

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 210 – Introduction to Recreation and Leisure
Fall 2014

DAY/TIME: Tuesdays,
4:30 p.m. – 7:10 p.m.
Krug Hall, Room 19

Instructor: Evan Braff, M.S. EMAIL ADDRESS: ebraff@gmu.edu,
ebraff@yahoo.com
OFFICE LOCATION: TBD PHONE NUMBER: 703-627-3027
OFFICE HOURS: By appointment FAX NUMBER:

PREREQUISITES

None

PRLS 210

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

PROFESSIONAL ASSOCIATION STANDARDS

Further, upon completion of this course, students will meet the following professional accreditation standards:

- 7.01: Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.

NATURE OF COURSE DELIVERY

Face to Face

REQUIRED READINGS

Pastimes (The Context of Contemporary Leisure). Ruth Russell. 5th Edition

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

Tuesdays with Morrie. Mitch Albom.

Please Talk About Me When I am Gone. Sean Murphy

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

REQUIRED ARTICLE READINGS

“Leisure and Civility” by Hemingway

“The Power Potential and Promise” (Goodale)

“Benefits Equation” (Dustin)

“The Leisure Ability Model,” by Stumbo and Peterson

“Parks, Playgrounds, and Active Living,” by Mowen

The Rationale for Recreation Services for Youth,” by Witt and Caldwell

“Evolution and Implications of a Paradigm Shift in the Marketing of Leisure Services in the USA,” by Crompton

“Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being,” by Deci and Ryan

EVALUATION

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.

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

Assignment Rubric:

- Activity Analysis Reaction Paper (content and reflection) - 15 points
- Activity Analysis Reaction Paper (format/writing style) – 5 points
- Activity Analysis Reaction Paper (utilization of classroom/reading assignments) – 5 points
- Economic Log – 5 points
- Activity Summary Log – 5 points
- Daily Summary Log – 5 points

B. Class Teaching – (40 points)

Once during the semester, students will take a turn teaching the class on the subject matter/topic of the night. Students will work in partners to around this project. Students should include information from textbooks and readings. Students can also show videos or use other forms of mediums and instructional tools to teach/instruct the subject matter. Professor will go over expectations in class.

Assignment Rubric:

Presentation Content (logic, focus on topic) - 15 points

Presentation Format /Visual Organization (vocabulary, flow, writing style)- 15

Presentation Delivery (eye contact, body language, voice) - 10

C. 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

Assignment Rubric for Each Assignment:

Reaction Paper (content and reflection) - 15 points

Reaction Paper (format/writing style) – 5 points

D. Mid-term (40 points) – Take Home

Mid-term content and reflection - 30 points

Mid-term paper (format/writing style) – 10 points

**E. 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 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

Assignment Rubric:

Presentation Content (logic, focus on topic) - 15 points

Presentation Format /Visual Organization (vocabulary, flow, writing style)- 15

Presentation Delivery (eye contact, body language, voice) - 10

F. 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

Assignment Rubric Each Night:

Frequency of Comments - 5 points

Quality of Comments/ Relevance of Contribution to topic under discussion - 5 points

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

Assignment Rubric:

Active Participation in Service Project (20 points)

The class will be participating in a service living project. Staff from Our Daily Bread will be visiting the class in September to go over the details.

Course Requirements and Evaluation:

Activity/Economic Log:	40 points
Articles	220 points
Midterm	40 points
Leisure Final	40 points
Class Teaching	40 points
In-Class Exercises:	130 points
Service Living Project	<u>20</u> points
Total:	530 points

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	

Fall 2014

Course Outline - <http://registrar.gmu.edu/calendars/fall-2014/> (GMU Important dates)

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

Date	Topic	Competencies
Week 1 August 26	Introduction/Course Overview	
Week 2 September 2	Basic Concepts of Leisure, Play, and Recreation <ul style="list-style-type: none"> • Discussion of the philosophy of leisure • What is leisure, recreation, and play • History of Leisure 	8.01
Readings	Article: “ <i>Leisure and Civility</i> ” (Hemingway)	

	Chapter 1,2,and 3 (Pastimes)	
Week 3 September 9	Concepts of Leisure Continue <ul style="list-style-type: none"> • Taboo Recreation • Using Leisure for the Societal Good 	8.01 8.06:01
Readings:	Chapter 9 (Pastimes) Article(s): “ <i>Evolution and Implications of Paradigm Shift in the Marketing of Leisure Services in the USA.</i> ” (Crompton) “ <i>The Power Potential and Promise</i> ” (Goodale) “ <i>Benefits Equation</i> ” (Dustin)	
Week 3 September 16	Activity and Economic Analysis Due (no article need to be handed in)	8.01, 8.02
Readings	No readings	
Week 4 September 23	Leisure and Health	8.02
Readings	Chapter 4 (Pastimes) Articles: “ <i>Parks, Playgrounds, and Active Living</i> ”(Mowen) “ <i>Self Determination Theory and the Facilitation of Intrinsic Motivation Social Development and Well Being</i> ” (Deci)	
Week 5 September 30	Leisure and Politics	8.02
Readings	http://www.nrpa.org/advocacyresources/ Guns In Parks (Braff)	
Week 6 October 7	Leisure and Diversity, Sexuality, and Gender Roles	8.10
Readings	Chapter 12 (Pastimes) Article to be assigned	
Week 7 October 21	Service Living and Leisure and the Environment	8.01, 8.02, 8.06:30
Reading	<u>Service Living: Building Community through Public Parks and Recreation</u>	
Week 8 October 28	Mid-term Exam	8.01, 8.02, 8.06:30
Readings	No Readings	
Week 9 November 4	What is Therapeutic Recreation? -The History of Therapeutic Recreation -Guest Speaker on disability awareness	8.10
Readings	Articles: “ <i>The Leisure Ability Model</i> ” (Stumbo) “ <i>The Rationale for Recreation Services for</i>	

	<i>Youth</i> ” (Witt)	
Week 10 November 11	Leisure Throughout Your Life Span	8.03
Readings	<u>Tuesdays with Morrie.</u>	
Week 11 November 18	Leisure Throughout Your Life Span (Continued)	
Readings	<u>Please Talk About Me When I am Gone</u>	8.03
Week 12 November 25	The Future of Recreation and Service Organizations: Future Trends, Future Technology; where is it all going Leisure as a Profession: What are the different professions in the recreation and leisure sector:	8.02 8.06:02
Readings	Chapter 13, Articles to be assigned	
Week 13 December 2	Bringing it all together – Final Starts The Ultramarathon Man and Review for Exam (Book must be completed) – one page paper due on book	All
Week 14 December 16	Final Exam	All

Note: Faculty reserves the right to alter the calendar 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/>].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

