

**George Mason University**  
**College of Education and Human Development**  
**School of Sport, Recreation and Tourism Management**

PRLS 210 Introduction to Leisure  
3 Credits, Spring 2020  
Distant Learning

**Faculty**

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**Prerequisites/Corequisites**

**None**

**University Catalog 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 Delivery Method**

This course will be delivered online (76% or more) using [select either a synchronous or an asynchronous] format via 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 the Tuesday of each week.

**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, such 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 a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://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 Tuesday.
- 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 two times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- 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 meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- 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. 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 Standards**

Upon completion of this course, students will have met the following professional 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.

## **Required Texts**

Pastimes (The Context of Contemporary Leisure). Ruth Russell. 7th Edition

Well-Being: The five essential elements. New York, N.Y.: Gallup. Rath, T., & Harter, J. K. (2010).

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.

## **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

**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

**B. Article Readings( 20 points per paper)**

You will be asked read articles relating to the topic for the week. You must hand in a paper summary for each assignment (see modules).

**Due Date:** Weekly

**C. Mid-term (40 points)**

**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 make a ten-minute presentation (power-point) regarding their experiences. Students will include the following in their presentations:

- Why you chose the leisure activity
- 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. Discussion Board Assignments (130 points) – 20 points per week**

Class participation is an important expectation of this course. Students are expected to offer comments, questions, and replies to the discussion question that have been posed for each module as well as to classmate postings. Students are expected to actively participate in each module's discussion each week throughout the semester. The faculty role is as an observer and facilitator. I will be reading all messages and I will participate in the discussion as appropriate. Students may work ahead on the discussion boards but posting on past week's boards will not allow for stimulating discussions with your classmates.

<b>A+ 98 -100</b>	<b>B+ 87-89</b>	<b>C+ 77-79</b>	<b>D 60- 69</b>
<b>A 93- 97</b>	<b>B 83 – 86</b>	<b>C 73-76</b>	<b>F 0 - 59</b>
<b>A- 90 – 82</b>	<b>B- 80 – 82</b>	<b>C- 70- 72</b>	

### Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

### Class Schedule

<b>Date</b>	<b>Topic</b>
<b>Week 1</b>	Introduction/Course Overview <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>
<b>Week 2</b>	Basic Concepts of Leisure, Play, and Recreation Taboo Recreation Using Leisure for the Societal Good
<b>Week 3</b>	Activity and Economic Analysis Due (no article need to be handed in)
<b>Week 4</b>	Leisure and Health
<b>Week 5</b>	Leisure and Politics
<b>Week 6</b>	Leisure and Diversity, Sexuality, and Gender Roles
<b>Week 7 and Week 8</b>	Service Living and Leisure and the Environment
<b>Week 9</b>	Mid-term Exam
<b>Week 10</b>	What is Therapeutic Recreation? -The History of Therapeutic Recreation
<b>Week 11 and Week 12</b>	Leisure Throughout Your Life Span
<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:

<b>Week 14</b>	Bringing it all together
<b>Week 15</b>	<i>Final Exam Due</i>

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

## 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](mailto: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/> .

### Assessment Rubric(s) for All Assignments

#### **A. Activity Participation and Economic Log**

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. Article Readings**

Reaction Paper (content and reflection) - 15 points

Reaction Paper (format/writing style) – 5 points

#### **C. Mid-term**

Mid-term content and reflection - 30 points

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

#### **D. Final**

The Buried Life In-Class Presentation

Presentation Content (logic, focus on topic) - 20 points

Presentation Format /Visual Organization (vocabulary, flow, writing style)- 20 points

#### **E. Discussion Board Assignments**

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

Community Responses (Responds to Peers) – 5 points

Context (few or no stylistic errors; Organized with direct & clear communication. – 5 points

Critical Thinking (rich in content, full of thought, insight, and analysis) – 5 points

#### **F. Service Living Project**

Assignment Rubric:

Active Participation in Service Project (20 points)

