George Mason University  
College of Education and Human Development  
School of Recreation, Health and Tourism  

PRLS 611 (DL1) – Social Psychology of Leisure  
3 Credits, Spring 2019  
Distance Learning: Blackboard

Faculty  
Name: Bridget E. Thomas, PhD  
Office Hours: By appointment  
Office Phone: 703-407-6838  
Email Address: bthomas5@gmu.edu

Prerequisites/Corequisites  
Graduate student or permission of instructor.

University Catalog Course Description  
Addresses historical, theoretical, and empirical foundations of social psychological constructs relative to social behavior in park, recreation, sport and tourism settings. Focuses on attitudinal, social, and motivational theories as applied to leisure-related contexts.

Course Delivery Method  
This course will be delivered online using an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Tuesday, January 22.  
Under no circumstances may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, online participation requires undivided attention to course content and communication.

Technical Requirements  
To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard’s supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
• Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

• The following software plug-ins for PCs and Macs, respectively, are available for free download:
  o Adobe Acrobat Reader: https://get.adobe.com/reader/
  o Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  o Apple Quick Time Player: www.apple.com/quicktime/download/

**Expectations**

• **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesday, and finish on Friday.

• **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.

• **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

• **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

• **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

• **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

• **Instructor Support:** Students may schedule a one-on-one telephone conference to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, and the instructor will work with them to schedule a mutually acceptable time.

• **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

• **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.
Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. Demonstrate an understanding of the classic social psychological constructs and how they are applied in management of leisure-related contexts;
2. Assess social psychological studies critically by preparing summaries of the theoretical bases, methods, hypotheses, and outcomes;
3. Demonstrate a complete understanding of one body of social psychological knowledge specific to one leisure-related focus area (including the history, various lines of research, and applicability to the student’s proposed line of research) through class moderation.

Professional Standards
Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, p. 1) “bases its accrediting process on principles, rather than standards.” The eight recommended principles are: outcomes assessment; strategic planning; curriculum; faculty; scholarly and professional activities; resources; internal and external relationships; and educational innovation.


Required Texts


Course Performance Evaluation
Students are expected to submit all assignments on time via Blackboard.

Assignments and/or Examinations
This course will be graded on a percentage point system, with a total of 100 possible percentage points.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Class Discussions (participant)</td>
<td>25 points</td>
</tr>
<tr>
<td>Moderator for Class Discussion</td>
<td>15 points</td>
</tr>
<tr>
<td>Time Diary</td>
<td>10 points</td>
</tr>
<tr>
<td>Leisure Activity Journal</td>
<td>10 points</td>
</tr>
<tr>
<td>Leisure Activity Reflection Paper</td>
<td>15 points</td>
</tr>
<tr>
<td>Social Psychology of Leisure Final Paper</td>
<td>25 points</td>
</tr>
</tbody>
</table>

Weekly Class Discussions (25 points): All students will be expected to contribute insightful, meaningful, and relevant information via our Blackboard Discussion Boards each week. These will
constitute the primary assessment of your comprehension of the material and your participation in this course.

Our online discussions will work as follows: Each week the instructor will post course material by **Tuesday morning**. When it is your week to be a course moderator (and thus develop discussion questions), you will need to submit your questions to the instructor by **Tuesday evening**, such that they can be posted for the group by Wednesday. All students are expected to contribute to the discussion at least twice: by **Wednesday at 11:59 p.m.** and again by **Friday by 11:59 p.m.**. Remember that these discussions are in lieu of in-person class sessions: it is vital that all students participate frequently or the class doesn’t work!

**Discussion Moderator (15 points):** Each student will present and moderate two of our discussions. Each week’s moderator will post questions based on the text assignment for that week, as well as an academic journal article that relates to that week’s reading. They will submit the article and questions to the instructor by Tuesday evening, so that they can be posted for the class by Wednesday morning. The moderators will be expected to actively lead the discussion and respond to their classmates’ posts.


*Articles can also be found in the reference section of the textbook.*

**Time Diary (10 points):** Each student will complete a four-day time diary of activities. For those four days, you will record every activity (physical and otherwise) you participate in. Specifics are not required and you do not need to reveal personal private information. The intent of the activity is to see how you segment your day and as such, there are no “right” or “wrong” activities. This assignment will provide a foundation on which to build your other assignments.

**Leisure Activity Journal (10 points):** Each student will be asked, over a 5-week period during the semester, to engage in a new leisure activity of their choice. Students will track basic information about this activity using the journal function in Blackboard and submit it weekly. *[Additional details about this assignment will be provided prior to the start of the 5-week span.]*

**Leisure Activity Reflection Paper (15 points):** After the 5 weeks of their new leisure activity, students will write a short reflective paper (3-4 pages) that summarizes their activities and relates their experiences to the social psychology theories covered in the text and other course materials. *[Additional details and expectations will be provided.]*

**Social Psychology of Leisure Final Paper (25 points):** Each individual student will choose a minimum of 4 leisure experiences to attend or participate in over the course of the semester, and will write a final paper that integrates information from these experiences with the social psychology theories learned in class. Students will choose one or more experiences from each of these 4 categories:

- Special Event or Tourism (Wedding, Festival, Fair, 5K Race, etc.)
- Sports/Physical Activity (Baseball, Basketball, Soccer, Hockey, Football, Golf, etc.)
• Arts Event (Dance Competition/Recital, Play, Museum, Concert, Book Signing, etc.)
• Outdoor/Community Rec (Hiking, Camping, Fitness Class, Swim at the Pool, etc.)

Students will write an 8-10 page APA style paper discussing their observations and experiences of these events through the lens of social psychology, guided by specific questions and assignment expectations.  *[Additional details and grading rubric for this assignment will be provided.]*

**Other Requirements**

**Attendance Policy:** Mason Catalog: "Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence…as de facto evidence of non-participation."

*Accordingly, in this course, failure to post discussion on Blackboard is considered de facto evidence of non-participation.*

**Assignments:**  *All written assignments are due by 11:59PM on Friday of the assigned week. No late work will be accepted without prior approval by the instructor.* Written work is to be typed, spell checked, and proofread to avoid point deduction. APA format must be used. *No class participation make-ups* (e.g., late posts in discussions) will be available.

**Grading**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>84-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>78 and below</td>
</tr>
</tbody>
</table>

**Class Schedule**

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Topic</th>
<th>Reading/Assignment Due¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 22</td>
<td>Welcome and Introduction</td>
<td></td>
</tr>
<tr>
<td>January 29</td>
<td>The Nature of Social Psychology</td>
<td>Chapters 1&amp;2</td>
</tr>
<tr>
<td>February 5</td>
<td>Social Psychological Approaches for Studying Leisure</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>February 12</td>
<td>Leisure Experience</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>February 19</td>
<td>Leisure Needs</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>February 26</td>
<td>Leisure Motivations</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>March 5</td>
<td>Personality and Attitude</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>March 12</td>
<td><strong>SPRING BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>March 19</td>
<td>Social Influences</td>
<td>Chapter 8</td>
</tr>
</tbody>
</table>

¹ Note: Weekly moderators for class discussions after February 5 will be assigned once the course has begun. The first few weeks will be moderated by Dr. Thomas.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Journal #3</th>
<th>Activity Journal #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 26</td>
<td>Race, Ethnicity, Culture, and Leisure</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>April 2</td>
<td>Impacts of Leisure on Childhood and Adolescence</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>April 9</td>
<td>Impacts of Leisure on Adulthood</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>April 16</td>
<td>Optimizing Leisure Outcomes</td>
<td>Reflection Paper Due</td>
</tr>
<tr>
<td>April 23</td>
<td>Leisure and Social Psychology: Tying It All Together</td>
<td>Readings TBA</td>
</tr>
<tr>
<td>April 30</td>
<td>Final Questions and Discussion</td>
<td>Final Paper Due</td>
</tr>
</tbody>
</table>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

**Professional Dispositions**

See https://cehd.gmu.edu/students/policies-procedures/

**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: http://cehd.gmu.edu/values/.

**GMU Policies and Resources for Students**

**Policies**

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

• Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

• Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

• For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.