

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

RMGT- DL- 2264- 210 Introduction to Leisure  
3 Credits, Spring 2023

**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 on January 31<sup>st</sup>.

**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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Ultra/Getting\\_Started/Browser\\_Support](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- 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.

### *Expectations*

- Course Week: [Include only the sentence below that is appropriate for the course. Delete the sentence that is not applicable.]  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesday, and finish on Tuesday.  
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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. 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 Council on Accreditation of Parks, Recreation, and Tourism, Related professions (COAPRT) 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 Readings**

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

Palaces for the People. How Social Infrastructure Can Help Fight Inequality, Polarization, and the Decline of Civic Life. Eric Klinenberg.

Tuesdays with Morrie. Mitch Albom.

## **Course Performance Evaluation**

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

## **Assignments and/or Examinations**

### **A. Activity Participation Log (12 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– this will be done in a chart format
- Your thoughts and reactions to your participation in activities and spending
- Connection between your activity involvement 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( 10 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 (28 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 – 10 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.

- **Grading**

<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>	Palaces for the People (Read)
<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 <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/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. 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, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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



**PRLS 210 Activity Participation Log**

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.

<p><b>Criteria</b>  <b>COAPRT 7.01:</b> 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.</p>	<p><b>Unsatisfactory</b>                      (1) Missing required element AND does not demonstrate understanding of the content area subject</p>	<p><b>Minimal</b> (2) Missing required element OR does not demonstrate understanding of the content area subject</p>	<p><b>Competent</b> (3) Required element but does not fully present element</p>	<p><b>Outstanding</b> (4) Includes required element; demonstrates understanding of the element</p>
<p><b>Activity Analysis Reaction Paper (content and reflection)</b>                       COAPRT 7.01</p>				
<p><b>Activity Analysis Reaction Paper (format/writing style)</b></p>				
<p><b>Activity Analysis Reaction Paper (utilization of classroom/reading assignments)</b>                       COAPRT 7.01</p>				
<p><b>Activity Summary Log</b></p>				
<p><b>Daily Summary Log</b></p>				



