



**SPORT SCIENCE & MANAGEMENT
SS3616 LEISURE AND RECREATION MANAGEMENT**

Academic Year	2019/20	Semester	2
Course Coordinator			
Course Code	SS3616		
Course Title	Leisure and Recreation Management		
Pre-requisites	None required		
No of AUs	3		
Contact Hours	Total hours: 39 Lecture: 39		

Course Aims

The course explores the concept of leisure and recreation in historical and social perspectives. You will undertake independent study of your leisure and recreation environment and suggest strategies to effectively meet the needs and demands of such activities. More importantly, this module is designed for final year students who are interested in advanced leisure and recreation management studies. This course provides you with exposure to reading, interpreting, critiquing, and presenting data from relevant studies. Specifically, you will take opportunities to explore the evolution and development of management theories through a series of extensive reviews of literature with particular emphasis on the different context of leisure/recreation management such as service quality, intramural sport, outdoor education, tourism, older adults' leisure, SNS and leisure.

Intended Learning Outcomes (ILO)

By the end of the course, you should be able to:

1. Explain the concept of leisure and recreation.
2. Describe basic principles of leisure behaviours.
3. Describe how leisure and recreation is viewed from different historical and social perspectives.
4. Discuss the issues in leisure and recreational management as applied in different leisure and recreational activities.
5. Discuss issues in the field of leisure and recreation.
6. Identify major leisure problems and issues facing individual and society
7. Explain procedures and techniques for critiques of leisure/recreational journal articles.

Course Content

The following topics will be covered:

1. Leisure, Recreation, and Tourism
2. Leisure and Happiness
3. Leisure related Constructs

4. Leisure Participation in Singapore
5. Leisure Education
6. Leisure and Weather
7. Leisure and Health
8. Leisure and Sport Tourism
9. Outdoor Recreation
10. Leisure, Aging, and Gender

Assessment (includes both continuous and summative assessment)

Component	Course ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual	Assessment rubrics
1. Group Presentation	1, 2, 5,	A1, A3, B1, B5, C1, C2, D1	20%	Team	Appendix 1
2. Class Test	1-6	A1, B1, E1	30%	Individual	
3. Individual Assignment	1, 2, 5, 7	A1, A2, B1	40%	Individual	Appendix 1
4. Participation	3, 4, 7	C1, E1	10%	Individual	Appendix 1
Total			100%		

Graduates of the SSM programme should show:

Competence

A1: {Understanding}	process and interpret information, evidence and methodologies related to sport science or sport management
A2: {Self-discipline}	independently apply themselves to solve relevant problems
A3: {Modern Tool Usage}	use technology to communicate and provide feedback on sports activities, improve sports performance, monitor and increase physical activity, provide exercise prescription, solve problems for disadvantaged

	athletes/sportspeople, and commercialize and innovate sports products, events and services
Creativity	
B1: {Critical Thinking}	critically assess the applicability of sport science and sport management tools toward problems and in the workplace
B2: {Analytical Thinking}	critically analyse data from a multitude of sources
B3: {Interdisciplinary Thinking}	connect the subfields of sport science and sport management to tackle problems
B4: {Innovation}	be able to develop new applications or improve existing techniques
B5: {Entrepreneurship}	develop new ideas and plans for sport science, businesses and events
Communication	
C1: {Effective Communication}	present findings or ideas from sport science and sport management research logically and coherently at the appropriate level for the intended audience and in all forms of communication
C2: {Teamwork}	work in teams on projects that require sport science or sport management application, and communicate results via demonstration, verbally and in written form
Civic-Mindedness	
D1: {Professionalism}	act in a manner that respects the profession and meets the expectations of the sport science and sport management industry
D2: {Inclusiveness}	promote sport and physical activity in all individuals to bring people together and improve physical, social and psychological outcomes
Character	
E1: {Ethical behaviour}	act with integrity and in a socially responsible and ethical manner in line with societal and legal expectations in relation to collecting and analysing data of people and protecting personal data with appropriate computer security
E2: {Sportsmanship}	demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity

Formative feedback

Feedback for learning will be verbal provided during each class.

You will receive verbal feedback from the lecturer about your proposal and group presentation. Suggestions for improvement will be provided. You will also receive verbal feedback through in-class discussion.

The lecturer will receive digital copies of your individual assignment so that extensive feedback on both grammar, style and content can be provided.

Generic verbal and written feedback will be provided to you for the class test.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Lectures	Lectures will provide information for key learning concepts and theories and support understanding of key concepts
Project Discovery	The course adopts the “Project Discovery” approach, which focuses on inculcating a culture of proactive individual and collaborative learning. The roles of the instructors are to facilitate discussion and to guide you to develop a business project. You are expected to adopt and synthesize the acquired concepts and theories into practice.
Group Learning	Group learning activities are more student centered and can actively engage students in their learning. You will work in teams and experience activities that require interdependency. In addition, you are expected to manage the normal difficulties of interactions and communications between each other.

Reading and References

- a. Jackson, E., & Burton, T. (1999). Leisure Studies: Prospects for the Twenty-first Century. State College, PA: Venture Publishing.
- b. Page, S. J., & Connell, J. (2010). Leisure: An introduction. London: Pearson.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes – lecture and laboratory - punctually and submit all scheduled assignments and take tests by due dates. You are not allowed to swap laboratory groups without express permission from the course coordinator. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions they

have missed. You are expected to participate in all discussions and class activities unless there is a valid medical reason not to do so.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

(3) Absence Due to Medical or Other Reasons

If you are sick and not able to complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science & Management (or Home School) administration to obtain official leave. Without this, the missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

(4) Attire and safety

You are expected to participate in practical laboratory activities. Some of these activities involve exercise. All of you are expected to wear appropriate attire for participation, obey laboratory safety rules, and take appropriate care of and return all equipment after use.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Collaboration is encouraged for your work in the class and laboratories because peer-to-peer learning helps you understand the subject better and working in a team trains you to better communicate with others. Working together and exchanging ideas and experiences will help improve the quality of your assessed presentation. It is important to credit others for their contribution to your work which promotes ethical practices and academic integrity.

Course Instructors

Instructor	Office Location	Phone	Email

Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	Introduction to Leisure and Recreation	LO1	Chapter 1
2	Special Nature of Leisure, Recreation, and Tourism	LO1, LO2, LO3	Chapter 2, 7
3	Leisure and Happiness	LO1, LO2, LO4	Chapter 10
4	Leisure related Construct I	LO1, LO2, LO4	Chapter 1, 5
5	Leisure related Construct II	LO1, LO2, LO4	Chapter 3, 18
6	Leisure Participation	LO3 – LO5	Chapter 14
7	Consultation for Assignment #1	LO5, LO7	
8	Half-term		
9	Leisure Education	LO1, LO5, LO6	Chapter 27
10	Leisure and Weather Leisure and Health	LO1, LO2, LO4, LO6	Chapter 21
11	Leisure and Sport Tourism Outdoor Recreation	LO1, LO2, LO4, LO6	Chapter 12
12	Leisure, Aging, and Gender	LO1, LO2, LO4, LO6	Chapter 16
13	Oral Presentation	LO5, LO7	
14	In class test	LO1 – LO6	

Appendix 1 – Marking rubric

GROUP PRESENTATION

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Quality of presentation (max 25)	Information provided clearly answers the question set out. Presentation is clear and the flow is coherent and logical. Pace is appropriate.	Information mostly answers the question set. Presentation is mostly clear and the flow generally coherent and logical.	There are weaknesses or absences in the information provided and the flow of presentation is unclear at times.	Much of the information provided does not answer the question and the flow is difficult to understand.	Little relevant information and unclear flow.
Familiarity with material (40)	Demonstrates a very good understanding of the material. Able to answer questions in a poised and articulate manner with a high level of confidence.	Demonstrates a good understanding of the material. Able to answer most of the questions clearly and with confidence.	Demonstrates a basic understanding of the material. Able to answer some of the questions clearly but lacks confidence at times.	Demonstrates a weak understanding of the material. Has difficulty in answering questions and lacks confidence.	Does not demonstrate any understanding of the material. Unable to answer questions.
Use of technology (10)	Uses relevant technology very well to supplement and enhance the quality of presentation.	Good use of technology to improve the presentation.	Some use of technology to help improve the presentation.	Little use of relevant technology in the presentation.	No clear use of technology in the presentation.
Communication and teamwork (25)	Communication is very clear and easy to understand. All members of the team make strong, worthwhile contributions.	Communication is clear and easy to understand most of the time. Most members of the team make good contributions.	Communication is unclear at times. Varied contributions of different team members.	Communication is unclear and there is difficulty to understand. Most contribution provided by a single team member.	Communication is unclear and not possible to understand. No team member makes worthwhile contribution.

Each team member's score may vary according to observations, the team feedback, and individual's contribution to the team's final product and one another's learning.

INDIVIDUAL ASSIGNMENT

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Understanding of the theories (50)	Demonstrates a very good understanding of the theories.	Demonstrates a good understanding of the theories.	Demonstrates a basic understanding of the theories.	Demonstrates a weak understanding of the theories.	Does not demonstrate any understanding of the theories.
Application of the theories (40)	Able to provide excellent examples of the application of the theories.	Able to provide good examples of the application of the theories.	Able to provide some examples of the application of the theories.	Able to provide a limited number of examples of the application of the theories.	Unable to provide examples on the application of the theories.
Quality of expression (10)	The report is well-organised and the arguments flow very well. There are very few mistakes in terms of grammar or formatting.	The report is well-organised and the arguments flow well. There are few mistakes in terms of grammar or formatting.	The report is organised. There are some mistakes in terms of grammar or formatting.	The report is relatively organised. There are quite a lot of mistakes in terms of grammar or formatting but remains understandable.	The report is poorly organised. There are many mistakes in terms of grammar or formatting and it is difficult to comprehend the report.

PARTICIPATION

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Class Participation (10)	Participates actively in class, demonstrating a deep understanding of the content.	Participates actively in class, demonstrating a good understanding of the content.	There is some participation during class, demonstrating an adequate understanding of the content.	There is little participation in class.	There is an absence of any participation in class.