

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

**PRLS 210 – Introduction to Recreation and Leisure  
Fall 2011**

DAY/TIME: Tuesday, 4:30 p.m. – 7:10 p.m. LOCATION: Robinson Hall A245  
PROFESSOR: Evan Braff, M.S. EMAIL ADDRESS: ebraff@gm.edu  
OFFICE LOCATION: PHONE NUMBER (703) 627-302  
OFFICE HOURS: By appointment FAX NUMBER:

**PREREQUISITES**

None. Open to nonmajors.

**COURSE DESCRIPTION**

Traces the development of current concepts of recreation and leisure and their implications and consequences. Covers influences of philosophy, religion, science, economics, sociology, and politics on discretionary time and its uses.

**COURSE OBJECTIVES**

1. Develop a personal philosophy and broad awareness of leisure
2. Describe major ideas, institutions, and forces that influence leisure in contemporary society
3. Gain a full, in-depth understanding of the ties between leisure and challenges of the future.
4. Understand the concept of the leisure profession and professional organizations, and the responsibilities of professionals in leisure and human services

**COURSE OVERVIEW**

Students must follow the standards of the George Mason University Honor Code. Students should attend all class sections, actively participate in class discussion, and fulfill all assignments. Students must turn in assignments at the beginning of class on the specified date due or they will receive no credit. Only students with extreme emergencies, a documented medical excuse or university-sponsored functions discussed with the professor prior to the due date will be given consideration for exception. Students must make copies of all written work submitted.

Upon completion of this course, students will demonstrate competency in the following professional accreditation standards - *Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)*

8.01	Understanding of the conceptual foundations of play, recreation, and leisure.
8.02	Understanding of the significance of play, recreation, and leisure in contemporary society.
8.03	Understanding of the significance of play, recreation, and leisure throughout the life span.
8.06:01	History and development of the profession
8.06:02	Professional organizations
8.06:03	Current issues and trends in the profession
8.10	Understanding of the importance of leisure service delivery systems for diverse populations.

**REQUIRED READINGS**

Pastimes (The Context of Contemporary Leisure). Ruth Russell. 4<sup>th</sup> Edition

Service Living: Building Community through Public Parks and Recreation. Wellman, Dustin, Henderson, and Moore.

Tuesdays with Morrie. Mitch Albom.

Ultra Marathon Man: Confessions of An All-Night Runner. Dean Karnazes.

## EVALUATION

This course will be graded on a point system, with a total of 100 possible points.

Activity/Economic Log:	40 points
Articles	220 points
Midterm	40 points
Leisure Final	40 points
In-Class Exercises:	130 points
Service Living Project	20 points

<b>TOTAL</b>	<b>490 points</b>
--------------	-------------------

### Grading Scale

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59
	B- = 80 – 83	C- = 70 – 73	

**No Assignments will be accepted late!!!!!!!!!!!!!!!!!!!!**

**A. Activity Participation and Economic Log (40 points):**

Each of you will monitor and analyze a week's worth of your recreation and leisure activities and their expenses. This project must include logging and charting your behavior, as well as documenting a brief analysis of your experience. Prior to the analysis, a chart provided by the instructors must be filled in.

**Focus of Paper:**

- Amount of time spent and money spent in recreation activities – this will be done in a chart format
- Your thoughts and reactions to your participation in activities and spending
- Connection between your activity involvement and spending to issues and concepts discussed in class or any relevant issues that you have read about or discussed with people outside of class.
- Personal views and opinions
- Must cite two articles from scholarly journals as related to your analysis

**B. Article/Book Collection or project assignment – 1 page summary --- 220 points (look on calendar there are weeks where you do not submit an article), 11 papers at 20 points per paper**

At each class you will be asked to read or find an article relating to the topic for that night. You must hand in a one-page summary for each assignment. If the assignment involves finding an article you must also include a copy of the article with your summary.

**Due Date:** Weekly

**C. Mid-term (40 points) – Take Home**

**D. Final (40 points)  
The Buried Life In-Class Presentation**

Each student participates in a leisure activity that she has never done before.. Each student will also need to need help someone/group or perform serving living. Each student will make a ten-minute presentation (power-point) regarding their experiences. Students will include the following in their presentations:

- Why you chose the leisure activity
- Why you chose the service living activity/project
- How activity was planned
- What the experience was like
- Relate topics and discussion from class and other class material to experience
- Provide Video or pictures from the experiences in your presentation

**E. In-Class Assignments (130 points) – 10 points per class**

You are expected to come to each class well prepared and ready to contribute to the topic of the evening. This means that all reading (whether from chapters in the text, supplemental articles, or handouts) should be completed by the start of class on the day for which an assignment is due. The readings in the text and any supplemental readings, guest speakers throughout the semester, and in-class assignments will serve as the basis for class discussion and participation. Your responses, comments, and general contributions will be the primary criteria for evaluation, but attentiveness in class will also be taken into consideration. For each class night there will be an in-class assignment that each student will be required to complete.

**Due Date: weekly**

**F. Service Living Project – Our Daily Bread (20 points)**

The class will be participating in a service living project that will take place the week of October 15- 16. Students will just need to volunteer one of the two days. Staff from Our Daily Bread will be visiting the class in September to go over the details.

**TENTATIVE COURSE SCHEDULE**

<b>Date</b>	<b>Topic</b>	<b>Competencies</b>
<b>Week 1 Tuesday, August 30<sup>th</sup></b>	Introduction/Course Overview	8.01
<b>Week 2 Tuesday, September 6<sup>th</sup></b>	Basic Concepts of Leisure, Play, and Recreation <ul style="list-style-type: none"> <li>• Discussion of the philosophy of leisure</li> <li>• What is leisure, recreation, and play</li> <li>• History of Leisure</li> </ul>	8.01 8.06:01
Readings:	Chapter 1, 2, and 3 Article	
<b>Week 3 Tuesday, September 13<sup>th</sup></b>	Concepts of Leisure Continue <ul style="list-style-type: none"> <li>• Taboo Recreation</li> <li>• Using Leisure for the Societal Good Article</li> </ul>	8.01 8.06:03
Readings	Chapter 9 and 10	
<b>Week 4 Tuesday, September 20<sup>th</sup></b>	Time, Work, and Technology	8.02

Readings	Chapter 7, 11 and 12	
<b>Week 5 Tuesday, September 27</b>	Leisure and Politics	8.02
Readings	Handouts	
<b>Week 6 Tuesday, October 18</b>	Activity and Economic Analysis Due (no article need to be handed in)	8.01, 8.02
Readings	No readings	
<b>Week 7 Tuesday, October 25</b>	Leisure and Diversity, Sexuality, and Gender Roles	8.10
Reading	Chapter 5 and Chapter 13	
<b>Week 8 Tuesday, November 1</b>	Service Living	8.01, 8.02, 8.06:30
Readings	Service Living: Building Community through Public Parks and Recreation	
<b>Week 9</b>	Mid-term Exam	8.01, 8.02, 8.06:30
Readings	No readings	
<b>Week 10</b>	What is Therapeutic Recreation? -The History of Therapeutic Recreation -Guest Speaker on disability awareness	8.10
Readings	Will hand out reading	
<b>Week 11</b>	Leisure and the Environment	8.06:03
Readings	Chapter 6 and handouts	
<b>Week 12</b>	Leisure Throughout Your Life:	8.03
Readings	Mitch Albom. <u>Tuesdays with Morrie</u> . (one page paper due on book)  Chapter 4	
<b>Week 13</b>	The Future of Recreation and Service Organizations: Future Trends, Future Technology; where is it all going  <b>Leisure as a Profession:</b> What are the different professions in the recreation and leisure sector:  Chapter 14	8.02 8.06:02

<b>Week 14</b>	Bringing it all together – Final Starts  The Ultramarathon Man and Review for Exam (Book must be completed) – one page paper due on book	All
<b>Final Exam</b>	Final Exams: Leisure Adventure Presentations (no article handed in)	All Competencies

*Note: Faculty reserves the right to alter the schedule as necessary.*

*Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

*Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

