

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

PRLS 317 (DL1) – Social Psychology of Play and Recreation
3 Credits, Spring 2021
Distance Learning: Blackboard

Faculty

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Prerequisites/Corequisites

PRLS 210 (Introduction to Recreation and Leisure) **or** SRST 200 (History of Sport and Leisure in America).

University Catalog Course Description

Applies social psychological theories and research to the study of leisure, play, and recreation behavior, including correlates, antecedents, and consequences of and constraints to these concepts. Offered by Recreation, Health & Tourism. May not be repeated for credit.

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 Monday, January 25.

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:
 - 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/

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.
- 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 or video 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 ensure 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. Define and discuss the major social psychological theories, concepts, models, and methods that have been applied to the study of recreation and leisure.
2. Understand the major correlates, antecedents, constraints and consequences of leisure, play, and recreation behavior and their relevance to planning for one's own leisure and that of others.
3. Analyze theoretical and empirical literature relevant to the study of the social psychology of play, recreation, and leisure.
4. Create a final project that applies relevant research and concepts studied in the classroom to the outside world.

Professional Standards

Upon completion of this course, students will meet the following professional accreditation standards for the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT): 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 profession 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

Walker, G. J., Kleiber, D. A., & Mannell, R. C. (2019). *A Social Psychology of Leisure (3rd Edition)*. Venture Publishing, State College, PA.

Reference: American Psychological Association. (2009). *Publication Manual of the American Psychological Association, Sixth Edition*. American Psychological Association, Washington, DC.

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.

<i>Assignment</i>	<i>Points Possible</i>
Weekly Class Discussions	20 points
Quizzes on Weekly Readings	20 points
Time Diary	10 points
Leisure Activity Journal	15 points
Leisure Activity Reflection Paper	15 points
Social Psychology of Leisure Final Project	20 points

Weekly Class Discussions (20 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**. This will include materials designed to facilitate your understanding of the readings (PowerPoints, key terms and ideas, related videos, etc.), as well as discussion questions for the group. 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! *[Additional details about discussion session expectations will be provided.]*

Weekly Quizzes (20 points): Each week, a quiz based on that week's readings will be posted by Wednesday evening. These brief quizzes are intended to help you think more deeply about the course material, as well as to help the instructor gauge the group's understanding of the material as we work through the various topics. Students must take that week's quiz by **Friday at 11:59 p.m.** Quizzes will no longer be available after that time.

Time Diary (10 points): Each student will complete a five-day time diary of activities. For those five 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/Recreation Activity Journal (15 points): Each student will be asked, over a 6-week period during the semester, to engage in a new leisure or recreation 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 6-week span.]*

Leisure/Recreation Activity Reflection Paper (15 points): After the 6 weeks of their new leisure activity, students will write a short reflective paper (2-3 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 Play and Recreation Final Project (20 points): Each student will create a detailed plan for a leisure or recreation activity that would take place in a social setting. This plan is expected to be based upon and justified by the social psychology theories learned in class.

This project will include draft plans and checkpoints with the instructor during the semester, including a short idea paper, a draft outline, and a final written plan. *[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**

A = 94-100	B = 84-87	C = 74-77	F = 68 and below
A- = 90-93	B- = 80-83	C- = 70-73	
B+ = 88-89	C+ = 78-79	D = 60-69	

Professional Dispositions

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

[Additional course or program specific language may be added.]

Class Schedule

Week of:	Topic	Reading/Assignment Due
January 26 ¹	Welcome and Introduction	
February 2	The Nature of Social Psychology	Chapters 1&2
February 9	Social Psychological Approaches for Studying Leisure	Chapter 3 <i>Quiz A</i>
February 16	Leisure Experience	Chapter 4 <i>Quiz B</i> <i>Time Diary Due</i>
February 23	Leisure Needs	Chapter 5 <i>Quiz C</i>
March 2	Leisure Motivations	Chapter 6 <i>Quiz D</i> <i>Activity Journal #1</i>
March 9	Personality and Attitude	Chapter 7 <i>Quiz E</i> <i>Activity Journal #2</i>

¹ Note that our weeks run Tuesday-Friday.

March 16	Social Influences	Chapter 8 <i>Quiz F</i> <i>Activity Journal #3</i>
March 23	Race, Ethnicity, Culture, and Leisure	Chapter 9 <i>Quiz G</i> <i>Activity Journal #4</i> <i>Idea Paper Due</i>
March 30	Impacts of Leisure on Childhood and Adolescence	Chapter 10 <i>Quiz H</i> <i>Activity Journal #5</i>
April 6	Impacts of Leisure on Adulthood	Chapter 11 <i>Quiz I</i> <i>Activity Journal #6</i> <i>Draft Outline Due</i>
April 13	Optimizing Leisure Outcomes	Chapter 12 <i>Quiz J</i> <i>Reflection Paper Due</i>
April 20	Leisure and Social Psychology: Tying It All Together	Readings TBA
April 27	Final Questions and Discussion	<i>Final Project 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

Students must be fully familiar with the document “Safe Return to Campus and Remote Learning Guidance for Students Enrolled in CEHD Courses,” which is posted as an addendum under the “Syllabus” tab of the course Blackboard site.

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 <https://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/>).

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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

