ed.) Upper
Saddle River, NJ: Prentice Hall.

STUDENT LEARNING GOALS:

By the end of this course, students shall be able to:

1. Recognize the physiological, social/cultural, and psychological influences on their well-being.
2. Recognize the interrelation of the physiological, social/cultural, and psychological factors on development across the life-span.
3. Use appropriate social skills to enhance learning and develop positive interpersonal relationships with groups and individuals from diverse backgrounds.
4. Recognize how his/her well-being is affected by the University's academic and social systems and how to facilitate their development within those systems.

Note: Students can refer to the Appendix at the end of this syllabus for additional information about instructor expectations about student learning.

REQUIRED COURSE TEXT:

Olson, E.G. (2008). *Personal development and discovery through leisure*. Dubuque, IA: Kendall/Hunt.

OPTIONAL TEXTS (BASED ON INSTRUCTOR'S NOTIFICATION AT THE FIRST CLASS SESSION):

- Albon, Mitch. (1997). *Tuesdays with Morrie: An old man, a young man, and life's greatest lesson*. New York: Doubleday.

Your Instructor may also ask you to choose one of the following writing style manuals, or to consult an online resource such as owl@purdue.

- (2001) *Publication manual of the american psychological association*: Fifth Edition Washington DC: American Psychological Association; **OR**
- Gibaldi, Joseph. (1999). *MLA handbook for writers of research papers*: Fifth Edition. New York: The Modern Language Association of America; **OR**
- Harris, M. (2003). *Prentice Hall reference guide to grammar and usage*. Fifth Edition. Upper Saddle River, NJ: Prentice Hall.

Library Liason

Learners are encouraged to contact Diana Wu, Associate Librarian, the HRTM / SJSU Librarian liaison for research guidance. Paul.Kauppila Paul.Kauppila@sjsu.edu . His phone number is (408) 808 - 2042.

Classroom Protocol

(Insert your expectations for participation, attendance, arrival times, behavior, safety, cell phone use, etc. here.)

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](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](#) web page at http://www.sjsu.edu/provost/Academic_Calendars/. The [Late Drop 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](#) at <http://www.sjsu.edu/advising/>.

EVALUATION METHODS FOR LEARNING AND GRADING PURPOSES:

DEMONSTRATION OF KNOWLEDGE (50 percent) **See Appendices A, B, C, & D for assignment details:**

- Assignment 1: Reflective Paper: My Past and Present Experiences with Play and Leisure.
- Assignment 2: Leisure Exploration: Teaching, Learning, and Sharing (Oral Report).
- Assignment 3: Leisure Discovery Event: Experiencing SJSU as a Learning Center.
- Assignment 4: (a) Finding My Own Morrie: Meaningful Life Mentor Paper; **OR**,(b) Meaningful Life Mentor: Culmination Assignment.- Leisure Lifestyle Presentations

EXAMINATIONS (20 percent):

At the discretion of the instructor, one or more quizzes and/or comprehensive examinations covering all readings and lectures will be administered during the course to assess student mastery of the materials read, presented throughout the course.

HOMEWORK AND RESPONSIBLE PARTICIPATION (30 percent):

- Activity Preference Questionnaire and Summary
- Mandala Exercise
- Labyrinth Exercise

- Morrie/Bucket List Analysis
- Scavenger Hunt

EVIDENCE OF RESPONSIBLE PARTICIPATION:

Responsible participation includes:

- Being prepared for pop quizzes, in-class writing assignments, and other in-class activities.
- Considerable involvement in discussion and activities. (Speak up in class and you will go far.).
- Obvious preparation of readings and written assignments.
- Personal Involvement. (Class lectures, discussions, field trips, guest speakers, and activities are important and your personal involvement makes a difference.)
- Communication with the instructor. If you are unable to attend class, you are expected to call the instructor **BEFOREHAND**.
- Communication with other students. Discussing classes missed with your class buddy or other students is important so that you may be prepared for quizzes, exams, and papers.
- Paying attention to assignment due dates listed on the course calendar.

GRADING CRITERIA FOR WRITTEN ASSIGNMENTS:

Reflective and Critical Thinking Papers (and other written assignments).

1. To receive full consideration, **all papers are due by the end of the class time on the date indicated in the course calendar or as otherwise indicated by the instructor**. Papers submitted late – **irrespective of the reason** – will be reduced in grade by 10% for **each** calendar day after the original submission date.

2. All written assignments must be typed and double spaced using a normal 12-point font (such as *Times New Roman*, or *Arial*). Do not use script or other difficult to read fonts. **HANDWRITTEN ASSIGNMENTS WILL NOT BE ACCEPTED - NO MATTER THE REASON.**
3. Assignments should be written in a concise and grammatically correct manner. Points will be deducted for poor or incorrect sentence structure, format, spelling, grammar, and word usage. Standard university writing style manuals must be used. APA is the standard style manual for the College of Applied Sciences and Arts. Other colleges and departments might use alternate style manuals (i.e. MLA). Identify the style manual you are using when writing your papers by listing it as one of your bibliographic entries.
4. All assignments must clearly indicate the student's full name, day of class, time of class and instructor's name.
5. Assignments missed due to illness will require a written doctor's note.
6. You are encouraged to submit your assignments before the due date whenever possible.
7. Although the papers must include evidence of understanding the readings and lectures by citing source material (the texts and/or lectures), you must incorporate and provide personal illustrations to convince the reader that analysis, synthesis, and/or evaluation-level thinking has occurred. The objective is to reflect your thinking with insights about conscious personal development and understanding of the creative life as it relates to reading assignments, class experiences, and creative participation assignments. At the discretion of the instructor, you may be asked to present parts of their writing assignments orally in class.
8. Completion of the reflective critical thinking writing assignments demonstrates curiosity or experimentation (uniqueness or innovation), a surprise element that was discovered and written about, and a challenging goal that emerged and kept you interested. You should not be simplistic or trite in your writing and should enter into the experience with enthusiasm. The instructor will provide written comments and leading questions to guide individual thinking and skill development.

GRADING RUBRICS FOR WRITTEN ASSIGNMENTS

In general, the following criteria and philosophy will be used when grading student work.

Unacceptable:	F	The essay does not follow the style manual, does not contain the majority of required elements, and contains many spelling and grammar errors.
Inadequate:	D	The essay has at least one serious weakness. It may be unfocused, underdeveloped, or rambling. Problems with the use of language (spelling, grammar) seriously interfere with the reader's ability to understand what is being communicated.
Developing Competence:	C	The essay may be somewhat unfocused, underdeveloped, or rambling, but it does have some coherence. Problems with the use of language occasionally interfere with the reader's ability to understand what is being communicated.
Acceptable:	B	The essay is generally focused and contains some development of ideas, but the discussion may be simplistic or repetitive. The language lacks syntactic complexity and may contain occasional grammatical errors, but the reader is able to understand what is being communicated.
Sophisticated:	A	The essay is focused and clearly organized, and it shows depth of development. The language is precise and shows syntactic variety, and ideas are clearly communicated to the reader.

More specifically, the following criteria may be used to quantify student performance.

Grade	Content	Format	Spelling & Grammar	Team Contribution
A	All rubric items included / addressed	No format errors, as described in rubric	No spelling and grammar errors	Learner has made full contribution
B	Minor rubric items missed or wrong	Few, or minor format errors	Few spelling or grammar errors	Missed minor deadline or task
C	Several, or major missed / wrong items	Many, or major format errors	Many spelling or grammar errors	Missed major, or several minor tasks
D	Several and major missed / wrong items	Many and major format errors	Notable spelling or grammar errors	Missed major and several minor tasks
F	Missing most or all rubric items	Format mostly, or entirely ignored	Writing does not meet university standards	Learner has made no meaningful effort

Grading Percentage Breakdown:

94% and above:	A
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93% - 90%:	A-
89% - 87%:	B+
86% - 84%:	B
83% - 80%:	B-
79% - 77%:	C+
76% - 74%:	C
73% - 70%:	C-
69% - 67%:	D+
66% - 64%:	D
63% - 60%:	D-
below 60%:	F

NOTES FOR SUCCESS:

1. Take responsibility for your own learning.
2. Take pride in your work as it represents you! Make sure that you follow the appropriate APA or MLA manual guidelines for writing.
3. Remember that spelling, grammar, clarity of expression, and organization of ideas are critically important. They are worth up to 50% of all written assignments.
4. You are responsible for arranging to take tests or to submit work at a time other than the time designated in the syllabus. The arrangements must be made in advance and final decisions are at the discretion of the instructor.
5. You are responsible to make up the content of classes missed by being informed and aware of current topics and due dates.
6. Pop quizzes are to reward people who participate responsibly and are on time. The opportunity to make-up quizzes will not be offered.
7. We will discuss all assignments in class. Please be prepared to ask questions and get specific answers at that time.
8. Consult the Green Sheet, ask your buddy and/or other classmates, and read all materials thoroughly but seek help from the instructor when necessary. The door is open and appointments are welcomed.

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://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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 Integrity 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf 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.

TEACHING METHODOLOGIES: This course is designed to have meaning for every student. Therefore, a variety of methodologies are used throughout this course that incorporate Multiple Intelligences and require students to think critically, speak publicly, and articulate their positions verbally and in writing. Students will use case studies, outside reading, class discussions, lectures, and research efforts to complete individual assignments and projects. Students will also be required to participate in teams to produce personally creative projects.

Student Technology Resources (Optional)

Computer labs for student use are available in the [Academic Success Center](http://www.at.sjsu.edu/asc/) at <http://www.at.sjsu.edu/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections (Optional)

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center (Optional)

The SJSU Writing Center is located in Suite 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 staff](http://www.sjsu.edu/writingcenter/about/staff/) can be found at <http://www.sjsu.edu/writingcenter/about/staff/>.

HRTM 10/ Creating a Meaningful Life/Spring Semester Course Schedule

(The schedule is subject to change with fair notice by e-mail or by the Instructor in-class)

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/24	Introduction of Course. Overview of Norms, Expectations and Minimum Competency – VRE Success Model for Creating a Meaningful Life (Assignment 1, Reflective Paper Due = 2/5) Read Chapters 2,4,5,6
2	1/29-1/31	Mandala Exercise (In-class) – Team Building - University as a Learning Center (Assignment 2 - Leisure Exploration Due 2/7)
3	2/5-2/7	Unit on Stress - Leisure Exploration “Buddy Leisure Teaching”
4	2/12-2/14	Buddy Leisure Teaching – Buddy Leisure Teaching (Assignment 3 Discovery Event = Due 3/5) Scavenger Hunt Assignments
5	2/19-2/21	Scavenger Hunt – University as a learning Center University as a learning Center Presentations
6	2/26-2/28	Motivational Basis for Leisure – Labyrinth Exercise
7	3/5-3/7	Test Preparation 2,4,5,6 – Test (Read Chapters 7,8,9
8	3/12-3/14	Test Review – Human Development & Leisure (Assignment 4 - Mentor Assignment Overview/Leisure Lifestyle Presentations) Mentor Paper = Due 4/25 - Leisure Lifestyle Presentations Start 4/30
9	3/19-3/21	Leisure and Successful Aging – Wellness and Leisure “Wellness Wheel Exercise” (Read Chapters 10,11,14,15)
10	3/26-3/29	Spring Break
11	4/2-4/4	Applying Leisure Principals – Applying the Arousal Theory to Leisure Lifestyle: OPZ
12	4/9-4/11	Tuesday with Morrie/Bucket List – In Class Analysis (Written Assignment Due 4/18)
13	4/16-4/18	Bucket List – In Class Analysis
14	4/23-4/25	Applying Leisure Principals – Leisure Lifestyle Presentations

Week	Date	Topics, Readings, Assignments, Deadlines
15	4/30-5/2	Leisure Lifestyle Presentations
16	5/7-5/9	Leisure Lifestyle Presentations – Final Test Preparation
Final Exam	5/21	MQH Room 324 = 9:00 Am – 12:00 Noon

APPENDIX A:

ASSIGNMENT 1:

Reflective Paper: My Past and Present Experiences with Play and Leisure:

Your reflective analysis will address these major areas of competency:

1. My Early Years: (using **terminology**, **theories**, and **quotes** from chapters designated by your instructor and your Leisure Profile).
 - In what ways has my family, conditioning/values (cultural, religious, gender, social, and personal development) affected my experience and view of play, recreation, and leisure?
 - To what degree do I behave (pertaining to leisure) in ways that limit and expand my own intrinsic motivation and internal locus of control?
2. My Present Leisure:
 - Using Chapter 4 and my Leisure Profile results, discuss how I experience and behave in school/work and in leisure using terminology of perceived freedom, intrinsic motivation, casual leisure, and serious leisure.
 - Using theories of leisure motivation discussed in Chapter 6, **and** your Leisure Profile results, describe the ways in which I currently am engaged in leisure.
3. (Other criteria as designated by your instructor).
4. Due: 2/5/13

APPENDIX B:

ASSIGNMENT 2:

Leisure Exploration: Teaching, Learning, and Sharing (Oral Report):

In this assignment, you will use appropriate social skills to enhance learning and develop positive interpersonal relationships with individuals from diverse backgrounds and interests. You will participate in a completely new leisure activity with a buddy who has expertise and passion in that activity.

1. Fill Out the Questionnaire:

- You will fill out the Activity Preference Questionnaire (APQ) and Discovery Analysis on pages 303-305 of the *Personal Development and Discovery through Leisure* textbook.

DUE: 2/7/13

2. Teaching My Leisure Strength: Working in Leisure Collaboration:

- You will pick a leisure strength (your favorite healthy leisure) and introduce, teach, and coach your Leisure Buddy to engage in the leisure.
- Example-Mike and Krysha are now HRTM 010 leisure buddies. Krysha is an avid soccer fan and Mike is in the Music school studying cello which he has loved since grade school. Krysha will take Mike to his first soccer game and explain the rules of the game. Krysha will teach Mike to pass and kick a soccer ball. Mike will introduce Krysha to the Cello-taking her to an on campus concert and then playing cello for her and showing her how the instrument works.
- Each of you will create a Leisure Collage to aid in your individual portions of the presentation, and to help your peers connect with and understand your experiences. Your instructor will explain the requirements.

DUE: 2/7/13

3. Oral Report:

- Leisure buddies will deliver an oral report to the class about their new leisure experiences. This is a graded buddy presentation and must last for no more than 5 minutes. The presentation should be well prepared, practiced and cover the following information; new leisure experience, feelings, concerns and expectations experienced prior to the anticipated experience. In order to earn average credit, you must clearly respond to every single question in the grading rubric below.
- Students must discuss your experience of yourself, your relationship with your buddy over time, and your experience of leisure.
- See specific questions in the Grading Rubric Below.
- Be creative and rehearsed in your delivery.

*This is a multi part assignment and requires teamwork so we invite you to plan in wiggle room for challenges. We hope you bring all questions and concerns to your teachers prior to due dates as late submissions will be significantly marked down. Begin now- this should be a “meaning making” and enjoyable experience.

DUE: 2/7/13

Grading Rubric for Leisure Exploration/Sharing Oral Report:

Part 1 - Activity Preference Questionnaire (APQ) and Discovery Analysis (completed or not).

Part 2 - Leisure Collage:

- Artistic choices and elements of your collage.
- Explanation as to why you chose particular words, symbols and photos.
- Explanation about what each element says about you?

Part 3 - In class Leisure Collage sharing:

- Demonstrates planned sharing and rehearsal.
- Demonstrates reflective analysis.

Part 4 – Leisure Teaching Reflection: Oral Report:

- (for instructor) To what degree did the student demonstrate planned sharing and rehearsal?
- (for instructor) To what degree did the student demonstrate reflective analysis?
- How did this experience affect my **experience of myself (who I am, my identity)**?
- Discuss **personal feelings** I experienced as I learned a new leisure AND taught my leisure strength (What was frustrating? What made me feel happy? How did this experience challenge my comfort zone? What about this experience was fulfilling?).
- **Socio/cultural**: Did I feel closer to my buddy through this experience and why? Did this help me feel closer to myself? How or How not?
- How did this experience engage and affect my **physiological wellbeing**?
- How did this change my **idea about what leisure can be** for me (my worldview)?
- (for instructor) Sharing was completed within 5 minutes or close to the time requirement.

Buddy Report Guide and Rubric:

<i>Partner A</i>	<i>Item: rated on a scale from 0 (absent) to 5 (excellent)</i>	<i>Partner B</i>
	Completed Activity Preference Questionnaire (APQ) and Discovery Analysis.	
	Completed Leisure Collage, or presented Activity Artifact.	
	Demonstrated planned sharing.	
	Demonstrated planned rehearsal.	
	Demonstrated reflective analysis.	
	Explained how experience affected my experience of myself (who I am, my identity) .	
	Discussed personal feelings experienced as I learned the new activity (FR / HP / CH / FL).	
	Discussed personal feelings experienced as I taught my leisure strength (FR / HP / CH / FL).	
	Described how I felt closer to my buddy through this experience and why.	
	Described how the experience made me feel closer to myself...or how it did not.	
	Described how this experience engaged and affected my physiological wellbeing .	
	Explained how this changed my idea about what leisure can be for me (my worldview)?	
	Sharing was completed within 5 minutes, or close to the time requirement.	
	Totals:	

Leisure Exploration Oral Report Rubric	HRTM 010	
Student:	Topic:	GRADE:
Student:	Topic:	GRADE:
Strong beginning, middle and end:	Yes / No	
Prepared & rehearsed:	Yes / No	
Demonstrated reflective analysis: Experience of myself: Personal feelings: Socio/cultural: Physiological wellbeing: Idea of what leisure can be	Yes / No	
Creative, motivational and inspirational:	Yes / No	
Shared time equally with buddy (total 5 min):	Yes / No	
Comments:		

APPENDIX C:

Assignment 3:

The University as a Learning Center: Discovery Event:

ALL EVENTS MUST OCCUR WITHIN THE CURRENT SEMESTER.

Due: 3/5/13

STUDENT LEARNING GOALS:

- ❑ To recognize how personal well-being is affected by the University's academic and social systems and how to facilitate personal development within those systems.
- ❑ To develop civic engagement skills.

San Jose State University has the resources for every student to explore new avenues of leisure and personal development. The Creating a Meaningful Life course has been designed to assist students in seeing the university as a learning center, a student resource, and support mechanism. Specific class activities, exercises, and homework assignments are used to meet this goal.

THE PURPOSE OF THIS ASSIGNMENT ...

...is to have you experience, and reflect upon, the resources you have at San Jose State University. **For this assignment you will be required to attend one on-campus or campus-related event.** Because this is intended to be a discovery event, it should be one with which you **have little or no previous experience.**

SOME EXAMPLES OF POSSIBLE DISCOVERY EVENTS:

A musical event,	A guest speaker,
A play,	A lecture series,
An art exhibit,	A trip with campus recreation,
A dance performance,	An Associated Students event.

THE WRITTEN ASSIGNMENT (2 pages):

Compose a two-page reflection addressing the following questions (drawn from page 313 of your text book). You **must** address **each** question to earn full credit. Responses should be in the form of a well-constructed short **essay** (NO bullet-points, please).

1. What was the event, when did it occur, and where?
2. Why did you choose this particular activity?
3. What were your expectations prior to the activity?
4. What emotional response did you experience as the **event approached**?
5. Briefly describe the actual event (**in a few sentences only**).
6. What emotional responses did you experience **during the event**?

- a. To what extent did you experience optimal arousal (as described in the text)?
 - b. To what extent did you experience perceived/perceptual freedom?
 - c. To what extent did you experience intrinsic satisfaction?
7. What emotional responses did you experience **after the event**?
8. How could the event have been better at eliciting optimal arousal and intrinsic satisfaction?
9. To what extent will this type of event be part of your leisure **in the future**?
10. What potential for your **personal growth and development** does this activity hold for you?

APPENDIX D:

ASSIGNMENT 4:

MEANINGFUL LIFE LEISURE MENTOR: CULMINATION ASSIGNMENT,

Or,

FINDING MY OWN MORRIE: MEANINGFUL LIFE MENTOR:

Purpose:

The purpose of this assignment is three fold:

1. Describe and discuss the interrelation of physiological, social/cultural, psychological factors towards your development of a healthy leisure lifestyle across your lifespan.
2. To apply knowledge you receive from your textbook and from your mentor.
3. To learn about creating a meaningful life and healthy leisure through a mentoring experience with a person who is in a different life span category than you.

Assignment Description:

You will research and interview a person who you perceive could serve as a Meaningful Life Leisure Mentor. This interview will help guide you in writing a realistic and thoughtful reflective analysis that demonstrates your ability to integrate text/course learning into your own past, present, and future life.

- Identify and interview a person who is a minimum of three age categories your senior (see page 136: Gould's stages of adult life and the summary of life cycle study findings, pp. 137-138) who meet the following criteria:
 - you hold this person in high esteem;
 - you may seek to emulate this person;
 - based upon your observations and their reputation, this person appears to be creating a meaningful life;
 - this person chooses a job that is play;
 - this person demonstrates a diverse, health-producing, and fulfilling leisure lifestyle.
- You will be asking them to meet with you on one occasion to discuss how leisure has and does affect their lives.

SEVEN STEPS:

Write a DRAFT of your essay:

Write about your experience of leisure across your lifespan:

- Describe the interrelation of physiological, social/cultural, and psychological factors on your development across your lifespan.
- Using 1) chapters designated by your instructor, 2) appropriate terminology, 3) theory, 4) cited literature, and 5) your own leisure profile, describe how you are anticipating creating a meaningful leisure-filled life.

In order to earn MINIMUM CREDIT ("C"), you are required to have three direct quotes from the textbook and to accurately cite your quotations using either APA OR MLA format. Excellent writing will involve the use of quotes to deepen, accentuation, and to clarify your ideas.

Find a mentor:

- Research and find an excellent mentor according to the above criteria.
- Submit the mentor's name, place of employment, professional title, all contact information and a few sentences as to why you choose this mentor to your instructor.

Set up a meeting:

- You will set up a meeting with the individual three weeks prior to the interview date. Review the requirements of this major academic assignment and request 45 minutes of their time. **Take two copies of your VRE Profile with you to the interview:**

After you secure the interview meeting, give one copy of VRE Profile to your Mentor

• **Interview your meaningful life leisure mentor:**

- a. You will obtain their completed Leisure Mentor Survey.
- b. You will share/discuss your meaningful leisure lifestyle vision, and gain feedback from your mentor.
- c. Use the questions below to gather information.
 - Share a bit about your experience of completing the Leisure Profile?
 - What did you learn about the cognitive, affective, emotional, value, and/or behavior dimensions of your leisure lifestyle after completing the Leisure Profile?
 - (Direct the mentor to the VRE Success Model) Could you briefly, in 3 or 4 sentences each, describe your experience with creating a Vision, How did you foster Relationships and how did you come up with a plan Execution during each decade of your life?
 - Describe the interrelation of physiological, social/cultural, and psychological factors on your development across your lifespan.
 - How might the results of your Leisure Mentor Survey compel you to change?
 - Do you consider your employment play? Explain how this is or is not so.
 - What suggestions do you have for me as I experiment with ways in which I wish to live?

Send a Thank You not to you mentor:

Return to you draft essay, and ADD a written reflection: Based on what I know now, Now What?

- What do I have to say now that I have re-read my written draft, and have interviewed my mentor?
- What have I learned from this experience?

Paper Due 4/25/13
Presentation Due 4/30/13

MEETING WITH MY CML LEISURE MENTOR: GUIDELINES.

Each student agrees to abide by the following guidelines:

- **Ask for help when in doubt:** Feel free to contact your professor as you attempt to find a mentor or your mentor with questions concerning your meeting time, location, or interview content.
- **Be punctual and responsible:** Although you are completing an assignment, you represent yourself and San Jose State University as a reliable, trustworthy and contributing citizen and student. Both the administrators and the person whom you serve rely on your punctuality and commitment to your meeting.
- **Call if you anticipate lateness or absence:** Call your mentor if you are unable to come in or if you anticipate being late. Be mindful of your commitment, people are counting on you.
- **Be appropriate:** You are engaging with a professional who is volunteering their time towards your learning and development.. Ensure you treat your mentor and others related to this assignment with courtesy and kindness. Dress comfortably, neatly, and appropriately. Use formal names unless instructed otherwise. Set a positive standard.
- **Be flexible:** Negotiating with other people's professional schedules can be unpredictable. Your flexibility to changing situations can assist the partnership in working smoothly and producing positive outcomes for everyone involved.

MENTOR CONTACT INFORMATION:

CREATING A MEANINGFUL LIFE:

THIS WORKSHEET CAN BE USED TO SUBMIT YOUR MENTOR'S INFORMATION:

Mentor Name: _____

Address: _____

Place of Employment: _____

Email: _____ Phone: _____

Date of meeting 1: _____

Mentor
Signature: _____

Mentor
Signature _____

