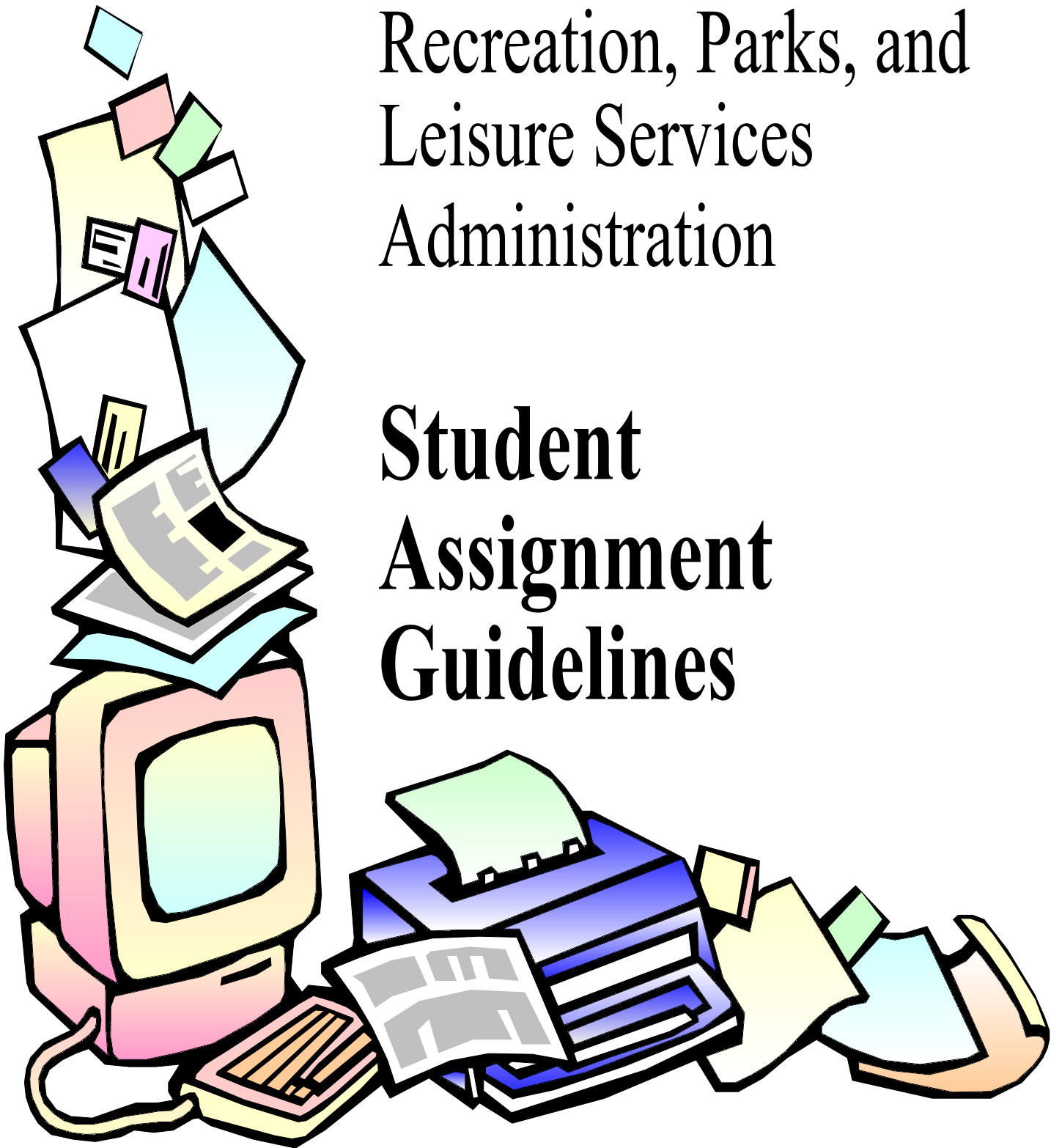


Recreation, Parks, and
Leisure Services
Administration

**Student
Assignment
Guidelines**



Contents

1. Guidelines for Writing Papers / 1
 - A. Paper Presentation / 1
 - B. Paper Format / 1
 - C. Writing the Paper / 3
 - D. Proofreading / 4
 - E. Common Mistakes of an Author / 4
 - F. CMU Campus Assistance / 5
2. Guidelines for Oral Presentations / 6
 - A. Preparation / 6
 - B. Presentation / 7
 - C. CMU Campus Assistance / 8
3. Guidelines for Student Portfolios / 9
 - A. Presentation / 9
 - B. Content Requirements / 9
 - C. Additional Portfolio Materials / 9
 - D. Portfolio Completion Procedure / 9
4. References /10

This booklet was developed by the Department of Recreation, Parks, and Leisure Services Administration (RPL) at Central Michigan University for use as a reference by RPL student majors. The guidelines summarized in this booklet should be used in developing student assignments unless otherwise specified by the course instructor.

Please feel free to contact or visit:

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Guidelines for Writing Papers

This section of the booklet was written using American Psychological Association (APA) Guidelines (American Psychological Association, 2001). APA style is the most widely accepted format by professionals in the fields of recreation, parks and leisure.

PAPER PRESENTATION

The physical presentation of your paper reflects the credibility of your work. It shows the reader how much you care about the content of the paper. Following these criteria will help in the achievement of a professional presentation.

The Basics

- Use a computer and word processing software (not a typewriter) to write your papers.
- Use one side of 8 ½ x 11, white bond paper.
- Paper should be free of unnecessary marks, folds, stains, and smudges.
- Use fonts similar to Times New Roman or Courier at 12 point size.
- Print using final copy (not draft) quality. Do not print using a depleted ribbon.
- Bind pages together by stapling in the upper left corner. If the paper is particularly long alternative binding methods, such as a notebook, folder or spiral binder, can be used.

PAPER FORMAT

- The **title page** should include each of the following items:
 - title of the paper
 - author's name(s)
 - date
 - course name and number
 - instructor's name
- A **table of contents** should be included if the paper is particularly long. Items in a table of contents can include a list of tables, list of figures, introduction, content titles, reference list, appendices and the appropriate page numbers for each section.
- All **margins** are to be set at 1 inch. If an alternative binding method is used, the left margin should be set at 1 1/4 inches.
- The body of text is to be **double spaced**.
- **Number all text pages** beginning with the second page. Do not number title page, table of contents, or lists of contents, tables or figures.
- **Headings and subheadings** can be used to organize your paper. Papers with five levels include the following:
 - Level 1 - Centered Uppercase and Lowercase
 - Level 2 - Centered, Italics, Uppercase and lowercase
 - Level 3 - Flush-Left, Italics Uppercase and Lowercase
 - Level 4 - Indented, italics, lowercase
- **“Short quotations**

LEVEL 5 - CENTERED UPPERCASE
Level 1 - Centered Uppercase and Lowercase
Level 2 - Centered, Italics, Uppercase and lowercase
Level 3 - Flush-Left, Italics Uppercase and Lowercase
Level 4 - Indented, italics, lowercase

(fewer than 40 words) should be incorporated into the text and enclosed by quotation marks.”

- Display **quotations of 40 or more words** in a double-spaced block of typewritten lines with no quotation marks. Indent the left margin without the usual opening paragraph indent.
- When using **tables** and/or **figures** in your paper, each table or figure should be labeled and have a title. Number tables consecutively as they appear in your paper. Number figures consecutively also, but separately from table numbers. The number and label of a table is typically located above the table, the number and label of a figure is typically located below the figure.
- Use *words* to express the **numbers** of zero through nine and any number that begins a sentence. Use *figures* to express numbers of 10 or greater, units of measure, time, ages, times and dates, and percentages.
- When any information or ideas from books, articles, lectures, etc., are used in the text of your paper, you **MUST** cite the reference in your paper. **Citations** in the text should include the authors’ last names and the year of publication. The following are examples of appropriate citations:
Single author:
Bass (1990) identified additional items for the list of leader qualities. (*or*) Additional items of leader qualities were identified (Bass, 1990).
Multiple authors:
The fact is that values are everywhere and none of use operates in a values vacuum (Edginton, Jordan, Degraff & Edginton, 1995) (*or*) (Edginton, et al., 1995)
For a direct quote:
“As you might imagine, being a leader of recreation and leisure services can be a demanding yet highly enjoyable task” (Jordan, 1997, p. 5).
- Each citation must be referenced. Start the **reference list** on a new page. Type the word **References** in uppercase and lowercase letters, centered, at the top of the page. Double space references. Indent all but the first line of each entry. The following are examples of references:
For a book, single author:
Last name, Initial of first name (date). *Book title in italics*. City, State of Publisher:

Publishing Company.

Bass, B. (1990). *Bass and Stogdill’s handbook of leadership* (3rd ed.). New York, NY:

The Free Press.
For a book, multiple authors:

Edginton, C., Jordan, D., Degraff, D. & Edginton, S. (1995). *Leisure and life satisfaction: Foundational perspectives*. Dubuque, IA: Brown and Benchmark.

For a periodical :

Last name, First initial (date). Journal article title. *Name of Journal, Volume number*(issue number), page numbers.

Bekerian, D.A. (1993). In search of the typical eyewitness. *American Psychologist*, 48(1), 574-576.

For a periodical, multiple authors:

Bekerian, D.A., & Jordan, D. (1993). In search of the typical eyewitness. *American Psychologist*, 48(1), 574-576.

For an On-line Source:

Last name, First initial (often this is a company). (month, year). *Cite title in italics*.

Retrieved date, year from web site address (no period, unless contained in the address)

GCSAA Communications, Inc. (July, 1998). *GCSAA Online*. Retrieved August 8, 2001 from <http://www.gcsaa.org>

Additional reference examples can be found in the *APA Publication Manual* in the CMU Library at the Reference Desk.

WRITING THE PAPER

1. Explore and establish a working topic and theme.
2. Gather information.
3. Organize information (an outline format is best).
4. Produce a draft, including an **introduction, body of text, and conclusion**.
5. Reread, reflect and evaluate the draft.
6. Analyze format and organization.
7. Examine paragraphs, sentences, words and tone; editing.
8. Proofread.
9. Produce the final draft (including a backup copy for your student portfolio).

PROOFREADING

All text must be **proofread!** Proofreading must be performed by the author, but may also be performed by a friend, a parent and/or a fellow student. (We suggest using several different proofreaders.) The task of a proofreader is to look for errors in spelling, grammar, punctuation, organization and flow, to check sentence and paragraph structure, format and documentation. Most word processing software have spell check, thesaurus and grammar check programs which may assist in proofreading. However, they should not be used in replacement of an actual proofreader.

When a paper is returned to you after proofreading or grading, you are likely to see a variety of editorial marks and comments. Below are some of the most frequently used **editing symbols**.

- | | |
|-------------------------------------|---|
| delete; take it out | # begin a new paragraph |
| close up; print as <u>one</u> word | Ⓢ spell out (set 2 as two) |
| caret; insert here | set in <u>capitals</u> (CAPITALS) |
| insert ^{word} aspace | set in Lowercase (lowercase) |
| transposes; change <u>order</u> the | - insert hyphen (self imposed) |
| ┌ set farther to the left | ○ insert period. |
| set farther to the right ┐ | "/" insert quotation marks ✓ |
| align on the margin | □ indent |
| ○ imperfect or broken character | : insert colon (Tests Part 1) |

COMMON MISTAKES OF AN AUTHOR

(Lunsford and Connors, 1995)

- **Missing comma after an introductory element.**
Determined to get the job done, we worked all weekend.
- **Missing comma in a compound sentence.**
We wish dreamily upon a star, and then we look down to find ourselves standing in mud.
- **Wrong word. Mixing up words that sound alike.**
The Pacers played ~~there~~ ^{their} best, but that was not good enough.
- **Wrong or missing verb ending.**
Eliot use ^{uses} feline imagery throughout the poem.
- **Wrong or missing preposition.**
We met ^{at} Union Street ⁱⁿ San Francisco.
- **Missing or misplaced possessive apostrophe.** To make an noun possessive, you must add either an apostrophe and an -s (Ed's book) or an apostrophe alone (the boys' gym). Possessive personal pronouns do not take apostrophes: his, hers, its, ours, yours.
Ron Guidry was once one of the ~~Yankee's~~ ^{Yankees'} most electrifying pitchers.

- **Unnecessary shift in tense.**
Joy laughs until she ^{cries} cried at that episode of *Seinfeld*.
- **Unnecessary shift in pronoun.**
When one first sees a painting by Georgia O’Keeffe, ^{one is} you are impressed by a sense of power.
- **Wrong tense or verb form.**
The poet ~~be~~ looking at a tree when she has a sudden inspiration.
- **Lack of subject-verb agreement.**
The two main goals of my life ~~is~~ are to be generous and to have no regrets.
- **Misplaced or dangling modifier.**
They could see the eagles swooping and diving ^{are} (with binoculars)
- **Its/It’s confusion.**
The car is lying on it’s side. (Meaning belonging to.) Its a white 1986 Buick. (Meaning it is or it has.)
- **To/Too confusion.** Use too if you mean quantity, or also or in addition.
We have ^{to} many chores this week. I want a cheeseburger ^{to}.
- **Use quotation marks if you are using a slang word or a word in an unusual way.**
Everyone agreed it was really a “cool” presentation.
- **Inappropriate use of abbreviations.** e.g. = for example & i.e. = that is.
Many firms have policies to help working parents, ^{ie} flexible hours, day care, parental leave.
- **Incorrect use of contractions.**
Were going where ^{they’re} ~~their~~ not.
- **Incorrect sentence conclusion.** Do not end a sentence with a preposition.
The community center was where we were ~~at~~.
- **Avoid unnecessary words or phrases in sentences.** Avoid words such as “really,” “basically,” and “things.” Replace “I would like to thank you..,” with “thank you..”
- **Do not abbreviate without first clarifying the abbreviation.**
The National Recreation and Parks Association (NRPA)... NRPA was formed in 1965.
- **Names and Titles are capitalized.**
John Doe is the President of Student Recreation Association.
- **Write years and hours in text appropriately.**
11:15 A.M. or a.m., 12:30 p.m. or P.M./ 399 B.C., 500 A.D.
- **Eliminate all one sentence paragraphs.**

CMU CAMPUS ASSISTANCE

- **CMU Writing Center** - Moore Hall 207, 774-1228 (Moore) or 774-1002 (Wheeler)
Towers Satellite, basement Carey/Wheeler Halls
As a free service to the university community, the Department of English provides writing assistance at two campus locations. Peer writing consultants offer help with all writing projects at any stage of development: pre-writing, drafting, revising, editing, and proofreading. Although the CMU writing center is not a proofreading service, its staff helps students learn how to proofread more skillfully to solve problems with grammar and punctuation.
- **Academic Assistance Programs, 150 Foust, 774-6607**
 1. Educational Skills Courses
 - A. EHS 102: Academic Learning Skills
 - B. EHS 103: Reading Improvement
 - C. EHS 104: Study Skills for Non-traditional Students
 2. Tutoring - (989) 774-3465

Guidelines for Oral Presentations

Oral presentation skills are essential to the success of any recreation and leisure student or professional. As with any professional or academic presentation, preparation is the key to success. The following provides information on how to prepare and give an effective oral presentation. *A majority of the material presented in this section comes from an unpublished document by Dr. Gail VanderStoep entitled, PRTR Guide for Professional Presentations (1995) and Bob Pike's Creative Training Techniques Handbook.*

PREPARATION

According to VanderStoep (1995), before you reach the presentation stage, there are three other steps which must be followed to have a successful oral presentation. These three steps are research, planning and practice.

Research

The research step involves researching the content and materials for the presentation, the setting of the presentation and the audience to whom you will be presenting.

- **Researching for content** includes gathering and checking your information, in order to feel confident during your presentation.
- **Researching the setting** includes knowing about the location of your presentation. Items such as the size and capacity of the room, the presence of or need for additional audio-visual equipment, seating and speaker arrangements.
- Finally, **researching the audience** includes gathering the information needed to tailor your presentation to the individuals who will be attending your presentation.

Planning

Planning involves developing objectives, developing and writing a draft of the presentation, preparing audio-visual aids, and preparing notes for the presentation.

- **Objectives** are important for two reasons (VanderStoep, 1995), (1) to help keep you focused and on track as you plan your presentation, and (2) to enable you to measure the success or effectiveness of your presentation.
- Once the research is complete and you have defined your objectives, it is time to start developing the **structure of the presentation**. Develop the general theme, the main points, and the anecdotes and explanations that will be relevant to the targeted audience. In addition to the general content, the presentation should include an introduction which will grab the audiences attention and set the stage for the remainder of the presentation, and a conclusion which will enable the speaker to summarize and refocus the audience.
- **Audio-visual aids** come in many shapes and sizes. Depending on your research, you can choose from a Powerpoint® presentation, overhead transparencies, slides, posters, video, flip charts, handouts, etc. to enhance your presentation.

- There are some **rules of thumb for visual aids** (VanderStoep, 1995): (a) graphics and objects are more effective than words, (b) visuals should support and enhance, not distract (c) visuals should support and enhance the spoken word, not repeat it, and (d) visuals should be NEAT (legible), LARGE (large enough for the whole audience to see) and SIMPLE.
- **Visual Aids Should** (Pike, 1989):
 - Attract and maintain attention
 - Reinforce main ideas
 - Illustrate and support the spoken word, not replace it
 - Minimize misunderstanding
 - Increase retention
 - Aid in organizing your thoughts
 - Ensure covering key points
 - Build confidence in yourself
- **Prepare note cards** (if necessary). Note cards should contain cue words and phrases to prevent the presenter from reading.
- Make a **list of supplies** needed for your presentation and make and bring extras just in case.

Practice

After you have completed the research and planning phases, it is time to practice. You should practice orally, not just by looking over your notes. During this practice you should time your presentation, practice voice inflection and pacing, identify words or concepts which may be difficult and become less dependent on your notes. This step can be improved by gathering and presenting to friends and having them react to the presentation and ask questions. Video taping and reviewing a presentation is another technique of practicing the presentation.

PRESENTATION

Take into consideration that your presentation is not just the words you say, but also the atmosphere you set. Therefore, you should pay attention to all components of your presentation.

- Some **non-verbal elements** of your presentation may include how you dress, where you stand relative to the audience, your facial expressions, body language and the tone of your voice. Again, “practice makes perfect.”
- **Appropriate dress** will assist in making your presentation a success. Depending on the audience and setting, appropriate dress can mean a number different types of dress.
- **Arrive early** to check and recheck the location, audience and your audio-visual materials. This will also give you time to relax and meet some audience members before your presentation.
- When you begin your presentation, **focus on the audience**, not yourself. Try to talk with your audience, not at them.
- **Make eye contact** with your audience. Scan the audience, try not to zero in on one particular area of the room.
- **Speak to the back of the room.** Your voice must project to the whole audience, so focus your voice there.

The 9 Deadly Sins of Oral Presentations (Pike, 1989):

1. Appearing unprepared or disorganized
2. Starting late or ending late
3. Being unfamiliar with knowable information
4. Not involving the participants
5. Not quickly establishing a positive image
6. Not checking the environment and equipment
7. Using inappropriate humor or language
8. Using poor grammar, pronunciation, and enunciation
9. Not having back up materials (in case of equipment failure)

CMU Campus Assistance

- For assistance with the development of audio-visual aids, visit or call:
Instructional Media Center. Media Production Area, 109 Ronan Hall, 774-3734 This is a “hands on” lab which offers services such as “Poster maker,” lamination, Ellison cutting machine, cameras, video editing, audio editing, binding machine, overheads, etc.
Hours of operation: 9:00 a.m. - 6:00 p.m. Monday - Thursday
9:00 a.m. - 5:00 p.m. Friday
Noon - 5:00 p.m. Saturday & Sunday
- **Media Graphics**, basement Bovee UC, 774-2570
Posters, brochures, overheads, etc. Call for hours of operation.

Guidelines for Student Portfolios

A student portfolio is a requirement of all Recreation, Parks and Leisure Service Administration (RPLSA) majors. A portfolio is a developing repository of a student's thoughts, words, ideas, and knowledge-related growth and accomplishments. Portfolios have many purposes, however, the RPLSA faculty have developed this tool to be used as (1) an assessment resource for faculty, and (2) as an internship and job interview resource for the student. Included in this portfolio will be a summation of the student's personal and professional achievements, and examples of a variety of the student's academic achievements.

PRESENTATION

Like all requirements of the RPLSA major, a professional presentation is essential. Binders should be appropriate size, durability, and quality. Portfolio binders can be purchased at a variety of locations at fairly reasonable prices. Ask your advisor for a current purchase location recommendation.

CONTENT REQUIREMENTS

All student portfolio contents must be complete, organized and professionally presented. All RPLSA majors are required to include a number of course assignments in their portfolio. The actual assignments are dependent upon your chosen area of concentration. The list of portfolio requirements will be presented to you during the introduction course of your selected concentration.

ADDITIONAL PORTFOLIO MATERIALS

Students may elect to add additional materials to enhance their student portfolios. The following is a list of possible additional materials:

- Cover letter
- Written professional and personal references
- Student goals and objectives
- Certifications
- Academic achievements/honors
- Volunteer documentation
- Examinations
- Student self-assessment or interest surveys
- Drawings
- Professional accomplishments/honors

PORTFOLIO COMPLETION PROCEDURE

The completed portfolio will be a requirement for the completion of RPL 310 (Pre-Internship). Portfolios will be checked during the "advisor screening" required in the class. Portfolio items not completed by that time must be reviewed by the advisor prior to signing a Letter of Agreement for the internship.

References

- American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.
- Lunsford, A., & Connors, R. (1995). *The St. Martin's handbook* (3rd ed.). New York, NY: St. Martin's Press.
- Pike, R. (1989). *Creative training techniques handbook* (2nd ed.). Minneapolis, MN: Lakewood Books.
- VanderStoep, G. (1995). *PRTR guide for professional presentations*. Unpublished document, Michigan State University, Park, Recreation and Tourism Resources Department.

4/16/2003