

## Syllabus

“Dreams are renewable. No matter what our age or condition,  
there are still untapped possibilities within us  
and new beauty waiting to be born.”

*Dale E. Turner*

“Life consists not in holding good cards but in playing those you hold well.”

*Josh Billings*

Recr 385  
TR 1 p.m. – 2:50 p.m.  
Prof. Jill Heckathorn  
Office hours: M/T 10 a.m. - 11 a.m. & 3 p.m. – 4 p.m.  
W/R 10 a.m. – 11 a.m.

**Course Description:** This course provides an overview of aging with respect to leisure services. Physical, social, psychological, economic and political aspects of aging will be examined as they relate to designing recreation programs and leisure opportunities to improve the quality of life for older adults.

This course will be conducted in a seminar-type format. The course is intended to provide a forum for students to exchange ideas with other students and to think critically about issues relevant to leisure and aging. Students are expected to be actively involved and contribute to this exchange of ideas by being involved in activities, asking questions, and discussing issues.

### Course Objectives:

1. To increase students' understanding and appreciation of the complexity and significance of leisure in the lives of older adults.
2. To examine physiological, psychological, and social characteristics of older adults as they relate to human development over the life course.
3. To understand the development of attitudes and beliefs regarding leisure.
4. To understand the history, current issues, and future trends of leisure services for older adults.
5. To understand the social, political, economical, and cultural factors that affect leisure service delivery for older adults.
6. To understand multicultural considerations of older adults and their implications for leisure service delivery.
7. To understand the relationship between leisure services and retirement planning.
8. To learn how to interpret and apply aging research to leisure services.
9. To learn how to assess the leisure needs, interests and constraints of older adults.
10. To understand the relationship between agencies providing services for older adults.

## Readings:

1. Readings as assigned, posted on Blackboard.
2. ***the Leisure Seeker*** by Michael Zadoorian

## Assignments:

1. *Class and Reading Journal (140 points, 10 pts per entry)*  
Notes and reflections based on course readings and/or links to online films. Readings include the novel *the Leisure Seeker*. See attached sheet for details. Reading journal entries are due at the beginning of class on the dates that they are assigned; late journal entries will not be accepted.
2. *Partnership Project (200 points)*  
You will meet weekly with an older adult partner to discuss course topics and to explore their life history. There are three written requirements for this project:
  - 1) *Time Log*, including weekly discussion summaries (20 pts)
  - 2) *Creative project*, including a copy for your partner (100 pts)
  - 3) *Analysis Paper* relating your experience and the knowledge you gained to course material.Specific guidelines will be handed out in class. Timesheet and Life History are due on March 6<sup>th</sup>. Analysis paper is due on March 10<sup>th</sup> at noon. (80 pts)
3. *Participation (60 pts)*  
As a small, seminar-style course we have the opportunity to learn from each other's life experience and from the collective experience of the Partnership Project. Participation will be evaluated based on attendance, involvement, and preparedness. You will complete a self-evaluation worth 10% of your final grade.
  - 1) Attendance (40 pts)
  - 2) Self-evaluation (20 pts)

## Course Evaluation:

Class and Reading Journal	140 pts
Partnership Project	200 pts
Participation	<u>60 pts</u>
TOTAL	400 pts

## Grading Scale:

90 – 100%	A
80 - 89%	B
70 – 79%	C
60 – 69%	D
Below 60%	F