Approved by Department Chairs:

[Signatures]

Department  Date  
MUS  4-3-14

Department  Date  
EPSY  4-3-14

Approved by College Dean/Associate Dean¹

[Signature]

Date

Signatures of three faculty members:

We each agree, if selected, to meet on the following three days for an end-of-Spring or Summer Seminar on interdisciplinary curriculum and pedagogy and course integration:

May 29, June 5, Sept 4

[Signatures]

Date  
4-3-14

Date  
4-3-14

Date  
4-3-14

¹ While College approval for application of courses to meet GE requirements is not required, College approval assures support for departmental participation.
April 4, 2014

Dear Sally,

On behalf of my Bodies at Play Cluster partners Hamilton Baylon (EPSY 2300) and John Eros (MUS 1007), please accept our Freshman Cluster Proposal.

As you know, Bodies at Play is an extremely popular cluster that always fills and the upcoming year should be even more exciting with the infusion of new partners - EPSY 2300/Lifespan Development and Music 1007/the History of Jazz! Additionally, last year we met Tuesdays and Thursdays at 2:00pm and it worked out extremely well. Another option would be to offer the cluster at 12:00pm, Tuesday and Thursdays (the M.A.D. Cluster incomplete for renewal- missing partners).

We are very excited about our new and improved Bodies at Play cluster - it will be a hip and cool place with a happening vibe for freshman to learn, discover and explore!

Note: A hard copy of the B@P Cluster Proposal with appropriate signatures will be dropped off today.

Best,

Mary

CSU East Bay Bodies at Play Learning Community (cluster) 2014-2015 Overview
Instructor (REC 2400 Leisure Self & Society)
Instructor (EPSY 2300 Lifespan Development)
Instructor (MUS 1007 History of Jazz)
Note: Previously the other partners were Kin and Theater & Dance

Bodies at Play will look at one of the most fundamental links between the diverse cultures and identities that make up the CSUEB student population: everyone has a body. Through science, social science and the humanities, we will examine the body from different cultural lenses and with the underlying goal of leading the learning community to a greater understanding of our own bodies and how they fit into society at large.

Contemporary society is filled with conflicting messages about how we should use and care for our body, as well as what bodies we should find attractive and healthy. These messages are clouded by all sorts of misconceptions about race, gender, ability/disability, size and behavior. Our primary intention, through each of the three courses that make up the cluster, will be to offer tools to transform attitudes towards each individual's body, bodies in general and body image, so that we can relate to the world around us in a way that is informed, authentic, appropriate and empowering. Each course will encourage everyone in many different ways throughout the year, to recognize the great diversity in human bodies, and for each person to define ourself what to believe and how to act.
Each quarter will be divided into three “units” of study, experienced through the three different *Bodies at Play* disciplines and will investigate:

- **Personal attitudes towards the body.** How have we experienced our bodies in terms of physical movement, food, nutrition, leisure, enjoyment, expression? What has worked well? What would we like to change? Where did each of us learn our beliefs about the body and diversity?

- **Cultural attitudes that govern our relationships with bodies.** How does culture, race, economic class, gender, sexual orientation, size, ability/disability affect how we inhabit our bodies? What negative beliefs and/or prejudices have we inherited from the world around us? How does that affect our embodiment and our attitude towards others?

- **Challenging body prejudice/misinformation and Celebrating embodied diversity.** How can we each live our lives in ways that honor our authentic beliefs about our bodies and that make room for diverse approaches to embodiment? What types of food, leisure activities and modes of physical expression can empower us to be fully ourselves, while celebrating and supporting the vast diversity of contemporary society?

As part of the *Bodies at Play* cluster, students will keep a journal, to be added to with assignments from each course, so that by the end of the year you will have a complete record of what we’ve explored.

Through the study of related learning objectives of each discipline, *Bodies at Play* will provide a well-rounded look at some of the most pressing body-oriented issues that contemporary society faces. We believe that the work we do in the *Bodies at Play* cluster will help you approach the rest of your University education with inspiration, focus and an embodied connection to diverse communities.
1. **CLUSTER THEME**
*Bodies at Play* will look at one of the most fundamental links between the diverse cultures and identities that make up the CSUEB student population: *everyone has a body.* Through science, social science and the humanities, we will examine the body from different cultural lenses and with the underlying goal of leading students to a greater understanding of their own bodies and how they fit into society at large.

Incoming freshman are at a stage in their lives where their bodies are changing rapidly and these changes can be disorienting and confusing. The velocity of such changes makes the body a central focus of their daily concerns, and so crafting a year of cluster courses around the study of the body will attract and sustain their interests, giving the students an outlet for their energy, questions and creativity. Students will get to play in all senses of the word: leisure, music, sports, games, recreation and fun and putting on musical performances for each other and the campus community.

Through study related to leisure, life span development and music, *Bodies at Play* will provide a well-rounded look at some of the most pressing body-oriented issues that students face, and place them within the context of academic study and the social climate of the very diverse East Bay Area. Issues addressed will include: body image, food and celebration, disability, gender and sexual identity, eating disorders, cross-cultural approaches to recreation and ritual, health and fitness, the relationship of physiological and psychological changes, tradition versus innovation and the nature of collaboration within diverse populations.

Students will have the opportunity to integrate the experiential learning with theoretical and analytical approaches through reading, discussion, films, group presentations and individual writing assignments. Through coming into an informed, sensitive and celebratory relationship with their own bodies, students in the *Bodies at Play* cluster will be ready to approach the rest of their University education with inspiration, focus and an embodied connection to their communities.

2. **COURSE LIST**
- REC 2400 Leisure Self and Society 4 units
- EPSY 2300 Strategies for Lifespan Human Development 4 units
- MUS 1007 History of Jazz 4 units

NOTE: Previous partners were Kinesiology and Theater & Dance

3. **INTEGRATION OF THEME IN COURSE CONTENT**
*Leisure, Self and Society* (REC 2400) explores the universal concepts of leisure, recreation and play through the examination of cultures around the world including subcultures in the USA. Leisure is the time when each person is his or her most authentic self. Students will learn about their own leisure, what their family taught them and friends’ perspective. Small groups will research different cultures and subcultures around the world and create in class presentations about how that culture "leisures," celebrates and plays. Students will look at the leisure/recreation activities, art, games, celebrations and food of their researched culture and their presentations must involve the whole class so that they are experiencing activities that they have learned about.

*Strategies for Lifespan Human Development* (EPSY 2300) explores the theories and examines the research methodologies and practices from major mental health disciplines to help students
develop their own useful strategies for maintaining psychological health and peak performance throughout their lifespan. Through the use of experiential (e.g. relaxation techniques), guided reflection, and small group and Cluster integrated exercises, students will develop an understanding of how their relationships, self-concepts, cognitions, emotions, spirituality, body image, and ethnic and cultural identities impact their mental health and overall well being. Each student will develop a self-care plan for the various “milestone” stages of their lives, which will incorporate concepts such as leisure, music appreciation, and identifying healthy and positive mental health resources (e.g. counseling, family, etc). Students will also gain exposure to the different influences and practices other cultures use to maintain a well-balanced lifestyle.

History of Jazz (Mus 1007)
History of jazz explores the history of the uniquely American art form known as jazz, including knowledge of the mechanics of jazz and ensembles and performance, the history and development of the art form (including notable performers and composers), and the diversity of cultures that have combined over the decades to create the modern form of jazz. Through listening, analysis, and performance students gain a first-hand knowledge of jazz. Through an analysis of the various cultural influences that have come together to create the modern art form that we know as jazz, students will build an awareness of their own cultural heritage, including representative music. Study will also discover the role of jazz in leisure and ritual activities, as evidenced through jazz roots in slave spirituals and field hollers, funerals, social engagements, and the nature of jazz performance itself, which is often highly participatory. These events in turn will allow students to explore the wide range of emotions and other life components that can be impacted by a musical art form; so much more than sitting passively and listening to a recording. By discovering the many roles that the jazz art form has taken in human existence, students will gain an appreciation for the many ways which they might be impacted by music.

4. GENERAL EDUCATION LEARNING OUTCOMES

Application for General Education Credit
for Lower Division Social Science Course (Area D1-3)

Course title __ LEISURE, SELF AND SOCIETY ______ Course number __2400____

Courses approved for general education credit must provide students with explicit instruction in the approved student learning outcomes. Please be as specific as possible, pointing to topics, readings, assignments, activities and assessments that illustrate how the course meets the requirements. Attach the course syllabus and any assignments and/or assessments needed to support your explanations.

Please use this template as a guide to address ALL of the following learning outcomes.

Courses in this area acquaint students with fundamental principles and methods of inquiry, theoretical problems, and applications grounded in social science disciplines whose field of study is human behavior in its social environment.

REC 2400 – LEISURE, SELF AND SOCIETY GE SOCIAL SCIENCE LEARNING OUTCOMES
REC 2400 introduces students to a variety of theories and models from several different social science disciplines, including leisure, recreation and play and its impact on quality of life of individuals, and communities.
1. Demonstrate, orally and in writing, recognition of the application of disciplinary concepts derived from at least three social or behavioral sciences in the study of human behavior, individually and in society.
   a. State at least two standard or basic theories and models
   b. Define key disciplinary terms
   c. Identify professional applications of disciplinary concepts

Rec 2400 introduces students to the body of knowledge in leisure including definitions, various theories, how leisure is studied, and how that knowledge is applied in our profession. Students will be required to demonstrate orally and in writing through individual and group projects by researching a culture and how leisure is experienced in that culture and then prepare presentation materials to share with the whole class about the knowledge they learned. They must design engaging activities to motivate their classmates in participating and learning. The theories covered in this course include Leisure theories, (Flow, Leisure as a State of Mind, Holistic, Leisure Motivation), and Motivation theories (Maslow's Hierarchy of Needs, Attribution, Expectancy theory).

2. Demonstrate, orally and in writing, recognition of the inquiry methods used by at least one of the social or behavioral science disciplines.
   a. Identify key research issues
   b. Describe how hypotheses or research questions are formed
   c. List examples of data that are examined
   d. Describe how data are analyzed

Students will be required to read assigned readings, complete research on their assigned topic, critically evaluate the information discovered and determine the critical information to share and then apply it to both their Culture presentations. Each presentation will include citations from research, including how the information was gathered for the different studies. Students will research the literature in Leisure Anthropology, Sociology, the Arts, and Music to gather relevant information. They will explain how leisure is both conceptualized and implemented in their assigned culture. Through the Leisure Interviews assignment, students will collect data about participation in leisure from people across the lifespan. They will then have to analyze and interpret the data and how leisure changes over the lifespan.

3. Explain in writing, using examples, how human diversity and the diversity of human societies influence our understanding of individual and collective human behavior.

Through class readings, research and preparation of culture presentations students will explore how culture impacts the concept of leisure and its impact on perceptions of quality of life. Weekly discussions and debates based on knowledge gained from assigned readings and research will look at gender, communities, social class, income, age, work and how they impact leisure. Individual Leisure interviews will also contribute to their understanding of how diversity and beliefs impact behavior.

4. Develop advanced skills in oral and written argument in the social or behavioral sciences. (Possible areas include: biomedical and health issues, socio-economic class, crime, discrimination, education, energy, environment, gender, global economy, immigration, military intervention abroad, poverty, race, technology.)
Students will use advanced skills in oral and written argument each week as they participate in mini-debates based around the readings of the week. Examples of a few of the debate topics include:
Leisure is a Human Universal? Is there any society or culture without leisure?
Leisure is Free Choice
Leisure Requires an Exploited Class of Workers
The Work Ethic has been Lost
Leisure Has Become a Primary Symbol of Social Status
Women Are Leisure for Men and Make Men's Leisure Possible

Application for General Education Credit
for Lower Division Social Science Course (Area D1-3)

Course title__ STRATEGIES FOR LIFESPAN MENTAL HEALTH  Course ___2300_____

Courses approved for general education credit must provide students with explicit instruction in the approved student learning outcomes. Please be as specific as possible, pointing to topics, readings, assignments, activities and assessments that illustrate how the course meets the requirements. Attach the course syllabus and any assignments and/or assessments needed to support your explanations.

Please use this template as a guide to address ALL of the following learning outcomes.

Courses in this area acquaint students with fundamental principles and methods of inquiry, theoretical problems, and applications grounded in social science disciplines whose field of study is human behavior in its social environment.

Education Psychology 2300 Strategies for Lifespan Mental Health

D1-3 Basic Requirements
1. Demonstrate, orally and in writing, recognition of the application of disciplinary concepts derived from at least three social or behavioral sciences in the study of human behavior, individually and in society.
   a. The study of human behavior and its associated mental processes is the study of many disciplines. However, developmental psychology uses the methods of science to examine basic issues. The three basic steps are to describe, explain and verify the behaviors that occur.

2. Demonstration, orally and in writing, recognition of the inquiry of methods used by at least one of the social or behavioral science disciplines.
   a. Identify key research issues.
      Helping professionals use a process aligned with the scientific method if they follow the tenets of reflective practice. They gather the information from the client pertinent to the issues as well as examining theories and information available from scientific work. In addition they consider standard practices for dealing with the issue.

   b. How hypotheses or research questions are formed.
      Within the helping professions, the practitioner, takes the information garnered from Step a, and formulates hypotheses about the client and the most appropriate strategy to use to help the client. The practitioner then tests these hypotheses to determine what works with
the client. There are a host of approaches (e.g., psychodynamic, cognitive behavioral) that can be used to develop appropriate interventions.
c. List examples of data that are examined. Scientifically generated knowledge is used to inform clinical practice and provides options for the development of subsequent hypotheses.
d. Describe how data are analyzed. Typical social science approaches examine both qualitative and quantitative data with particular emphasis on a developmental approach.

3. Demonstrate orally and in writing the ability to describe how human diversity and the diversity of human societies influence our understanding of human behavior, individually and in societies, both local and global.

One example of cultural diversity that is important for helping professionals to understand is how different cultures experience loss. Bereavement can be a major issue that clinicians are often asked to assist clients and their families. Almost every culture has distinct funeral rituals that are reflective of people's beliefs about death. Students will have the opportunity to examine and share various funeral practices (e.g., Chinese, traditional Jewish, Gay Community) or various groups to better understand the bereavement process.

4. Demonstrate orally and in writing, some knowledge of the political, social, and or economic institutions of a country other than the United States.

Each student (or group of students) will select one different country and will examine how the helping professions are supported by government agencies.

5. Demonstrate orally and in writing, the ability to describe major positions and contrasting arguments made on one or more significant contemporary issues area confronting US society as applied to human behavior.

A major psychological concern in the US is the high incidence of depression among adults. In recent years it has been shown that depression is not limited to adults but indeed can start in childhood. This course will examine how helping professional can assist in creating environments to help deter the onset of depression or help alleviate it once it is identified.

**Application for General Education Credit**

for Lower Division Social Science Course (Area D1-3)

Course title **INTRODUCTION TO JAZZ**  Course number **1007**

Courses approved for general education credit must provide students with explicit instruction in the approved student learning outcomes. Please be as specific as possible, pointing to topics, readings, assignments, activities and assessments that illustrate how the course meets the requirements. Attach the course syllabus and any assignments and/or assessments needed to support your explanations.

Please use this template as a guide to address ALL of the following learning outcomes.

Courses in this area acquaint students with fundamental principles and methods of inquiry, theoretical problems, and applications grounded in social science disciplines whose field of study is human behavior in its social environment.
MUS 1007 Introduction to Jazz

1. Demonstrate, orally and in writing, recognition of the application of disciplinary concepts derived from at least three social or behavioral sciences in the study of human behavior, individually and in society.
   a. The study of jazz requires student to demonstrate their musical and cultural understanding of the art form. This is accomplished via written papers and demonstrations, and listening examinations and assignments. The course includes an assignment requiring students to attend a jazz concert, thus allowing them to observe and analyze not only the music, but also the atmosphere and the audience interaction.

2. Demonstration, orally and in writing, recognition of the inquiry of methods used by at least one of the social or behavioral science disciplines.
   a. Identify key research issues
      Key research issues are the musical and cultural identity of key jazz performers and composers, as well as aural knowledge of different jazz styles and artists.
   b. Describe how hypotheses or research questions are formed
      As students develop knowledge of composers and performers, and a listening vocabulary of styles and tunes, they will be able to articulate their own individual questions.
   c. List examples of data that are examined
      Representative data are recordings from a wide variety of time periods (modern through archival), videos of performances/interviews, live performances, and representative readings.
   d. Describe how data are analyzed
      Aural analysis skills are developed and honed through guided listening skills fostered in class recordings and through listening lists. Additional qualitative data is analyzed by student reflection on selected readings, recordings, and videos.

3. Demonstrate orally and in writing the ability to describe how human diversity and the diversity of human societies influence our understanding of human behavior, individually and in societies, both local and global.

   There is a great diversity on how humans from diverse background value music. This course will examine patterns and preferences from diverse cultures. Jazz is an area of study that is particularly rich in diverse cultural elements, as evidenced by musical influences from African-American, European-American, Afro-Cuban, and Latin-American influences.

4. Demonstrate orally and in writing, some knowledge of the political, social, and or economic institutions of a country other than the United States.
   Each student (or group of students) will select one different performer, genre, or performance era and will examine how music is viewed within the political, social and economic institution of that country.

5. Demonstrate orally and in writing, the ability to describe major positions and contrasting arguments made on one or more significant contemporary issues area confronting US society as applied to human behavior.

   A major current issue in American music is the role of consumerism in music, and the musical choices that students will make throughout their lives. Recent years have shown
that music impacts overall lifestyle and quality of life, and the increased analytic (written and aural) skills developed by students in this course will strongly influence students' musical choice and, subsequently, impact their lives. The course will examine how students analyze and respond to music and, consequently how their lives are impacted.
5. **THEMATIC STUDENT ACTIVITIES THAT CROSS ALL THREE COURSES**

The three courses in the *Bodies at Play* cluster will connect to each other through a creative series of links throughout the academic year related to leisure, music and lifespan development. The full cluster will meet at least twice per quarter to participate in lectures and workshops all together that allow students and faculty to integrate as a whole working cluster. Each quarter a guest artist or lecturer will address the full cluster about body issues in our fast-changing society and with a relationship to the individual self.

The first full cluster event each quarter will be a team development event that will focus either on leisure, music and lifespan development. It will be interesting and fun with a cool and hip vibe so that the students can experience what we are studying related to each course. The second full cluster event each quarter will be led by one of the three cluster instructors.

Instructors for each of the three *Bodies at Play* courses will meet at least once a quarter to make sure the courses are progressing in tandem. The cluster will assign students one book to slowly work through (in addition to the reading that is specifically geared each quarter towards each class) so that the full cluster will be reading and discussing the same thing throughout the year. One book that could be referenced is "BodyStories" by Andrea Olsen. Her story leads students through experiential anatomy exercises that involve an accessible approach to body fitness and encouragement to treat learning as a form of play. There are 31 chapters with accompanying exercises in the book, so the whole cluster will progress together through it with one or two chapters per week. Each instructor will relate the "BodyStories" material to the particular course she/he is teaching. Students will keep a yearlong journal portfolio that includes all written work from each course as well as the "BodyStories" responses. To culminate the year, the entire cluster will plan and participate in a celebration of the body that includes multicultural food, activities and social related experiences related to the disciplines in the cluster.
APPENDICES
SYLLABI

Dr. Mary F. Fortune
Hospitality, Recreation & Tourism (HRT)
Office: PE 121
Phone: 510-885 - 3043 (HRT Office phone)
Cell: 408-799-6868
Email: mary.fortune@csueastbay.edu
Office Hours: T/Th 12:30-1:45p.m. and by appointment
REC 2400: T/Th 2:00pm-3:50p.m., AE 372

**Bodies@Play/REC 2400 Course Description:** An introductory multi-disciplinary and multi-cultural investigation of the implications of recreation, leisure and learning in the development of individuals and communities. Effect of recreation and community services on human behavior including: The effects of ethnicity, dominant culture, age and multi-cultural exposure on leisure participation. Leisure's impact on an individual's quality of life. 4 UNITS

**PLEASE RESPECT:** Absolutely no cell phones or laptop use in the classroom – unless directed by the Professor. Thank you. **IMPORTANT DATES:**
- Tuesday, April 1, 2014 – First Class Meeting
- Thursday, June 5 2014 – Last class meeting
- Tuesday, June 10, 2014 - Final

**Teaching style - Problem Based Learning.** This is a student-centered learning approach that uses real world situations in an open but focused learning process to develop skills in solving problems on your own and in a team. Benefits: More student involvement/motivation and student accountability in learning. Enhances value of learning and appreciation of the course materials and creates confidence among students.

**CSUEB Institutional Learning Objectives**

1. Thinking and Reasoning. Think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.
2. Communication. Communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.
3. Diversity. Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.
5. Sustainability. Act responsibly and sustainable at local, national, and global levels.

**Hospitality, Recreation & Tourism (HRT) Learning Objectives**

1. Analyze and generate effective, sustainable solutions based on evidence and technology and provide relevant references. Critical Thinking.
2. Demonstrate significant knowledge of effective leadership and teamwork strategies, management skills, and evaluation of service quality and consumer needs through investigation and practical experience. Leadership.
3. Articulate clearly (speak and write) ethical, philosophical, historical, and current practices and administrative foundations of the profession. Professional Knowledge.
4. Demonstrate techniques that contribute to a culture of dignity and respect in the workplace. Social Justice.

**Bodies@Play Learning Community (Cluster) Overview:** Bodies at Play will look at one of the most fundamental links between the diverse cultures and identities that make up the CSUEB student population: *everyone has a body.* Through science, social science and the humanities, we will examine the body from different cultural lenses and with the underlying goal of leading the learning community to a greater understanding of our own bodies and how they fit into society at large.

Contemporary society is filled with conflicting messages about how we should use and care for our body, as well as what bodies we should find attractive and healthy. All sorts of misconceptions about race, gender, ability/disability, and size and behavior cloud these messages. Our primary intention, through each of the three courses that make up the cluster, will be to offer tools to transform attitudes towards each individual’s body, bodies in general and body image, so that we can relate to the world around us in a way that is informed, authentic, appropriate and empowering. Each course will encourage everyone in many different ways throughout the year, to recognize the great diversity in human bodies, and for each person to define ourselves as what to believe and how to act.

Each quarter will be divided into three “units” of study, experienced through the three different Bodies at Play disciplines: Theatre and Dance, Hospitality, Recreation and Tourism, Nutrition and Physical Performance. We will investigate:

1. **Personal attitudes towards the body.** How have we experienced our bodies in terms of physical movement, food, nutrition, leisure, enjoyment, and expression? What has worked well? What would we like to change? Where did each of us learn our beliefs about the body and diversity?

2. **Cultural attitudes that govern our relationships with bodies.** How does culture, race, economic class, gender, sexual orientation, size, ability/disability affect how we inhabit our bodies? What negative beliefs and/or prejudices have we inherited from the world around us? How does that affect our embodiment and our attitude towards others?

3. **Challenging body prejudice/misinformation and Celebrating embodied diversity.** How can we each live our lives in ways that honor our authentic beliefs about our bodies and that make room for diverse approaches to embodiment? What types of food, leisure activities and modes of physical expression can empower us to be fully ourselves, while celebrating and supporting the vast diversity of contemporary society?

As part of the Bodies at Play cluster, students will keep a journal, to be added to with assignments from each course, so that by the end of the year you will have a complete record of what we’ve explored. Through the study of physically integrated movement, leisure and recreation, athletic performance and nutrition, Bodies at Play will provide a well-rounded look at some of the most pressing body-oriented issues that contemporary society faces. We believe that the work we do in
the Bodies at Play cluster will help you approach the rest of your University education with inspiration, focus and an embodied connection to diverse communities.

**Bodies@Play/REC 2400 Course Description:** An introductory multi-disciplinary and multi-cultural investigation of the implications of recreation, leisure and learning in the development of individuals and communities. Effect of recreation and community services on human behavior including: The effects of ethnicity, dominant culture, age and multi-cultural exposure on leisure participation. Leisure's impact on an individual's quality of life.

**REC 2400 Learning Objectives:**
1. Understanding of the conceptual foundations of play, recreation and leisure for all populations and settings.
2. Understanding the psychological, sociological and physiological significance of play, recreation and leisure from an historical perspective of all populations and settings.
3. Understanding of the significance of play, recreation and leisure throughout the life cycle relative to the individual's attitudes, values, behaviors and use of resources.
4. Understanding of leisure's role in maintaining health and wellness and development of life-long strategies for creating and maintaining a desired quality life.

<table>
<thead>
<tr>
<th>Learning Objective/Professional Competencies Addressed</th>
<th>How Measured by Assignment</th>
</tr>
</thead>
</table>
| 1. Understanding of the conceptual foundations of play, recreation and leisure for all populations and settings. | 1. Weekly Debates  
2. Group Site Visit Project |
| 2. Understanding the psychological, sociological and physiological significance of play, recreation and leisure from an historical perspective of all populations and settings. | 1. Weekly Debates  
2. Time Study  
3. Group Site Visit Project |
| 3. Understanding of the significance of play, recreation and leisure throughout the life cycle relative to the individual's attitudes, values, behaviors and use of resources. | 1. Weekly Debates  
2. Interview Assignment  
3. Group Cultural Project |
| 4. Understanding of leisure's role in maintaining health and wellness and development of life-long strategies for creating and maintaining a desired quality life. | 1. Weekly Discussion/Debate  
2. Interview Assignment  
3. Time Study  
4. Group Site Visit Project |

**Textbook:** 21st Century Leisure By John R. Kelly and Veris J. Freysinger

**EVALUATION GUIDELINES:** Your final grade for the course is based upon your participation, critical thinking skills, ability to follow directions and most importantly, your written/oral communication skills demonstrating your knowledge related to the course learning objectives. Grading is done by criteria and
you will earn points for your participation in the online class assignments, group discussions, projects and special assignments. All written work must be typed, looking professional (no misspelled words, proper punctuation, proof-read BEFORE you turn it in) and turned in promptly. Content is extremely important but delivery is critical as well. See “Holistic Rubric for essays.” NO LATE ASSIGNMENTS ACCEPTED. Your ability to communicate and write clearly, concisely, cohesively, correctly, courteously, and to follow the basic principles introduced in class – of particular note is to follow the prescribed netiquette guidelines when communicating online. CSUEB grading/academic standards can be found at http://www.csueastbay.edu/ecat/current/i-120grading.html#. PLEASE ALSO SEE GRADING RUBRICS - SPECIAL EVENTS & JOB SHADOW.

ASSESSMENT & EXPECTATIONS FOR COURSE CREDIT: In Class and Online participation related to discussion boards, homework and special events, quizzes, teamwork, and final.
- Participate in blackboard discussions 3-5 times/week
- Complete all assignments and submit on time – NO LATE PAPERS/POSTINGS ACCEPTED

<table>
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<tr>
<th>EVALUATION CRITERIA: 1000 TOTAL POINTS</th>
<th>PERCENTAGE OF TOTAL GRADE</th>
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<tbody>
<tr>
<td>340 points FINAL-SL&amp;L SITE VISIT</td>
<td>34%</td>
</tr>
<tr>
<td>200 points PARTICIPATION</td>
<td>20%</td>
</tr>
<tr>
<td>100 points CULTURAL GROUP PRESENTATION</td>
<td>10%</td>
</tr>
<tr>
<td>100 points MIDTERM</td>
<td>10%</td>
</tr>
<tr>
<td>100 points OUTLINE OF EXP. &amp; MORE</td>
<td>10%</td>
</tr>
<tr>
<td>60 points JOURNAL (2 REVIEWS)</td>
<td>6%</td>
</tr>
<tr>
<td>50 points TIME DIARY</td>
<td>5%</td>
</tr>
<tr>
<td>50 points DEBATES</td>
<td>5%</td>
</tr>
</tbody>
</table>

GRADING SCALE: Grading is done by criteria and you will earn points for your participation in face-to-face (F2F) and online class assignments, and group discussions, group projects and special assignments. All written work must be typed, looking professional (no misspelled words, proper punctuation, proof-read BEFORE you turn it in) and turned in promptly. Content is extremely important but delivery is critical as well. See “HOLISTIC RUBRIC FOR ESSAYS.”

A=93-100%  B+=88-89.99%
A=90-92.99% B=83-87.99%
B+=80-82.99%
C+=78-79.99% D+=66-69.99%
C=73-77.99% D=60-65.99%
C-=70-72.99%

DETERMINING YOUR FINAL COURSE GRADE:
Components:
Discussion Board 13.5%
Homework Assignments 39%
Special Activities 22%
Quizzes & Final 24.5%
So, here's a hypothetical situation:
Participation
Homework Assignments
Special Activities
Final

B-
C-
B
B+

STEPS TO FIGURE OUT YOUR COURSE GRADE:
1. Transform each letter grade to a grade point equivalent score using the scale below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>12</td>
</tr>
<tr>
<td>A</td>
<td>11</td>
</tr>
<tr>
<td>B+</td>
<td>9</td>
</tr>
<tr>
<td>B</td>
<td>8</td>
</tr>
<tr>
<td>C+</td>
<td>6</td>
</tr>
<tr>
<td>C</td>
<td>5</td>
</tr>
<tr>
<td>D+</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>2</td>
</tr>
</tbody>
</table>

15
2. Multiply the weight an item receives by the grade point equivalent for the grade earned. Then sum these values: \(.25(7) + .20(4) + .25(5) + .15(2) + .15(8) + .10(9) + .05(5) = 6.45\).

3. Take the result and put it back on the grade point equivalent scale to determine the letter grade. Course grade = C+

**Participation & Attendance** – it is imperative that you attend all class meetings. If you do not attend you will miss the learning opportunities additionally, you will not be able to work in your groups. Your attendance will affect your grade. NO LATE ASSIGNMENTS ACCEPTED.

**What does it mean to get an "A"?**
A= Clearly stands out as excellent performance. Has unusually sharp insight into material and initiates thoughtful questions and sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from previous classes and life. Takes time to reflect on the meanings of the assignment. Example: "A" work should be of such a nature that it could be put on reserve for all students to review and emulate. The "A" student is, in fact, an example for others to follow.

B= Grasps subject matter at a level considered to be good to very good. Active participant in class discussions, writes well, and accomplishes more than the minimum requirements. Work is of high quality. Example: "B" work indicates a high quality of performance and is given in recognition for solid work; a "B" should be considered a high grade.

C= Demonstrates a satisfactory comprehension of the subject matter. Accomplishes only the minimum requirements, and displays little or no initiative. Communicates orally and in writing at an acceptable level for an undergraduate student, and has an acceptable understanding of all basic concepts.

D= Quality and quantity of work is below average and not acceptable.

F= Quality and quantity of work is unacceptable. Academic credit is not earned for an F.

**APA WRITING STYLE REQUIREMENTS:** The HRT Department policy requires that all papers follow the American Psychological Association Style format (APA). Note link - http://owl.english.purdue.edu/handouts/research/index.html#writing. Please use these requirements when citing sources because neglecting to do so results in lower grade(s). Additionally, please become familiar with this writing style because proper citations and quotation marks help you avoid plagiarism. Plagiarism is academic dishonesty and subjects you to disciplinary sanctions as noted in the CSUEB’s Student Code of Conduct (http://wwwsa.csueastbay.edu/~jaf/).

**ADDS & DROPS:** You are responsible for all University deadlines for adds and drops. Instructors have the right to drop you if you do not attend the first class meeting without notifying them before the second meeting. It is important to attend classes during the first two weeks of class; you may be dropped if you miss any classes while adds are being considered.

**STUDENTS WITH DISABILITIES:** If you have a documented disability and wish to discuss your SDRC-approved academic accommodations, or you would need assistance in the event of an emergency, please make arrangements to meet with me as soon as possible. See link - http://wwwsa.csueastbay.edu/~sdrcweb/.
EMERGENCY PROCEDURES: California State University, East Bay is committed to being a safe and caring community. Your appropriate response in the event of an emergency can help save lives. Information on what to do in an emergency situation (earthquake, electrical outage, fire, extreme heat, severe storm, hazardous materials, terrorist attack) may be found at: http://www.aba.csueastbay.edu/EHS/emergency_mng.htm. Please be familiar with these procedures and review the information on a regular basis. If you need assistance in the event of an emergency evacuation, please contact the instructor as soon as possible. For additional information please go to http://www.aba.csueastbay.edu/EHS/emergency_response.htm, http://wwwsa.csueastbay.edu/~dpsweb/emerproc.shtml.

UNIVERSITY POLICE DEPARTMENT: Safety and Security may be obtained 24 hours daily, 7 days a week by contacting our office at the Library Room 1063, or by calling 510-885-3791 (business) or 9-1-1 (emergency) from any telephone, or connecting directly using blue light call boxes from the parking lots or public areas. For more information - http://wwwsa.csueastbay.edu/~dpsweb/index.shtml.

PATH TO SUCCESS:
- Studies show that the more you plan, study and work in groups, the more likely you will be successful in your college career.
- Visit your Professor/Instructor during their scheduled office hours. Ask questions, lots of them!
- Turn in your own work and turn it in on time! Plagiarism is not allowed.
- Type/print out all homework-black ink only. Follow the seven Cs of good writing: 1) clear, 2) correct, 3) concise, 4) concrete, 5) coherent, 6) complete, and 7) courteous
- Develop your resources—read everything available to you.
- Show up and participate in class or online—Speak only when it is your turn—practice active listening!
- Stay connected with your classmates, talk and discuss the communication strategies learned in-class/online. Better yet, go for coffee, swap emails, etc.
- Have fun and learn at the same time!

COURSE ACTIVITIES & ASSIGNMENT SCHEDULE (1000 points): Please note that unanticipated circumstances may occur that require changes to the syllabus—as such students will be notified immediately. All your assignments must be presented in class unless directed by the Professor to post online. NO LATE ASSIGNMENTS ACCEPTED EVER.

Learning Communities: During this quarter you will work in Learning Communities (aka LC). You will do a research projects on culture of leisure in other countries. Additionally, we will have in class debates. Each LC will present different sides of the debates at the end of each chapter. Also as a group you will participate in an off campus service learning project. Group X = non-participants in the course. You can avoid this by working with your group in a timely manner. It is relatively easy to not be an active participant in many face-to-face (F2F) classes. This class is not one of those. You must participate actively. Group work is difficult but in the “Real World” most jobs require group work. If you don’t participate in a timely manner you will be “fired” from your group and reassigned to Group X. This is the second chance group but you will then be with other people who were procrastinators. Each group has the responsibility to let me know if you have students not participating. This is typical of all group dynamics. You will find this in life and work. If you prefer, you can rename your group to something fun, creative, etc.
1. CULTURAL PRESENTATION: 100 pts (Presentations start May 27)
Each student will be assigned to a group and the group will research, create and present content about a specific culture and how they leisure to the class. Presentations should be creative, include active learning, provide things people can taste, feel and entertain the class. Presentations must be accompanied with a short written resource with a complete Bibliography of EVERY place you gathered information. Putting information of the screen without giving credit is PLAGARISM. Facts must be supported with citations (APA format). PowerPoint is required. Those who are in the audience will be given 10 points for each completed evaluation of other group's presentation. These evaluations MUST include written feedback for EACH group. You will post these on the discussion board. Due on assigned dates listed each week.

2. DEBATES: 50pts total (quarterly)
During selected class meetings, there will be debates using the debates at the end of each chapter. Class time will be given to prepare for your debates. After each debate you will write a short summary of the debate and your position on it. These will be posted to the discussion board.

3. RANDOM ASSIGNMENTS & POP QUIZZES: 100pts (TBA)

4. PARTICIPATION: 200pts both online and in class

5. TIME DIARY: 50pts (Due April 17). This is a personal exploration of your leisure patterns, needs and values. You will begin a "Time Diary" for the one-week; record every 1/2-hour what you are doing and what you are feeling. When you are sleeping just record in the morning when you went to sleep and when you awoke. You will then complete analysis of your data and write a summary of your findings, which are to be posted to a discussion form. On the due date we will conduct an analysis of our class distribution and discover what can be concluded from this sample about leisure in the present.

6. JOURNAL: 60 total pts (throughout quarter)
During the course, please keep a journal of your thoughts/reflections regarding your learning each week from readings, class discussions or presentations along with your personal views on leisure, activities you are engaged in, and plans for future leisure/recreation activities. You will be asked to share three selections from your journal during the course.

7. MIDTERM/Research Assignment: 100pts (Due May 1)
Each student will interview 5 people from as many different age groups and cultures to collect views about leisure, recreation and play. Student discussion on how to interview and the interview questionnaire will be provided. After all five are complete, a discussion board will be used for each person's evaluation of their findings about how leisure changes over the lifespan.

8. FINAL: Service Learning & Leisure Site Visit 340 pts/15 hours total (Due June 10)
The Learning Objective: Working in a team, you are to know about the different leisure delivery systems, public and private and to demonstrate the ability to gather vital information and present it in a clear, factual professional manner. Site Visit Directions: Your assignment is to visit three different leisure providers. One must be a public recreation site. Examples of this would be San Leandro Parks and Recreation Community Center, Union City Parks and Recreation, Hayward Area Recreation District parks or community centers, just to name a few. The second one must be a private commercial recreation site. Examples of this type include roller rinks, movies, pool halls, dance clubs, health clubs, adventure recreation providers to name just a few. The third visit can be either of the above or a non-profit provider like Girls and Boys Clubs, the YMCA, Girl or Boys Scouts. You are to call and set up a short meeting with a supervisor or the director. You are to find out as
much as possible about how it is run and how they get funding. You want to know what it is like to work for a place like this and what are the positives and what are the drawbacks. Your group will need to write a paper using the form distributed in class that describes your experience. Your group project will also be presented in class.

REC 2400 BODIES@PLAY COURSE OVERVIEW

WEEK ONE: FOCUS ON SELF: Introduction of the course material, style and format of the class including a brief overview of course requirements and demonstration of active learning activities.
- Discussion on perception and the role of Leisure & Wellness in your personal life, leisure from a Historical Perspective and How Do We Know What People Did For Leisure – long-term and current social change.
- Pre-test: An ungraded quiz to assess where you are at with respect to Leisure, Self & Society.
- Develop Class Laws and Writing expectations: Webster's Writing Page Great Resource for Writing well, APA format PowerPoint & Resources on Blackboard
RESEARCH LEISURE THEORIES & PHILOSOPHIES-post on Blackboard Discussion Board

WEEK TWO: Historical Perspectives: The Classics, Work & the Industrial City, the Consumer Society
- Group Breakout: Getting to know you exercise- 10 perfect leisure moments
- Debates & Readings: Chapters 6 & 7

What is Leisure to You?
- Leisure Styles & Lifestyles; Experiences of Leisure
- Debates & Readings: Chapters 8
- Group Break Out
RESEARCH THE SIGNIFICANCE OF PLAY (THEORIES & PHILOSOPHIES) –post on Blackboard Discussion Board

WEEK THREE: Leisure & Society
- Discussion: Has leisure become a symbol of social status?
- Debates & Reading: Chapters 9 & 10
- Group Break Out

Leisure & Life: Changing Patterns through Childhood, Adolescence & Young to Adults
- Debates & Reading: Chapter 11
- Group Break Out
- Time Diary Discussion

WEEKS 4-6: BARRIERS, CHALLENGES & THE 24-HOUR SOCIETY
WEEK FOUR: Economics of Leisure
- Debates & Reading: Chapter 12
- Group Break Out
Politics & Policy
- Debate & Reading: Chapter 13
- Group Break Out

**DUE-TIME DIARY**

**Journal Entry-ONE ON ONE WITH INSTRUCTOR**

**WEEK FIVE:**  Gender: Girls & Boys, Women & Men
- Debate & Reading: Chapter 14 & 15
- Group Break Out

Sexuality plus Ethnicity, Race & Social Class
- Debate & Reading: Chapter 16
- Group Breakout

**WEEK SIX:** Popular Culture & Mass Media
- My Body as a Magazine activity
- Reading: Chapter 17
- Group Breakout

*Midterm Research Assignment Due***

**WEEKS 7-9: POSITIVE SOLUTIONS, CELEBRATION & THINGS THAT WORK!**

**WEEK SEVEN:** The Other Side of Leisure
- Leisure Liabilities assignment
- Debate & Reading: Chapter 18
- Group Breakout: Presentation games

Outdoor Recreation & Recreation Opportunities, Sport(s)
- What sport is I most suited for my body?
- Debate & Reading: Chapter 18
- Group Breakout

***CLUSTER MEETINGS***

**WEEK EIGHT:** Travel & Tourism, The Market Sector/Future Trends
- Cultural Leisure Presentation review
- Debate & Reading: Chapter 19
- Group Breakout: Presentation games

The Arts (Theater, Dance, Music, Painting, Drawing, Sculpting, Writing, etc.)
- Paint-by-numbers assignment
- Reading: Chapter 20 & 21
- Group Breakout

**WEEK NINE:** Cultural Leisure Presentations
- Reading: Chapter 22
- Group Breakout: Presentation games

- Cultural Leisure Presentations
- Reading: Chapter 23
- Group Breakout: Presentation games

**Journal Entry-ONE ON ONE WITH INSTRUCTOR**

**WEEK TEN**: ****LAST WEEK OF CLASSES****
- Presentation Games
- Quarter wrap up & review SL SITE VISITS WORKSHOP

***CLUSTER MEETING***

**FINAL.** Site Visit Projects Due
<table>
<thead>
<tr>
<th>Score</th>
<th>Communicated specific info related to assignment</th>
<th>Use of 7 Cs</th>
<th>Synthesis of ideas/issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent A</td>
<td>In detail, clearly explains ideas, follows directions, thorough</td>
<td>The message is well written, interesting and easy to read (applies to all 7 C's of communication)</td>
<td>Well organized; effectively defines with skill ideas and issues with smooth transitions</td>
</tr>
<tr>
<td>Proficient B</td>
<td>Explains ideas, demonstrates abilities, follows directions</td>
<td>Both overall pattern and internal organization are good. The writing style applies most of the 7 C's of communication</td>
<td>Well-developed ideas/issues, demonstrates skill</td>
</tr>
<tr>
<td>Competent C</td>
<td>Briefly explains ideas, directions partially followed</td>
<td>Average writing incorporating some use of the 7 C's of communication</td>
<td>Adequate synthesis of ideas/issues</td>
</tr>
<tr>
<td>Unsatisfactory D</td>
<td>Poorly defines ideas, doesn't follow directions</td>
<td>Weak writing style using few of the 7 C's of communication</td>
<td>Weak synthesis of ideas/issues</td>
</tr>
<tr>
<td>Poor F</td>
<td>Inadequately explains ideas, doesn't follow directions</td>
<td>Unacceptable grammatical errors and little or no use of the 7 C's of communication</td>
<td>Underdeveloped synthesis of ideas/issues</td>
</tr>
</tbody>
</table>

Note: The Seven C's of Communication, Drs. John Baird and Jim Stull, Prentice-Hall, 1993
Source: Drs. Bethany Shifflett & Mary F. Fortune, 2006, modified 2012
Updated April 2, 2014, MFF
California State University, East Bay  
Course Syllabus: EPSY 2300, Strategies for Life-Span Development (4 Units)

Contact Information:
Instructor: Hamilton R. Baylon, M.S., PPS, MFTI  
E-mail: hamilton.baylon@csueastbay.edu  
Office Hours: Tuesdays 11am-12pm and by arrangement  
Office: AE 376C  
Phone: *To be determined

Core Text:

Purpose:
Utilize theory and research from mental health disciplines to develop strategies for maintaining psychological health and peak performance over the lifespan. Develop an understanding of the impact of relationships, self-concept, cognitions, emotions, spirituality, body image, and diverse cultural identities on mental health.

Course Objectives:
- To orient students to the life-span perspective on human development and approaches to the scientific study of development, including central issues and theoretical perspectives that have dominated the field
- To understand developmental processes by examining genetic and environmental influences - nature vs. nurture
- Develop an understanding of physical and cognitive developmental process across the life-span
- Examine ecological aspects of individual development during the life-span
- Promote awareness of strategies that promote wellness over the life-span

Class Format:
This course will incorporate a variety of instructional approaches, which include lectures, discussions, experiential learning, integrative/collaborative team building activities, and examinations.

Academic Requirements, Course Expectations, and Evaluation Criteria:

Attendance and Participation (45 points): Students are expected to attend the full duration of all classes and to be on time, which means arriving on time in the beginning of class and after any breaks. Failure to attend the full duration of class will be considered an absence. Each unexcused absence or tardy will result in -2 points for each absence and -1 for a tardy offence. Each class session is worth 2 points for a total of 40 points (10 weeks x 2 classes/week). Class participation will be evaluated on a scale of 1-5 with 5-4 = very good, 3-2 = average, 1-0 = below average/poor. Texting, receiving/accepting or making phone calls, using laptops for reasons not related to the course, tardiness, missing class, lack of participation, disruptiveness (including complaining rather than trying to find a solution), etcetera can adversely affect a student’s grade.

Exams and Mentor Essay (125 points): There will be one Mid-Term a Final exam and a Mentor Essay scheduled during the term to evaluate the achievement of learning objectives. The midterm
and final exams will be a combination of objective questions (e.g., multiple choice, true and false), completions (or fill-in the blank), and essays. The midterm exam and final exam will be worth 50 points each. The Mentor Essay will be worth 25 points. Further details of the Essay will be provided on a handout.

**In-Class Activities/Homework** (20 points): In order to better orient students to the life-span perspective of human developmental processes, in-class activities and homework will be incorporated into the curriculum to promote experiential learning and support students' different learning styles.

*All homework assignments including the Mentor Essay must be typed with Times Roman size 12 Font and double-spaced unless otherwise indicated by your instructor. No handwritten assignment will be accepted.*

**Late Work:** Any late work will be reduced by 10% for each scheduled class day after the original due date. Any make-up or late exams will be reduced by 10% of the original score for each scheduled class day after the originally scheduled exam date.

**Important University Policy:** By enrolling in this class the student agrees to uphold the standards of academic integrity described in the catalog at: [http://www.csueastbay.edu/ecat/current/i-120grading.html#section12](http://www.csueastbay.edu/ecat/current/i-120grading.html#section12)

<table>
<thead>
<tr>
<th>Attendance/Participation</th>
<th>45 points</th>
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<tbody>
<tr>
<td>Mid-term Exam</td>
<td>50 points</td>
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<tr>
<td>Final Exam</td>
<td>50 points</td>
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<tr>
<td>Mentor Paper</td>
<td>25 points</td>
</tr>
<tr>
<td>In-Class Activities/Homework</td>
<td>20 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>190 points</strong></td>
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**Grading Scale:**
- A, A- = 99% - 90%
- B, B- = 89% - 80%
- C, C- = 79% - 70%
- D, D- = 69% - 60%
- F = 59% or lower

### 2014 Tentative Schedule

| Date  | Introductions
|-------|----------------|
| 4/1/14| • Review Course Syllabus
|       | • **Assignment:** Read Chapter 1 – Understanding Life-Span Human Development:
|       |   - Sections 1.1, 1.2, 1.3, & 1.4,
|       |   - Exploration 1.1 & 1.2
| 4/3/14| • Review Chapter 1 – PPT/Lecture
|       | • Video – “A Class Divided”
|       | • **Assignment:** Read Chapter 2 – Theories of Human Development:
|       |   - Sections 2.1, 2.2, 2.3, 2.4, 2.5,
| **Saturday, 4/5/14** | • Hayward Promise Neighborhood – Healthy Promise: 5k Run, Walk, Stroll and Roll  
  ○ Location: John Muir Elementary  
  ○ Duration: 10:00am – 1:00pm  
  ○ Activity: Family Registration Survey at Eden Greenway |
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<tr>
<td><strong>Tuesday, 4/8/14</strong></td>
<td>• No Class!</td>
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| **4/10/14** | • Review Chapter 2 – PPT/Lecture  
  • Assignment: Read Chapter 5 – Health and Physical Development:  
    ○ Exploration 5.1  
    ○ Pg. 142 – A Life-Span Developmental Model of Health (only)  
  • Assignment: Read Chapter 6 – Sensation, Perception, and Attention:  
    ○ Sections 6.1, 6.2, 6.3, 6.4, & 6.5  
    ○ Explorations 6.2 |
| **4/15/14** | • Review Chapter 5 & 6 – PPT/Lecture  
  • Assignment: "Basic Senses Exercise" – Due 4/17/14 |
| **4/17/14** | • Discuss “Basic Senses Exercise”  
  • In Class Activity: “Medicine Wheel”  
  • Assignment: Read Chapter 7 – Cognition:  
    ○ Sections 7.1, 7.2, 7.3, 7.4, 7.5, & 7.6  
    ○ Exploration 7.2  
    ○ Engagement 7.1 (optional) |
| **4/22/14** | • Review Chapter 7 – PPT/Lecture  
  • Video – “Object Permanence” |
| **4/24/14** | • In Class Activity: “Learning Styles”  
  • Assignment: 5 Test Questions |
| **4/29/14** | • 5 Test Questions Due  
  • Review for Midterm – “Jeopardy” |
| **5/1/14** | **Midterm** – Covers: Chapters 1, 2, 5, 6, & 7 |
| **5/6/14** | • Review Midterm  
  • In Class Activity – “Life Raft”  
  • Assignment: Read Chapter 9 – Intelligence and Creativity:  
    ○ Exploration 9.2 (optional) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments and Activities</th>
</tr>
</thead>
</table>
| 5/8/14    | • Review Chapter 9 – PPT/Lecture  
            • Assignment: Jung Typology – [http://www.humanmetrics.com](http://www.humanmetrics.com) (Due 11/5/13) |
| 5/13/14   | • Discuss Results of Jung Typology  
            • Video - "When the Bough Breaks"  
            • Assignment: Read Chapter 14 – Attachment and Social Relationships:  
              o Exploration 14.2 (optional) |
| 5/15/14   | • Review Chapter 14 – PPT/Lecture  
            • Distribute Mentor Essay Handout (Due 6/3/14)  
            • Assignment: Read Chapter 11 – Self and Personality:  
              o Sections 11.1, 11.2, 11.3, 11.4, & 11.5  
              o Exploration 11.2  
              o Application 11.1 (optional) |
| 5/20/14   | • Review Chapter 11 – PPT/Lecture  
            • Assignment: Read Chapter 12 – Gender Roles and Sexuality:  
              o Sections 12.1, 12.2, 12.3, 12.4, 12.5, & 12.6  
              o Application 12.1 (optional) |
| 5/22/14   | • Review Chapter 12 – PPT/Lecture  
            • Video – "Child with Gender Identity Disorder"  
            • Assignment: Read Chapter 16 – Developmental Psychopathology:  
              o Sections 16.1, 16.2, 16.3, 16.4, & 16.5 |
| 5/27/14   | • Review Chapter 16 – PPT/Lecture  
            • Assignment: Work on Mentor Essay |
| 5/29/14   | • Guest Speaker: Patricia Kim Walsh from Student Health and Counseling Services  
            • Assignment: Work on Mentor Essay  
            • Assignment: 5 Test Questions |
| 6/3/14    | *Mentor Essay is Due  
            • In Class Activity: "Leadership Traits"  
            • In Class Activity: "Take a Stand"  
            • 5 Questions Due |
| 6/5/14    | • In Class Activity: TBD  
            • Review for Final - Jeopardy |
| 6/10/14 – Finals Week | • Final – Covers: Chapters 9, 11, 12, 14, & 16 |
If you have a documented disability (with SDRC) and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact the instructor as soon as possible. Students with disabilities needing accommodation should speak with the Accessibility Services.

If you want your assignments returned, please supply a self-addressed, stamped envelope. Assignments with a SASE will receive comments from the instructor; other assignments will be read, graded, and discarded. Assignments turned in electronically are read/reviewed and graded.

EARTHQUAKE EMERGENCY INFORMATION
During an earthquake
1. **Duck and cover**
   a. Get under a desk or table
   b. Protect your head with arms
   c. DO NOT exit the building
   d. DO NOT use elevators
2. **After the shaking stops**
   a. Remain CALM
   b. Think of a safe way out
   c. Check for potential hazards
3. When safe
   a. Evacuate to an open and safe area
   b. ASSEMBLE AT THE OUTDOOR AMPITHEATER where you will receive further information
4. **USE TELEPHONE (3333) ONLY FOR EMERGENCIES**
5. **EXPECT AFTERSHOCKS**
6. Additional information can be found at: [http://aba.csueastbay.edu/EHS/emergency_mgmt.htm](http://aba.csueastbay.edu/EHS/emergency_mgmt.htm)
7. Please be familiar with these procedures. Information on this page is updated as required. Please review the information on a regular basis.
California State University, East Bay
Department of Music
History Of Jazz, MUS 1007
Fall Quarter 2014

John Eros
Office 2529
Office Hours: Thursday 12-2 By appointment only
Office Phone- 510-885-3135

Course Content:
This course is a general class in jazz appreciation and jazz history, designed for the non-musician. We will learn to listen to music with a heightened awareness, bring it from the background to the foreground, and appreciate its various elements in a deeper way.

The goal of this class is to expose students to the world of jazz music by studying how the music is put together, and by studying its history. **No previous musical training is required.** The ultimate objective is for the student to develop a greater understanding and appreciation of this great form of art and entertainment.

Course Books and Resources:
Mark C Gridley: *Concise Guide to Jazz*, CD which accompanies book
Jonny King: *An Insiders Guide to Understanding and Listening to Jazz* (opt)

Course Requirements:
Attendance
**Attendance in this class is crucial.** Three (3) absences will result in failure of the attendance part of the grade, and four (4) absences could possibly result in a "U" for the course, at the instructor's discretion.

Grading
Grading will be based on:
Midterm paper (Due in week six) See below 25%
Final examination 35%
2 concert reviews (Due the last week of class) 30% (15% each)
Attendance 10%

Description of tests and reports
**Midterm paper:** This is a short, 2 page, double spaced paper. Choose any jazz musician from the class or textbook and research a very brief historical sketch. It is important to express why this music has meaning to you.

**Final:** The final will focus on a listening section, where you will be asked to describe pieces in various styles, and true/false, multiple choice, and short essay questions. Questions will be taken from throughout the quarter. We will review thoroughly.

**Concert Reports**
See below. Subject to change at instructor's discretion.

**Week by week basic sketch:**

1. Introduction, elements of music, Chapters 1&2
2. Origins of Jazz, Chapters 2&3

3. Early Jazz, Chapter 4

4. Swing Music, Chapter 5
5. BeBop, Chapter 6
6. Cool Jazz, Chapter 7
7. Post Bop
8. Coltrane, Kind of Blue, Chapter 8
9. Avant-Garde, Fusion, Chapter 9&10
10. Today, Chapter 11, Review

Guidelines for Reviews Performance Review Information
The reviews for this class must be of a live performance of jazz groups and jazz music. One performance must be of a professional group at Yoshi's Nightclub in Oakland or San Francisco. The other performance may be of a college level or professional group at any venue. Church groups, high school or amateur groups, and Broadway style shows are not appropriate for this class. The San Francisco Chronicle Sunday Pink section is your best resource to find concerts. The music must be jazz, reviewed during this quarter.
Staple a receipt or program to the review for full credit.
Think of yourself as the reviewer for a major newspaper. Evaluate a musical event based on your personal reactions and use the vocabulary and criteria discussed in class lectures. Be specific with your descriptions of the events and your responses, both emotionally and intellectually. The purpose of these reviews is to take the concepts and musical styles discussed in class and apply them to understanding a live performance. Keep your mind, eyes, and most importantly your ears open.
I expect proper spelling and grammar. Please check your work.
Two reviews are due the last week of class. They must be a minimum of two typed pages, double spaced, and stapled together with any program, flyer, or ticket stub available.
Reviews should include the following:
1. Name of the artist or group. Describe the musician(s) and instruments played. Briefly describe the audience and setting. How did the surroundings affect your experience?
2. What were your expectations before attending the performance? Were those expectations met?
3. Describe two or three of the songs. Discuss any musical elements which stood out. For example:
   Mood- what was the mood of the music? Exciting, sad, romantic?
   Style- Bebop, Fusion, etc.
4. Which was your favorite song and why? Which was your least favorite and why?
5. What did you like or dislike about the musicians playing and why?
6. Did you enjoy the performance on the whole? Why or why not?