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

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

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:**

<table>
<thead>
<tr>
<th>Activity/Economic Log</th>
<th>40 points</th>
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<tbody>
<tr>
<td>Articles</td>
<td>220 points</td>
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<tr>
<td>Midterm</td>
<td>40 points</td>
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<tr>
<td>Leisure Final</td>
<td>40 points</td>
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<tr>
<td>Class Teaching</td>
<td>40 points</td>
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<tr>
<td>In-Class Exercises</td>
<td>130 points</td>
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<tr>
<td>Service Living Project</td>
<td>20 points</td>
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<td><strong>Total:</strong></td>
<td>530 points</td>
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**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
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<tbody>
<tr>
<td>A</td>
<td>94 – 100</td>
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<tr>
<td>A-</td>
<td>90 – 93</td>
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<tr>
<td>B+</td>
<td>88 – 89</td>
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<tr>
<td>B</td>
<td>84 – 87</td>
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<td>C+</td>
<td>78 – 79</td>
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<td>C</td>
<td>74 – 77</td>
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<tr>
<td>D</td>
<td>60 – 69</td>
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<td>F</td>
<td>0 – 59</td>
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<tr>
<td>B-</td>
<td>80 – 83</td>
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<tr>
<td>C-</td>
<td>70 – 73</td>
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**Fall 2014**

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

Note: Faculty reserves the right to alter the schedule as necessary.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity/Readings</th>
<th>References</th>
</tr>
</thead>
</table>
| Week 3    | September 9  | Concepts of Leisure Continue  
- Taboo Recreation  
- Using Leisure for the Societal Good  | 8.01, 8.06:01 |
| Readings  |              | Chapter 9 (Pastimes) Article(s):  
“Evolution and Implications of Paradigm Shift in the Marketing of Leisure Services in the USA.” (Crompton)  
“The Power Potential and Promise” (Goodale)  
“Benefits Equation” (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) Article(s):  
“Parks, Playgrounds, and Active Living” (Mowen)  
“Self Determination Theory and the Facilitation of Intrinsic Motivation Social Development and Well Being” (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   |              | Service Living: Building Community through Public Parks and Recreation            |            |
| 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:  
“The Leisure Ability Model” (Stumbo)  
“The Rationale for Recreation Services for” |            |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Week 10</td>
<td>November 11</td>
<td>Leisure Throughout Your Life Span</td>
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<td>Readings</td>
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<td>Tuesdays with Morrie.</td>
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<td>Week 11</td>
<td>November 18</td>
<td>Leisure Throughout Your Life Span (Continued)</td>
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<td>Readings</td>
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<td>Please Talk About Me When I am Gone</td>
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<td>Week 12</td>
<td>November 25</td>
<td>The Future of Recreation and Service Organizations: Future Trends, Future Technology; where is it all going</td>
<td>Leisure as a Profession: What are the different professions in the recreation and leisure sector:</td>
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<tr>
<td>Readings</td>
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<td>Chapter 13, Articles to be assigned</td>
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<tr>
<td>Week 13</td>
<td>December 2</td>
<td>Bringing it all together – Final Starts</td>
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<td>The Ultramarathon Man and Review for Exam (Book must be completed)</td>
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<td>– one page paper due on book</td>
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<td>All</td>
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<td>Week 14</td>
<td>December 16</td>
<td>Final Exam</td>
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<td>All</td>
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*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.