


REC 200: History and Philosophy of Recreation

Course Syllabus for [Insert Semester/Year]



Aristotle

Leisure of itself gives pleasure and happiness and enjoyment of life, which are experienced, not by the busy man, but by those who have leisure.

AZ QUOTES

Class Meetings

Class Modality: Online-Asynchronous

*Visit Lehman's [Modes of Instruction](#) website to learn more about each class modality.

Instructor Information

Instructor:

Email:

Office:

Office Hours:

*Students, should you need help outside regularly scheduled office hours please contact your instructor for an appointment.

Regular & Substantive Interaction

Your instructor should plan to interact and engage with each of you on a regular basis throughout the term, supporting your learning. They should provide direct instruction related to the course's learning objectives, respond to your questions, grade and/or provide feedback on your submitted coursework, post regular announcements, and engage in the course discussion areas regarding academic course content when appropriate.

Basic Needs Statement

To learn effectively you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. If you're having trouble with any of those things, please contact the [Basic Needs Center in the Division of Student Affairs](#) at Lehman College and/or your instructor.

Diversity, Equity, and Inclusion (DEI)

The following excerpt is from [Lehman College's Core Values](#):

"Diversity and Inclusion: Fostering a campus environment that respects and values diverse perspectives and identities and where all members of the Lehman community experience a remarkable sense of belonging." For more information, please contact the [Office of Compliance and Diversity in the Office of the President](#) at Lehman College.

For additional information, please refer to [CUNY's Diversity and Inclusion](#) statement.

Course Information

Course Description

This course reviews historical development of recreation and leisure and examines theories of play and recreation and the functions of organized recreation services in the U.S. today.

Credits: 3

Pre/Co Requisites: None

Learning Outcomes

Upon successfully completing this course, **you should** be able to:

1. **Analyze Historical Developments:** Students will be able to describe the historical development of recreation and leisure in prehistoric societies, ancient Rome and Greece, Europe, the United States, and Canada.
2. **Evaluate Leisure Theories:** Students will be able to demonstrate a comprehensive understanding of leisure research literature by comparing theories of leisure based on empirical research and philosophical analysis.
3. **Technology's Impact:** Students will be able to explain three ways in which technology will influence parks, recreation, and leisure in the near future.
4. **Social Perspectives:** Students will be able to describe how leisure and recreation, whether as solitary activities or undertaken with groups, affect and are affected by society, including gender, sexual orientation, ethnicity, race, religion, and socioeconomic class.
5. **Ethical Reasoning:** Students will be able to apply ethical reasoning to evaluate the worthiness of leisure services.
6. **Economic Contributions:** Students will be able to describe three industries related to parks and recreation that contribute to the overall economy.
7. **Professional Challenges:** Students will be able to compare the challenges facing leisure service professionals in different sectors and understand the roles of professionals in nonprofit and for-profit organizations.
8. **Inclusion and Accessibility:** Students will be able to explain the role of accessibility, accommodation, and adaptation as building blocks to inclusion and communicate the value of social inclusion to participants and community members.
9. **Current Issues and Trends:** Students will be able to summarize current issues and trends in park resource management, including contemporary trends and issues related to outdoor and adventure recreation in the United States and Canada.
10. **Global and Cultural Interactions:** Students will be able to understand how cultural interactions between more-developed and less-developed countries through tourism, nature travel, and leisure activities can encourage sustainable systems and recognize the effects of social and economic issues on leisure pursuits globally.

Course Materials

Required Material(s)

Tapps, T., & Wells, M.S. (Eds.). (2025). *Introduction to recreation and leisure* (4th ed.). Human Kinetics.

Additional materials in the form of images, videos, and articles will present you with information you can refer to as you engage in other course activities such as weekly discussion forums, video/audio responses, reflections, written assignments, and assessments.

Technology Requirements

This is an online-asynchronous course that will utilize the Blackboard learning platform for course content delivery and assignment submissions. You should secure access to a computer and tablet in addition to reliable internet access. If you need assistance, please contact Lehman's IT support services:

- Lehman IT Support Phone: 718-960-1111
- Lehman IT Support Email: help.desk@lehman.cuny.edu
- [Lehman IT Support Website](#)

Lehman Email

To facilitate communication between the instructor and every co-learner, all class members are encouraged and expected to **regularly check their Lehman email account**. Students should email questions or comments to the instructor. The student can expect to receive an electronic reply to questions or comments within **24-48 hours**, except on the weekend.

***[An important reminder:** when you need to send an email, the email subject should reflect the purpose of that email. Be sure to also include the course name and number in the email subject line. For instance, if you have a problem while taking the week 1 reading quiz, your email subject could say something like "EDCI 517 Week 1 Reading Quiz."]*

Course Expectations & Learning Activities

Participation Expectations

Participation in reflections (weekly discussion forums and/or audio/video responses) are expected throughout the course, including responses to your classmates' reflections. Your reflections and responses should be appropriate and meaningful to the assignment prompts.

Video Lectures

Each week will include recorded video lecture(s) of the chapter(s) being covered from the course textbook. These lectures provide a brief overview of the topic being covered for the week. You must watch the video lectures in their entirety to receive credit.

Discussion Forums

You will be assigned online reflections throughout the semester that will be completed through the weekly discussion forums and/or audio/video responses. Reflections will be graded on content, depth, grammar, and spelling. Reflections will relate to class material from the readings or class discussions. To receive full credit, you will complete your own reflection and respond to 2 classmates' reflections. *See descriptions at the end of this syllabus for specific information regarding each discussion forum.*

Planning Outlines and Application Exercises

You will be assigned application exercises throughout the semester that will provide you with an opportunity to apply what you have learned and to demonstrate your understanding of the information in the course. Application exercises will be graded on content, depth, grammar, and spelling. *See description at the end of this syllabus for specific information regarding each application exercise.*

Quizzes

Quizzes will be administered throughout the semester. Questions on the quizzes will be based on readings, class discussions, lectures, and handouts.

Exams

A mid-term and final exam will be administered. Questions on the exams will be based on readings, class discussions, lectures, and handouts.

Feedback & Suggestions

- Your instructor will receive feedback from you throughout the semester through weekly discussion forums and the course evaluation at the end of the semester.
 - Your instructor will provide you with feedback on reflections and written assignments throughout the semester.
 - You are welcome to ask for additional feedback should you desire by emailing your instructor or setting up an appointment during their office hours.
 - Every effort will be made to grade and provide feedback to reflections, assignments, and student questions within 48 hours.
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Assignment Revision Policy, Submission Times, and Late Work Caution

Students are permitted to revise any reflection and application exercise once for a better grade. The revision must be submitted prior to the end of the semester. Revisions are only permitted for assignments that are submitted on-time.

Course assignments are to be submitted electronically to the course site, unless specifically indicated otherwise. All posts/assignments are due on the designated due date and time. Late work is at risk of not being accepted unless prior approval is received from your instructor. It is your responsibility to plan and to participate in course activities following the course schedule. If you are experiencing an unusual circumstance that is impeding your progress, please contact your instructor immediately regarding the situation, to inquire about extensions.

Grading Policy & Grading Scale

Assessment Plan

- Reflections and application exercises will be graded based on content, depth, grammar, and spelling.
- You may view your grades and instructor feedback through the course site.
- Grading scales may be decided by the department. If this is the case, please reach out to the Department Chair for the most up-to-date information.
- No extra credit will be given in this course.

Category	Description	POINTS
Discussion Forum	16 Discussion Forums (10 Points Each)	160
AE Planning Outlines	4 AE Planning Outlines (5 Points Each)	20
Application Exercise	4 Application Exercises (20 Points Each)	80
Chapter Lecture	19 Recorded Lectures (10 Points Each)	190
Chapter Quiz	19 Chapter Quizzes (5 Points Each)	95
Test #1	Mid-Term Exam (Chapters 1-10)	50
Test #2	Final Exam (Chapters 11-19)	45
Total Points Possible		650

Accessing Your Grades

You are responsible for your academic success and we recommend you regularly check your grades during the semester in the course site.

Grading Scale

The following Grading Scale is used by the Department/College to determine grades:	
A	93% and above
A-	90% - 92%
B+	87% - 89%
B	83% - 86%
B-	80% - 82%
C+	77% - 79%
C	73% - 76%
C-	70% - 72%
D+	67% - 69%
D	63% - 66%
D-	60% - 62%
F	59% and below

Students may also be granted Withdrawal (W), if they withdraw from the course, or an Incomplete (I) should their circumstances permit.

A student who feels they were graded unfairly, or who seeks to dispute a grade, may initiate a grade appeal process.

Refer to [Campus Policies](#) for more information on the following:

- [Withdrawals](#)
 - [Undergraduate Withdrawal](#)
 - [Graduate Withdrawal](#)
- [Academic Appeals](#)
 - [Undergraduate Grade Appeals](#)

- [Graduate Grade Appeals](#)

Course Policies

Class Attendance/Presence & Absences

In an online class, attendance looks different than it does in a face-to-face course. Students in basic skills courses are required to attend/participate in their classes. Individual instructors, as well as departments or degree programs, may establish specific attendance requirements. Instructors have the right to weigh attendance and class participation in determining grades. It is the student's responsibility to ascertain the effect attendance may have on the grade in a course. Students receiving financial aid must be certified as attending classes regularly for continuing eligibility. For scheduled absences, please refer to the attendance policy and/or Course Schedule.

- [Undergraduate Attendance Policy](#)
- [Graduate Attendance Policy](#)

**To assist with class attendance, please also refer to the "Modes of Instruction" section within the Course Policies section.*

Academic Integrity and Plagiarism Policy

We encourage you to review the Academic Integrity and Plagiarism Policies by navigating to the [Student Handbook](#).

- [Undergraduate Policies](#)
- [Graduate Policies](#)

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. Further information can be found at the [Office of Online Education](#) at Lehman College.

Netiquette

Online communication is essential in an online class. Here are some guidelines and considerations, to help you in your online communications:

- Be respectful when communicating with your instructor and classmates.
- Be clear and concise in your responses. Try to stick to the prompt and/or topic, this will help avoid confusion and miscommunication.

- Avoid using all caps, as it indicates that you might be yelling.
 - Avoid abbreviating words, such as “u” instead of “you”.
 - Avoid sharing personal information such as; phone numbers, home address, grades, etc.
 - Avoid using emojis.
 - Your instructor will normally reply to your message within 48 hours, except for on the weekend.
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Modes of Instruction

The information on the various modes of instruction were taken from [CUNY's Global Class Search](#):

- Hybrid: Some of scheduled class meetings are replaced with online class meetings.
 - Hybrid Asynchronous: Classes are delivered online asynchronous, with some on-campus meetings at scheduled time.
 - Hybrid Synchronous: Classes offer a combination of in-person instruction and online instruction at scheduled time.
 - HyField: A combination of online classes and off-campus field instruction. Online classes may be offered online asynchronous and/or online synchronous.
 - HyFlex: Classes are delivered both in-person and online. Online classes may be offered online asynchronous and/or online synchronous.
 - In Person: All class meetings are in-person/on-campus.
 - Online: All class meetings are online and does not meet in person.
 - Online Asynchronous: All classes take place online with no scheduled class meetings.
 - Online Mix: Classes offer a combination of online asynchronous and synchronous class meetings.
 - Online Synchronous: All classes take place online at a scheduled time.
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Academic Support

Accommodating Disabilities

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238.

- Phone: 718-960-8441
 - Email: disability.services@lehman.cuny.edu
 - [Registering with the Office of Student Disability Services](#): Review the information on this page to determine the documentation you would need to register with the Office of Student Disability Services.
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The Academic Center for Excellence (ACE) and the Science Learning Center (SLC)

The Academic Center for Excellence (ACE) and the Science Learning Center (SLC) are two of the tutoring centers on campus. The ACE provides appointment based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing and academic skills workshops. The SLC provides drop-in

tutoring for natural and computer science courses. To obtain more information about the ACE and the SLC, please review the contact information below and/or visit the website (link below):

- Academic Center for Excellence Phone: 718-960-8175
- Science Learning Center (SLC) Phone: 718-960-7707

[Academic Center for Excellence and the Science Learning Center Website](#)

Blackboard Help Desk:

For technical Blackboard Support, please contact the Lehman College Help Desk:

- Phone: 718-960-1111
 - Email: help.desk@lehman.cuny.edu
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Online Learning Student Peer Mentoring Program: Formed out of the Office of Online Education, the Peer-to-Peer Mentoring program supports online students by simplifying the evolving needs of the current online student. Visit the [Peer Mentoring Program](#) website to discover more about this project, as well as book an appointment with a future mentor.

Library Services:

Online students have access to library services, as well. Please refer to the [Leonard Leif Library: Remote Resources](#) page for off-campus resources and support.

For additional information about the library and library services, please visit the [Library Website](#).

Campus Policies

The links, below, will provide you with specific information about each of those items at Lehman College.

- [Code of Conduct & Community Standards](#)
- [Technology Acceptable Use Policy](#)
- [Procedures for Resolving Academic Grievances/Appeals](#)
- [Withdrawal and Drop Date Policy](#)
- [Copyright Policy](#)

Disclaimer

This course syllabus and attached schedule is subject to change at short notice. The instructor will endeavor to keep the changes minimal and communicate changes within the course site on Blackboard, but change may be necessary during the semester. You are encouraged to update your Blackboard notification settings to be notified of any modifications to the syllabus and/or schedule.

Course Schedule

This course schedule outlines the basic readings and assignments in each week. For more specific and descriptive information on the course schedule, readings, assignments, etc. please access the course materials in Blackboard.

Module 1: [Insert Dates]

Part 1: Foundations of Recreation and Leisure

Week #1: [Insert Dates]

Chapter 1: Parks, Recreation, and Leisure – A Notable History and Promising Future

- **Activities/Assignments due [Insert Dates]**

- Watch the video lecture for Chapter 1
- Read Chapter 1 in the course textbook
- Complete the Week 1 Discussion Forum

- **Assessments due [Insert Dates]**

- Chapter 1 Quiz

Week #2: [Insert Dates]

Chapter 2: History of Recreation

- **Activities/Assignments due [Insert Dates]**

- Watch the video lecture for Chapter 2
- Read Chapter 2 in the course textbook
- Submit Application Exercise #1 Infographic Planning Outline

- **Assessments due [Insert Dates]**

- Chapter 2 Quiz

Week #3: [Insert Dates]

Chapter 3: Philosophy and Leisure

- **Activities/Assignments due [Insert Dates]**
 - Watch the video lecture for Chapter 3
 - Read Chapter 3 in the course textbook
 - Complete the Week 3 Discussion Forum
- **Assessments due [Insert Dates]**
 - Chapter 3 Quiz

Week #4: [Insert Dates]

Chapter 4: Leisure and Recreation for Individuals in Society

- **Activities/Assignments due [Insert Dates]**
 - Watch the video lecture for Chapter 4
 - Read Chapter 4 in the course textbook
 - Submit Application Exercise #1
- **Assessments due [Insert Dates]**
 - Chapter 4 Quiz

Module 2: [Insert Dates]

Part 2: Leisure and Recreation as a Multifaceted Delivery System

Week #5: [Insert Dates]

Chapter 5: Leisure Service Delivery Systems & Chapter 6: Parks and Protected Areas in Canada and the United States

- **Activities/Assignments due [Insert Dates]**
 - Watch the video lecture for Chapters 5 & 6
 - Read Chapters 5 & 6 in the course textbook
 - Complete the Week 5 Discussion Forum

- **Assessments due [Insert Dates]**

- Chapters 5 & 6 Quizzes

Week #6: [Insert Dates]

Chapter 7: Public Recreation & Chapter 8: Nonprofit Sector

- **Activities/Assignments due [Insert Dates]**

- Watch the recorded lecture for Chapters 7 & 8
- Read Chapters 7 & 8 in the course textbook
- Complete the Week 6 Discussion Forum
- Submit Application Exercise #2 Infographic Planning Outline

- **Assessments due [Insert Dates]**

- Chapters 7 & 8 Quizzes

Week #7: [Insert Dates]

Chapter 9: For-Profit Sector – Recreation, Event, and Tourism Enterprises & Chapter 10: Therapeutic Recreation

- **Activities/Assignments due [Insert Dates]**

- Watch the recorded lecture for Chapters 9 & 10
- Read Chapters 9 & 10 in the course textbook
- Submit Application Exercise #2

- **Assessments due [Insert Dates]**

- Chapters 9 & 10 Quizzes

Week #8: [Insert Dates]

- **Activities/Assignments due [Insert Dates]**

- None

- **Assessments due [Insert Dates]**

- Mid-term Exam (Covers Chapters 1-10 in the course textbook)

Module 3: [Insert Dates]

Part 3: Delivering Recreation and Leisure Services

Week #9: [Insert Dates]

Chapter 11: Unique Groups & Chapter 12: Leisure and Recreation Across the Life Span

- **Activities/Assignments due [Insert Dates]**
 - Watch the recorded lecture for Chapters 11 & 12
 - Read Chapters 11 & 12 in the course textbook
 - Complete Week 9 Discussion Forum
- **Assessments due [Insert Dates]**
 - Chapters 11 & 12 Quizzes

Week #10: [Insert Dates]

Chapter 13: Program Delivery System & Chapter 14: Recreational Sport Management

- **Activities/Assignments due [Insert Dates]**
 - Watch the recorded lecture for Chapters 13 & 14
 - Read Chapters 13 & 14 in the course textbook
 - Submit Application Exercise #3 Infographic Planning Outline
- **Assessments due [Insert Dates]**
 - Chapters 13 & 14 Quizzes

Week #11: [Insert Dates]

Chapter 15: Health, Wellness, and Quality of Life & Chapter 16: Outdoor and Adventure Recreation

- **Activities/Assignments due [Insert Dates]**
 - Watch the recorded lecture for Chapters 15 & 16
 - Read Chapters 15 & 16 in the course textbook
 - Complete Week 11 Discussion Forum

- **Assessments due [Insert Dates]**

- Chapters 15 & 16 Quizzes

Week #12: [Insert Dates]

Chapter 17: Arts and Culture

- **Activities/Assignments due [Insert Dates]**

- Watch the recorded lecture for Chapters 17
- Read Chapters 17 in the course textbook
- Submit Application Exercise #3

- **Assessments due [Insert Dates]**

- Chapters 17 Quiz

Week #13: [Insert Dates]

Module 4: [Insert Dates]

Week #14: [Insert Dates]

Chapter 18: The Nature and Future of Recreation and Leisure as a Profession

- **Activities/Assignments due [Insert Dates]**

- Watch the recorded lecture for Chapters 18
- Read Chapters 18 in the course textbook
- Complete Week 14 Discussion Forum
- Submit Application Exercise #4 Infographic Planning Outline

- **Assessments due [Insert Dates]**

- Chapter 18 Quiz

Week #15: [Insert Dates]

Chapter 19: International Perspectives on Recreation and Leisure

- **Activities/Assignments due [Insert Dates]**

- Watch the recorded lecture for Chapter 19
- Read Chapter 19 in the course textbook

- Complete Week 15 Discussion Forum
- Submit Application Exercise #4

- **Assessments due [Insert Dates]**

- Chapter 19 Quiz
- Final Exam (Covers Chapters 11-19 in the course textbook)

Weekly Discussion Forum Descriptions

Week 1 Discussion Forum - Introduction

Points Possible: 10

Discussion Prompt

Please respond to the following prompt(s):

We are about to explore the world of recreation and leisure. How various cultures viewed recreation and leisure all the way to its modern perspectives. Before we do, I would like you all to introduce yourselves and tell everyone a bit about your own philosophy of what the concepts of recreation and leisure mean to you.

Instructions

In no less than 200 words, please take a few moments to tell us a little bit about yourselves.

- 1) Tell us a little bit about yourself. In this introduction, you can include where you are from, what are your hobbies/interests, what sports you play (or played) growing up, what your career goals are, etc.
- 2) Tell us what recreation and leisure mean to you using specific examples from your own life.
- 3) Tell us one fun fact about yourself.

Please also respond to two of your classmates' posts as well (there is no wordcount requirement for your responses to your classmates).

Note: If you are entering the forum to write responses after many responses have already been posted, please make an effort to respond to any posts that may have had responses posted for them.

Week 3 Discussion Forum – Personal Recreation/Leisure Activity

Points Possible: 10

Discussion Prompt

Please respond to the following prompt(s):

We have just explored the history of recreation and the philosophy of leisure. I would like for you to consider some of the philosophical concepts that we have just learned about AND a recreational or leisure activity that you participate in on a regular basis.

Instructions

In no less than 200 words, please take a few moments to tell us a little bit about yourselves.

- 1) Drawing from some of the philosophical principles we've learned about, how do you think your activity contributes to a "good life" or human flourishing?
- 2) How does your activity reflect the values, beliefs, or philosophical ideas of our current time?

Please also respond to two of your classmates' posts as well (there is no wordcount requirement for your responses to your classmates).

Note: If you are entering the forum to write responses after many responses have already been posted, please make an effort to respond to any posts that may have had responses posted for them.

Application Exercise #1 Discussion Forum

Points Possible: 10

Discussion Prompt

Please respond to the following prompt(s):

You have just conducted a review of the literature comparing traditional and modern notions of leisure to establish your own leisure philosophy. I want you to now reflect on the feedback that your family, friend, or classmate gave you along with your process throughout the assignment.

Instructions

In no less than 200 words, please take a few moments to answer the following:

- 1) Feedback provided by your family, friend, or classmate:
 - a. What do they think the infographic is about?
 - b. What did they learn from it?
 - c. What questions do they still have?
 - d. What suggestions do they have for improvement?
- 2) Your process throughout this assignment:
 - a. What did you find to be easy for you?

- b. What did you find to be challenging for you?
- c. What is one thing you're proud of in completing this assignment?

Please also respond to two of your classmates' posts as well (there is no wordcount requirement for your responses to your classmates).

Note: If you are entering the forum to write responses after many responses have already been posted, please make an effort to respond to any posts that may have had responses posted for them.

Week 5 Discussion Forum – Community Park or Protected Area

Points Possible: 10

Discussion Prompt

Please respond to the following prompt(s):

We have just explored the various sectors within the leisure and recreation industry along with parks and protected areas in Canada and the United States. These are vital issues within our field! Now consider the last time you visited a local park or protected area within your own community.

Instructions

In no less than 200 words, please take a few moments to answer the following.

- 1) How does the park or protected area in our own community contribute to individual well-being and community recreation opportunities?
- 2) Reflect on the balance between conservation and recreation in these areas. What challenges or opportunities stood out to you, and how do you think these spaces should be managed in the future?

Please also respond to two of your classmates' posts as well (there is no wordcount requirement for your responses to your classmates).

Note: If you are entering the forum to write responses after many responses have already been posted, please make an effort to respond to any posts that may have had responses posted for them.

Week 6 Discussion Forum – Public Recreation and Non-profit Agency

Points Possible: 10

Discussion Prompt

Please respond to the following prompt(s):

We have just dug deeper into two of the sectors of the parks, recreation, and leisure industry we were recently introduced to, public recreation and non-profit. Now choose one of these two sectors to learn a bit more about an agency within it.

Instructions

In no less than 200 words, briefly provide the following information about an agency you are interested in (that is NOT included in the book) that is a part of either of the sectors within the field of parks, recreation, and leisure we've discussed this week, public recreation or non-profit. Discuss the following information about the agency you've chosen.

- 1) Organization name
- 2) Brief history
- 3) Targeted participants
- 4) Type of nonprofit organization (using the recreation and leisure service sector classifications)
- 5) Primary goals the organization is achieving and how

Please also respond to two of your classmates' posts as well (there is no word count requirement for your responses to your classmates).

Note: If you are entering the forum to write responses after many responses have already been posted, please make an effort to respond to any posts that may have had responses posted for them.

Application Exercise #2 Discussion Forum

Points Possible: 10

Discussion Prompt

Please respond to the following prompt(s):

You have just learned more about an organization in the for-profit sector of the parks, recreation, and leisure industry and compared it to organizations within the public and non-profit sectors. I want you to now reflect on the feedback that your family, friend, or classmate gave you along with your process throughout the assignment.

Instructions

In no less than 200 words, please take a few moments to answer the following:

- 1) Feedback provided by your family, friend, or classmate:
 - a. What do they think the infographic is about?
 - b. What did they learn from it?
 - c. What questions do they still have?
 - d. What suggestions do they have for improvement?
- 2) Your process throughout this assignment:
 - a. What did you find to be easy for you?
 - b. What did you find to be challenging for you?
 - c. What is one thing you're proud of in completing this assignment?

Please also respond to two of your classmates' posts as well (there is no word count requirement for your responses to your classmates).

Note: If you are entering the forum to write responses after many responses have already been posted, please make an effort to respond to any posts that may have had responses posted for them.

Week 9 Discussion Forum – Recreation Across the Life Span

Points Possible: 10

Discussion Prompt

Please respond to the following prompt(s):

We learned a great deal about recreation throughout the life span and how recreation may look very different depending on the stage of life someone might be in. For this discussion forum, I would like for you to consider what life stage you or someone in your household might be in, and how leisure and recreation may look for you or them.

Instructions

In no less than 200 words, consider how leisure and recreation may look for yourself or someone who lives in your household based on the stage of life you, or they, are in. List and discuss the top three characteristics of yours or the person in your household's life stage, based on your experiences, in relation to your leisure and recreation activities.

Please also respond to two of your classmates' posts as well (there is no word count requirement for your responses to your classmates).

Note: If you are entering the forum to write responses after many responses have already been posted, please make an effort to respond to any posts that may have had responses posted for them.

Week 11 Discussion Forum – Community Quality of Life

Points Possible: 10

Discussion Prompt

Please respond to the following prompt(s):

We just explored the concepts of health, wellness, and quality of life and its relationship with the parks, recreation, and leisure industry. For this discussion forum, I would like for you to consider the quality of life in your community through the lens of the World Leisure Organization's eight tenets of quality of life.

Instructions

In no less than 200 words, use the World Leisure Organization's eight tenets to examine the quality of life in your community. The link to the World Leisure Organization's eight tenets to quality of life can be found here: www.worldleisure.org. Once you have examined the quality of life your community through the eight tenets, please take a moment to answer the following:

- 1) Does your community meet all eight tenets?
- 2) If yes, indicate how you know that. If no, in what areas could your community improve?
- 3) Identify the resources available for leisure and recreation through a web search.

Please also respond to two of your classmates' posts as well (there is no word count requirement for your responses to your classmates).

Note: If you are entering the forum to write responses after many responses have already been posted, please make an effort to respond to any posts that may have had responses posted for them.

Application Exercise #3 Discussion Forum

Points Possible: 10

Discussion Prompt

Please respond to the following prompt(s):

You have just explored a real and possible professional position that is currently available in the field of parks, recreation, and leisure. I want you to now reflect on the

feedback that your family, friend, or classmate gave you along with your process throughout the assignment.

Instructions

In no less than 200 words, please take a few moments to answer the following:

- 1) Feedback provided by your family, friend, or classmate:
 - a. What do they think the infographic is about?
 - b. What did they learn from it?
 - c. What questions do they still have?
 - d. What suggestions do they have for improvement?
- 2) Your process throughout this assignment:
 - a. What did you find to be easy for you?
 - b. What did you find to be challenging for you?
 - c. What is one thing you're proud of in completing this assignment?

Please also respond to two of your classmates' posts as well (there is no word count requirement for your responses to your classmates).

Note: If you are entering the forum to write responses after many responses have already been posted, please make an effort to respond to any posts that may have had responses posted for them.

Application Exercise #4 Discussion Forum

Points Possible: 10

Discussion Prompt

Please respond to the following prompt(s):

You have just explored the parks, recreation, and leisure trends of a less developed country and compared/contrasted them to those of the United States. I want you to now reflect on the feedback that your family, friend, or classmate gave you along with your process throughout the assignment.

Instructions

In no less than 200 words, please take a few moments to answer the following:

- 1) Feedback provided by your family, friend, or classmate:
 - a. What do they think the infographic is about?
 - b. What did they learn from it?
 - c. What questions do they still have?

- d. What suggestions do they have for improvement?
- 2) Your process throughout this assignment:
 - a. What did you find to be easy for you?
 - b. What did you find to be challenging for you?
 - c. What is one thing you're proud of in completing this assignment?

Please also respond to two of your classmates' posts as well (there is no word count requirement for your responses to your classmates).

Note: If you are entering the forum to write responses after many responses have already been posted, please make an effort to respond to any posts that may have had responses posted for them.

Application Exercise Descriptions

Application Exercise #1 – Philosophy of Leisure

Application Exercise #1 – Infographic Planning Outline

Points Possible: 5

Objective: Students will develop a structured plan for creating an engaging and informative infographic. This planning outline will help clarify the purpose, audience, design, and content of their infographic.

Outline: For Application Exercise #1 you will be preparing an infographic that compares the traditional and modern notion of leisure and discussing the role leisure plays in living an optimal quality of life. You will also be presenting your own philosophy of leisure. This assignment is to help you plan for that assignment.

Instructions:

Assignment Description: Prepare a detailed outline to guide the creation of your infographic. Your outline should include the following components:

1. **Title and Topic:** State the main topic and tentative title of your infographic.
2. **Objective and Purpose:** Describe the main purpose of your infographic. What message or information are you trying to convey?
3. **Target Audience:** Identify your intended audience. Who will benefit from this information, and what are their needs?
4. **Key Points and Content:** List 3–5 key points you want to highlight. Include the data, facts, or statistics you'll use for each point.
5. **Structure and Layout:** Sketch or describe the layout of your infographic. Consider how you'll organize your information visually (e.g., sections, charts, icons).
6. **Design Elements:** Outline the colors, fonts, and graphic elements (e.g., icons, images) you'll use to make your infographic visually appealing and accessible.
7. **Sources:** Provide a list of at least 3 sources where you'll gather information or data for your infographic. Ensure they are credible.

Application Exercise #1 – Philosophy of Leisure Assignment

This assignment is aligned with the following learning objective(s):

1. Compare and evaluate the concepts of leisure as a state of mind and a state of being and apply these two notions to leisure to the provision of recreation services.
2. Demonstrate a comprehensive understanding of the leisure research literature by comparing theories of leisure based on empirical research and philosophical analysis.
3. Describe how leisure and recreation, whether as solitary activities or undertaken with friends, family, or larger groups, affect and are affected by society.
4. Describe how gender, sexual orientation, ethnicity and race, religion, and socioeconomic class affect leisure and recreation and how leisure and recreation in turn affect those factors.

Points Possible: 20

Assignment Overview: The purpose of this assignment is to compare the traditional and modern notion of leisure and to discuss the role leisure plays in living an optimal quality of life from the perspective of the theories and philosophies of leisure we've learned about so far. Refer to Chapters 1-4 of your Tapps and Wells' textbook for assistance to complete this assignment.

Instructions: In this assignment, you'll be creating an infographic: 1) comparing the traditional and modern notions of leisure; 2) how they contribute to your philosophy of leisure; and 3) what your philosophy of leisure is based on what we have learned in this module. The purpose is to develop your ability to research, synthesize information, and present it in a clear, visually appealing format from various sources. This assignment blends information analysis, persuasive writing, and creative graphic layout - all skills that you'll need to be an effective professional, no matter what profession you're in. Read below on the steps you should take to complete this assignment:

- **Step 1:** Do some preliminary research on the various theories and philosophies of leisure. Take time to explore them and gather relevant, credible information. In addition to the textbook, you should be finding additional sources such as text, research journal articles, and credible online sources. Ensure your sources are credible by practicing lateral reading—cross-check information across multiple reputable sources.
- **Step 2:** Research Infographics. Familiarize Yourself with Infographics: Search for examples of infographics online. I have also provided an example from the National Recreation and Parks Association (NRPA). Examine a variety of styles and topics to understand what makes them effective. Pay attention to design

elements such as layout, color, font choice, and the balance between text and visuals.

- **Step 3:** Define Your Message. You must plan and prepare to make an infographic by distilling the message and important information. After gathering data from reputable sources, define the main message you want to communicate. Develop a clear title and outline that keeps your content focused on this message. The outline should contain and organize all information that you want to communicate on the infographic. Ensure your title and outline are simple and direct, avoiding unnecessary details that might detract from the core message – you have very limited space!
- **Step 4:** Create a Wireframe and format your infographic. Use Canva (or another free online design tool) to create a wireframe for your infographic. This is the layout of how your information will be presented, focusing on the arrangement of text, images, and other elements. When making a wireframe, you do not insert or format any text; a wireframe is about the layout. Think about the flow of information—what should the viewer see first, second, and so on? Organize your content logically and ensure it's easy to follow.
- **Step 5:** Add the information and style it. Utilize text features like bold and italics to highlight important points. Show, Don't Tell: Wherever possible, use visuals to convey information rather than relying on text. Infographics are meant to be visual aids, so let your graphics do the talking. If you can take out any words, do. The simpler and more focused your infographic, the better.
- **Step 6:** Refine and Cite. Make sure the tone of your language matches the visual style of your infographic. Adjust your font, colors, and layout to create a cohesive look. (Can you describe the “mood” of your infographic in a few short words? Upbeat? Colorful? Make sure your text reads as upbeat and colorful too). Use white space – you don't have to get as many words on the page as possible. White spaces maintain some visual appeal and balance. Include references as needed in APA style (see Lehman College librarians if you need help OR the [Purdue Owl](#))
- **Step 7:** Peer Review. Before finalizing your infographic, show it to someone who is unfamiliar with the topic. Take notes about their suggestions (you will submit them in the discussion forum for this assignment). Make necessary revisions to improve clarity and effectiveness. This can be a classmate or a friend. Ask them the following questions:
 - What do they think the infographic is about?
 - What did they learn from it?
 - What questions do they still have?
 - What suggestions do they have for improvement?
- **Step 8:** Submit to Blackboard and respond to the discussion forum reflection!

Application Exercise #2 – For-profit Recreation Agency

Application Exercise #2 – Infographic Planning Outline

Points Possible: 5

Objective: Students will develop a structured plan for creating an engaging and informative infographic. This planning outline will help clarify the purpose, audience, design, and content of their infographic.

Outline: For Application Exercise #2 you will be preparing an infographic that compares and contrasts the three sectors in the field of parks, recreation, and leisure by choosing an organization in the for-profit sector to learn more about.

Instructions:

Assignment Description: Prepare a detailed outline to guide the creation of your infographic. Your outline should include the following components:

1. **Title and Topic:** State the main topic and tentative title of your infographic.
2. **Objective and Purpose:** Describe the main purpose of your infographic. What message or information are you trying to convey?
3. **Target Audience:** Identify your intended audience. Who will benefit from this information, and what are their needs?
4. **Key Points and Content:** List 3–5 key points you want to highlight. Include the data, facts, or statistics you'll use for each point.
5. **Structure and Layout:** Sketch or describe the layout of your infographic. Consider how you'll organize your information visually (e.g., sections, charts, icons).
6. **Design Elements:** Outline the colors, fonts, and graphic elements (e.g., icons, images) you'll use to make your infographic visually appealing and accessible.
7. **Sources:** Provide a list of at least 3 sources where you'll gather information or data for your infographic. Ensure they are credible.

Application Exercise #2 – For-profit Recreation Agency

This assignment is aligned with the following learning objective(s):

1. Contrast the characteristics of for-profit service providers with other service providers in the leisure and tourism industry

Points Possible: 20

Assignment Overview: The purpose of this assignment is to compare and contrast the three sectors in the field of parks, recreation, and leisure by choosing an organization in the for-profit sector to learn more about. Refer to Chapters 5-10 of your Tapps and Wells' textbook for assistance to complete this assignment.

Instructions: In this assignment, you'll be creating an infographic: 1) presenting information about an organization in the area of recreation, events, or tourism (RET), for-profit recreation; 2) how that organization differs from the public recreation sector; and 3) how that organization differs from the non-profit sector. The purpose is to develop your ability to research, synthesize information, and present it in a clear, visually appealing format from various sources. This assignment blends information analysis, persuasive writing, and creative graphic layout - all skills that you'll need to be an effective professional, no matter what profession you're in. Aspects about the organization you should include:

- 1) Name and location of the organization and which area it falls under (recreation, events, or tourism)
- 2) Services that are offered by the organization
- 3) The kind of facilities the organization delivers their programs and services
- 4) How the organization differs from an organization in the public recreation sector
- 5) How the organization differs from an organization in the non-profit sector
- 6) A position within the organization that you would apply for AND the top five skills you would need for the position

Read below on the steps you should take to complete this assignment:

- **Step 1:** Do a preliminary search for organizations in the for-profit sector (this could include recreation, events, and tourism). Take time to explore them and gather relevant, credible information. In addition to the textbook, you should be finding additional sources such as text, research journal articles, and credible online sources. Ensure your sources are credible by practicing lateral reading—cross-check information across multiple reputable sources.
- **Step 2:** Research Infographics. Familiarize Yourself with Infographics: Search for examples of infographics online. I have also provided an example from Walt Disney World. Examine a variety of styles and topics to understand what makes

them effective. Pay attention to design elements such as layout, color, font choice, and the balance between text and visuals.

- **Step 3:** Define Your Message. You must plan and prepare to make an infographic by distilling the message and important information. After gathering all of the information, define the main message you want to communicate. Develop a clear title and outline that keeps your content focused on this message. The outline should contain and organize all information that you want to communicate on the infographic. Ensure your title and outline are simple and direct, avoiding unnecessary details that might detract from the core message – you have very limited space!
- **Step 4:** Create a Wireframe and format your infographic. Use Canva (or another free online design tool) to create a wireframe for your infographic. This is the layout of how your information will be presented, focusing on the arrangement of text, images, and other elements. When making a wireframe, you do not insert or format any text; a wireframe is about the layout. Think about the flow of information—what should the viewer see first, second, and so on? Organize your content logically and ensure it's easy to follow.
- **Step 5:** Add the information and style it. Utilize text features like bold and italics to highlight important points. Show, Don't Tell: Wherever possible, use visuals to convey information rather than relying on text. Infographics are meant to be visual aids, so let your graphics do the talking. If you can take out any words, do. The simpler and more focused your infographic, the better.
- **Step 6:** Refine and Cite. Make sure the tone of your language matches the visual style of your infographic. Adjust your font, colors, and layout to create a cohesive look. (Can you describe the “mood” of your infographic in a few short words? Upbeat? Colorful? Make sure your text reads as upbeat and colorful too). Use white space – you don't have to get as many words on the page as possible. White spaces maintain some visual appeal and balance. Include references as needed in APA style (see Lehman College librarians if you need help OR the [Purdue Owl](#))
- **Step 7:** Peer Review. Before finalizing your infographic, show it to someone who is unfamiliar with the topic. Take notes about their suggestions (you will submit them in the discussion forum for this assignment). Make necessary revisions to improve clarity and effectiveness. This can be a classmate or a friend. Ask them the following questions:
 - What do they think the infographic is about?
 - What did they learn from it?
 - What questions do they still have?
 - What suggestions do they have for improvement?
- **Step 8:** Submit to Blackboard and respond to the discussion forum reflection!

Application Exercise #3 – The Leisure and Recreation Professional Position

Application Exercise #3 – Infographic Planning Outline

Points Possible: 5

Objective: Students will develop a structured plan for creating an engaging and informative infographic. This planning outline will help clarify the purpose, audience, design, and content of their infographic.

Outline: For Application Exercise #3 you will be consider a career in the parks, recreation, and leisure profession by searching current available job announcements from various parks, recreation, and leisure organizations and identifying knowledge and skills that you already possess for the position and those that you still need.

Instructions:

Assignment Description: Prepare a detailed outline to guide the creation of your infographic. Your outline should include the following components:

1. **Title and Topic:** State the main topic and tentative title of your infographic.
2. **Objective and Purpose:** Describe the main purpose of your infographic. What message or information are you trying to convey?
3. **Target Audience:** Identify your intended audience. Who will benefit from this information, and what are their needs?
4. **Key Points and Content:** List 3–5 key points you want to highlight. Include the data, facts, or statistics you'll use for each point.
5. **Structure and Layout:** Sketch or describe the layout of your infographic. Consider how you'll organize your information visually (e.g., sections, charts, icons).
6. **Design Elements:** Outline the colors, fonts, and graphic elements (e.g., icons, images) you'll use to make your infographic visually appealing and accessible.
7. **Sources:** Provide a list of at least 3 sources where you'll gather information or data for your infographic. Ensure they are credible.

Application Exercise #3 – The Leisure and Recreation Professional Position

This assignment is aligned with the following learning objective(s):

1. Explain the steps you can take now to position yourself for a career in recreation and leisure service.

Points Possible: 20

Assignment Overview: The purpose of this assignment is for you to consider a career in the parks, recreation, and leisure profession. Refer to Chapters 11-18 of your Tapps and Wells' textbook for assistance to complete this assignment.

You are to find an announcement for a currently available job in your area of interest. You should identify the knowledge, skills, abilities, and other characteristics (KSAOCs) necessary for the position as indicated by the job announcement and then do a self-evaluation that identifies what KSAOCs you already have, what you need to improve on, and what strategies you would use to improve on any lacking KSAOCs.

Instructions: In this assignment, you'll be creating an infographic: 1) searching for an actual position in the parks, recreation, and leisure industry that you might be interested in; 2) identifying the organization that the position is located in; and 3) identifying the requirements of the position and determining what requirements you possess, which ones you need to improve on, and what strategies you would use to improve them. The purpose is to develop your ability to research, synthesize information, and present it in a clear, visually appealing format from various sources. This assignment blends information analysis, persuasive writing, and creative graphic layout - all skills that you'll need to be an effective professional, no matter what profession you're in. Using a job search engine or job board from the provided list, you should provide the following information in your infographic:

- 1) What is the title of the position and organization that you would be working for?
- 2) What job search engine or job board did you use to the position?
- 3) What keywords did you utilize to find the position?
- 4) What knowledge, skills, abilities, and other characteristics (KSAOCs) are required for the position?
- 5) What KSAOCs do you already possess?
- 6) What KSAOCs do you need to improve on?
- 7) What strategies would you use to improve on any lacking KSAOCs?

Possible Job Search Engines and Job Boards:

- 1) [Indeed.com](https://www.indeed.com)
- 2) [National Recreation and Parks Association](https://www.nrpa.org/)

- 3) [National Intramural Recreational Sports Association](#)
- 4) [American Therapeutic Recreation Association](#)
- 5) [New York City Department of Parks and Recreation](#)

Read below the steps you should take to complete this assignment:

- **Step 1:** Do a preliminary search for available positions in the parks, recreation, and leisure industry. Take time to explore them and gather relevant, credible information.
- **Step 2:** Research Infographics. Familiarize Yourself with Infographics: Search for examples of infographics online. I have also provided an example from Walt Disney World. Examine a variety of styles and topics to understand what makes them effective. Pay attention to design elements such as layout, color, font choice, and the balance between text and visuals.
- **Step 3:** Define Your Message. You must plan and prepare to make an infographic by distilling the message and important information. After gathering all of the information, define the main message you want to communicate. Develop a clear title and outline that keeps your content focused on this message. The outline should contain and organize all information that you want to communicate on the infographic. Ensure your title and outline are simple and direct, avoiding unnecessary details that might detract from the core message – you have very limited space!
- **Step 4:** Create a Wireframe and format your infographic. Use Canva (or another free online design tool) to create a wireframe for your infographic. This is the layout of how your information will be presented, focusing on the arrangement of text, images, and other elements. When making a wireframe, you do not insert or format any text; a wireframe is about the layout. Think about the flow of information—what should the viewer see first, second, and so on? Organize your content logically and ensure it's easy to follow.
- **Step 5:** Add the information and style it. Utilize text features like bold and italics to highlight important points. Show, Don't Tell: Wherever possible, use visuals to convey information rather than relying on text. Infographics are meant to be visual aids, so let your graphics do the talking. If you can take out any words, do. The simpler and more focused your infographic, the better.
- **Step 6:** Refine and Cite. Make sure the tone of your language matches the visual style of your infographic. Adjust your font, colors, and layout to create a cohesive look. (Can you describe the "mood" of your infographic in a few short words? Upbeat? Colorful? Make sure your text reads as upbeat and colorful too). Use white space – you don't have to get as many words on the page as possible. White spaces maintain some visual appeal and balance. Include references as needed in APA style (see Lehman College librarians if you need help OR the [Purdue Owl](#))

- **Step 7: Peer Review.** Before finalizing your infographic, show it to someone who is unfamiliar with the topic. Take notes about their suggestions (you will submit them in the discussion forum for this assignment). Make necessary revisions to improve clarity and effectiveness. This can be a classmate or a friend. Ask them the following questions:
 - What do they think the infographic is about?
 - What did they learn from it?
 - What questions do they still have?
 - What suggestions do they have for improvement?
- **Step 8:** Submit to Blackboard and respond to the discussion forum reflection!

Application Exercise #4 – The Leisure and Recreation from an International Perspective

Application Exercise #4 – Infographic Planning Outline

Points Possible: 5

Objective: Students will develop a structured plan for creating an engaging and informative infographic. This planning outline will help clarify the purpose, audience, design, and content of their infographic.

Outline: For Application Exercise #4 you will be considering a career in the parks, recreation, and leisure profession and selecting a less developed country to compare and contrast its leisure activities to those of the United States.

Instructions:

Assignment Description: Prepare a detailed outline to guide the creation of your infographic. Your outline should include the following components:

1. **Title and Topic:** State the main topic and tentative title of your infographic.
2. **Objective and Purpose:** Describe the main purpose of your infographic. What message or information are you trying to convey?
3. **Target Audience:** Identify your intended audience. Who will benefit from this information, and what are their needs?
4. **Key Points and Content:** List 3–5 key points you want to highlight. Include the data, facts, or statistics you'll use for each point.

5. **Structure and Layout:** Sketch or describe the layout of your infographic. Consider how you'll organize your information visually (e.g., sections, charts, icons).
6. **Design Elements:** Outline the colors, fonts, and graphic elements (e.g., icons, images) you'll use to make your infographic visually appealing and accessible.
7. **Sources:** Provide a list of at least 3 sources where you'll gather information or data for your infographic. Ensure they are credible.

Application Exercise #4 – The Leisure and Recreation from an International Perspective

This assignment is aligned with the following learning objective(s):

1. Value the different ways individuals and communities socialize and enjoy leisure time in different societies
2. Identify the characteristics of recreation and leisure pursuits among people of different walks of life

Points Possible: 20

Assignment Overview: The purpose of this assignment is for you to consider a career in the parks, recreation, and leisure profession. Refer to Chapter 19, and any other applicable chapters, of your Tapps and Wells' textbook for assistance to complete this assignment.

For this assignment you will select a less developed country and research the leisure trends there. The students should be prepared to compare and contrast the country's leisure activities to those of the United States.

Instructions: In this assignment, you'll be creating an infographic: 1) select a less developed country to investigate (you CANNOT select Brazil, China, or Nigeria since those were discussed in the chapter and lecture); 2) identify that country's recreation and leisure activities; 3) describe how those activities have changed over time; and 4) compare and contrast the country's recreation and leisure activities to those of the United States. The purpose is to develop your ability to research, synthesize information, and present it in a clear, visually appealing format from various sources. This assignment blends information analysis, persuasive writing, and creative graphic layout - all skills that you'll need to be an effective professional, no matter what profession you're in.

Read below the steps you should take to complete this assignment:

- **Step 1:** Do a preliminary search of less developed countries and the trends in the parks, recreation, and leisure industry. Take time to explore them and gather relevant, credible information.
- **Step 2:** Research Infographics. Familiarize Yourself with Infographics: Search for examples of infographics online. I have also provided an example from Walt Disney World. Examine a variety of styles and topics to understand what makes them effective. Pay attention to design elements such as layout, color, font choice, and the balance between text and visuals.
- **Step 3:** Define Your Message. You must plan and prepare to make an infographic by distilling the message and important information. After gathering all of the information, define the main message you want to communicate. Develop a clear title and outline that keeps your content focused on this message. The outline should contain and organize all information that you want to communicate on the infographic. Ensure your title and outline are simple and direct, avoiding unnecessary details that might detract from the core message – you have very limited space!
- **Step 4:** Create a Wireframe and format your infographic. Use Canva (or another free online design tool) to create a wireframe for your infographic. This is the layout of how your information will be presented, focusing on the arrangement of text, images, and other elements. When making a wireframe, you do not insert or format any text; a wireframe is about the layout. Think about the flow of information—what should the viewer see first, second, and so on? Organize your content logically and ensure it's easy to follow.
- **Step 5:** Add the information and style it. Utilize text features like bold and italics to highlight important points. Show, Don't Tell: Wherever possible, use visuals to convey information rather than relying on text. Infographics are meant to be visual aids, so let your graphics do the talking. If you can take out any words, do. The simpler and more focused your infographic, the better.
- **Step 6:** Refine and Cite. Make sure the tone of your language matches the visual style of your infographic. Adjust your font, colors, and layout to create a cohesive look. (Can you describe the “mood” of your infographic in a few short words? Upbeat? Colorful? Make sure your text reads as upbeat and colorful too). Use white space – you don't have to get as many words on the page as possible. White spaces maintain some visual appeal and balance. Include references as needed in APA style (see Lehman College librarians if you need help OR the [Purdue Owl](#))
- **Step 7:** Peer Review. Before finalizing your infographic, show it to someone who is unfamiliar with the topic. Take notes about their suggestions (you will submit them in the discussion forum for this assignment). Make necessary revisions to improve clarity and effectiveness. This can be a classmate or a friend. Ask them the following questions:
 - What do they think the infographic is about?

- What did they learn from it?
 - What questions do they still have?
 - What suggestions do they have for improvement?
- **Step 8:** Submit to Blackboard and respond to the discussion forum reflection!

Rubrics

Weekly Discussion Forums

Criteria	Exemplary (4/3)	Competent (2)	Emerging (1)	Does Not Meet Requirement (0)
Relevance and Clarity (60%)	Consistently posts topics related to assigned topic; cites at least one but preferably several credible references; expresses ideas clearly and concisely with obvious connection to topic; posts are clear and easy to read.	Most posts are short; opinions stated clearly but occasionally lack connection to topic; limited citations; a few spelling mistakes but clear overall.	Posts off-topic; remarks not supported by references; rehashes others' posts; minimal opinions; poor spelling/grammar makes posts unclear.	Lacking in substance, clarity, and relevance.
Timeliness (10%)	Contributes an original post in a timely manner.	—	—	Original post is late.
Creating a Community (30%)	Provides meaningful feedback on others' ideas; builds on or refutes	Adequate feedback; some effort to engage peers but may not be	Replies without specific feedback, repeats points, discourages ideas, or replies late.	No replies to peers.

	points; promotes interaction; asks questions; deepens discussion; enthusiasm and effort evident; replies on time.	on time.		
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Application Exercises

Criteria	20–14 Points	13–12 Points	11–0 Points
Clear Messaging	Infographic effectively communicates the main message.	Infographic does not clearly communicate a main message.	No main message is communicated.
Content – Accuracy	At least 5 accurate facts/concepts are displayed.	3 accurate facts displayed.	2 or fewer accurate facts displayed.
Graphics – Relevance	Graphics appropriately represent information.	Most graphics appropriately represent information.	Graphics unrelated to topic or misrepresent information.
Graphics – Visual	Color, shape, size, and arrangement contribute meaning to the overall message.	Present but do not add to information.	Distracting or misleading.
Design/Layout	Neat, clear, and visually appealing.	Acceptably attractive but slightly messy.	Distractingly messy, unattractive, or poorly designed.