

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

RMGT 210 (DL1) Introduction to Recreation and Leisure
3 Credits

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 for individuals, communities, and society. 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 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 a week before the class starts.

As an introductory course with asynchronous design, students will need to log into the course at least two times per week to actively participate in the online discussions, check email, read materials, submit assignments, and check for updates or changes to the course schedule. This is not a self-paced course. A content module will be posted during each designated week.

As for your discussion, everyone's participation is essential to create an active discussion environment. You will need to post your initial response on Blackboard before the due date and then you will have a week to respond to others' posts. You will be credited by the quality of your post, response, and interaction with others.

Expectations:

- **Class meeting:** Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday.
- **Zoom meeting:** Each student will have one meeting with Dr. Liu during the semester. Please see more details on p.5. The purpose of these meetings is to support your learning and answer any questions you have about the class and assignments.

- **Log-in Blackboard 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 2 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. Develop a broad awareness and knowledge of the impacts of leisure, parks, and recreation in society.
2. Describe major ideas, institutions, and forces that influence leisure in contemporary society at the individual, group, and societal levels.
3. Identify major developments and historical factors that have changed the social and cultural meanings of leisure in society.
4. Develop a personal philosophy of leisure and recreation through active participation and hands-on experience.
5. Identify the scope of professional organizations in leisure and recreation services, their relationship to other professions and industries, and their role and responsibilities in society.

Professional Standards: Upon completion of this course, students will have met the *Council on Accreditation of Parks, Recreation, Tourism and Related Professions* (COAPRT) professional standard:

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

Russell, R. (2019). *Pastimes: The Context of Contemporary Leisure*. (7th Edition). Venture Publishing.

- E-textbook access for Mason students. The book can be downloaded in classic PDF file format by *chapter* (not the entire book). Please access it at https://wrlc-gm.primo.exlibrisgroup.com/permalink/01WRLC_GML/1prj2t5/alma9947265322804105
- Yet, if you prefer a hard copy, you will need to purchase it from the bookstore or online.

Course Performance Evaluation

Students are expected to submit all assignments on Blackboard and in class per instructor.

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 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/getwindows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Email Policy: Students are expected to receive all course-related correspondence via their Mason email account. When sending an email to Dr. Liu (hliu35@gmu.edu) the subject line **must** be formatted **RMGT 210 Your Subject Title** (e.g., time log, topic reflection 1). Students should write formal and professional emails to the instructor and classmates: For example - start with “Hello Dr. Liu” and end with “thank you”. Any email not complying with these requirements may not be received or answered.

- Students can expect an email reply from the instructors within 24-48 hours from Monday to Friday, except for some business travel dates. The instructors will NOT be checking emails regularly during weekends, so please keep that in mind when sending emails.

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). The final grade will result from specific areas of student responsibility. One's performance level in each will be represented by a point value. We use performance-based evaluation for the class and the instructor will provide additional assignment guidelines or rubrics throughout the semester on Bb.

All the assignments are due by 11:59 PM on the date indicated on the course schedule. Late work will not be accepted without the instructor's approval. Each late work submission will be discounted 10% of the grade each day. No work will be accepted after a week late from the due day.

Written work is to be typed and spell-checked to avoid point deduction. Tests must be taken on assigned days unless approved ahead of time and no class participation make-ups will be available. The following is an approximate breakdown of the point values placed on each area of course content:

| <i>Assignment</i> | <i>Points Possible</i> |
|---|------------------------|
| Course preparation: Syllabus quiz + email | 10 points |
| Quizzes (5 out of 6) | 50 points |
| Topic reflection (5) | 50 points |
| Discussion (3) | 60 points |
| Time diary and economic log | 30 points |
| My recreation passport | |
| My recreation passport plan | 10 points |
| My recreation passport presentation (video) | 30 points |
| My recreation passport report | 50 points |
| Presentation feedback: Discussion | 10 points |
| Total Points | 300 points |

The following table indicates the percentage and points for the grade:

| Grade (%) | Points | Grade (%) | Points | Grade (%) | Points | Grade (%) | Points |
|------------------|---------------|------------------|---------------|------------------|---------------|------------------|---------------|
| A+ (97-100%) | 291-300 | B+ (87-89%) | 261-269 | C+ (77-79%) | 231-239 | D (60-69%) | 180-219 |
| A (93-96%) | 279-290 | B (84-86%) | 252-260 | C (74-76%) | 222-230 | F (0-59%) | 0-179 |
| A- (90-93%) | 270-278 | B- (80-83%) | 240-251 | C- (70-73%) | 210-221 | | |

Detailed Assignments and Expectations

Course introduction: Syllabus quiz + email (10 points): There are two main tasks of this first week's assignment. First, students will complete an online quiz to learn more about the course structure and the instructor's expectations. Please feel free to use the syllabus and course

materials for the quiz. Second, students will also send an email to the instructor by following the email policy of the course. Additional instructions will be provided.

Quizzes (10 points each, total 50 points): There will be 6 quizzes (10 pts. each) that will cover the textbook materials. The five highest quizzes will be included in the final grade. Students will have 8 days (Sunday through the next Sunday) to access the quiz related to the topics of the week. The purpose of this assignment is to help you to learn the chapter materials. Please make sure you read the textbook with the PPT before you take the quiz.

Students will have 20 minutes to respond to each quiz. In addition, if you do not take each quiz during the assigned week, there will be no opportunity to make up these quiz points. The intent of the quizzes is to assess learning at intervals leading up to major examinations and to encourage students to stay “up-to-date” in class materials. Students will have 75 minutes for the exams.

Topic reflection (10 points each, total 50 points): The assignment is designed to assist you in actively learning and reflecting on our weekly learning materials. Each topic reflection should be 1 to 1.5 page (s). Please upload your assignment to Blackboard by 11:59 pm on the date indicated in the tentative schedule.

Discussion (3 @ 20 points = 60 points): All students will be expected to contribute insightful, meaningful, and relevant information via our Blackboard Discussion Boards. These will constitute the primary assessment of your comprehension of the material and your participation in this course. There are four discussions during the semester. Students will have access at least 3 days before the designated weeks for discussion. The initial post and response posts are worth 10 points. Students will have one week to post and respond to the questions. Students will be evaluated by the quality of their posts and responses, based on a discussion rubric.

Remember that these discussions are in lieu of in-person class sessions, so it is vital that all students participate frequently or the class will not work! For each topic, every student should respond to at least four (4) other students’ posts and students who received any posts are expected to respond and interact with other students.

Time Diary and Economic Log (30 points): Each student 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 in a paper. Additional assignment guidelines will be provided by the instructor. The followings are brief guidelines for your preparation:

- Amount of time and money spent in what you individually consider recreation activities (e.g., Cooking with friends, traveling Driving out of town) – completed in a chart format
- Your thoughts and reactions to your participation in activities and spending
 - Connection among your leisure activity involvement, spending and concepts discussed and cited from Discussion Boards, text/Power Points, or people outside of class
 - Personal views and opinions

My Recreation (Rec) Passport: The assignment is designed to assist you in experiencing various recreational activities. Each individual student will choose **three** experiences to participate in **over the course of the semester**. You must choose one experience from three of *four recreation classifications*: (1) Special events or tourism (e.g., festival, fair, 5K Race), (2) Sports (e.g., baseball, volleyball, soccer, hockey, football, swimming); (3) Arts or cultural events (e.g., dance competition/recital, play, museum, concert, book signing); (4) Outdoor or community recreation (e.g., hiking, camping, fitness class, swim at the pool). Among these three experiences, one experience must be brand new to you (i.e., an activity you have never done it before).

There are four parts to this assignment:

- My Rec Passport plan (10 points): Students will propose their selection of the activities earlier in the semester for the instructor's approval (1 page). Selection of the activities is entirely up to you, where your personal interests lie, as well as the opportunities you can find. Please remember that there are many opportunities at Mason or in your community for students to participate in which can be experienced with little to no cost.
- My Recreation Passport presentation w/voice recording (30 points): Students will prepare a 5-7 minute professional presentation to share their experiences via PowerPoint with voice recording.
- My Rec Passport report (50 points): The final report should include an overall reflection of your experience and one-page evaluation for each program (total of three evaluations). The instructor will provide additional guidelines.
- Feedback to other students on discussion board (10 points).

Students should purposefully choose their three experiences to have valuable and meaningful learning experiences. For example, students should think about why each experience was chosen in the first place and label it as a recreational pursuit. Think back to "leisure and your health," and "benefits from your personal leisure pursuits," for example. There is a place on assignments for each experience and some experiences may fall into more than one category. You might choose to attend the opening of an art show at the Smithsonian, for example, which would qualify as either a special event or an arts event. You may use it for either one but not both.

As **proof of participation** for each experience, you must (1) take a selfie of yourself participating (or have someone take your photograph), (2) scan a copy of your tickets, and/or (3) scan the cover of the program (e.g., unstructured experiences are unlikely to have tickets/programs so the photograph will be sufficient in the absence of tickets/programs). You will submit all the material on Blackboard. More detailed assignment guidelines will be provided by the instructor.

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 <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 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>

RMGT 210 Class Schedule

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

| Week (W) | Topic | Activity/Assignment | Due | Pts. |
|-----------------|--|--------------------------|------|------|
| W1 5/30-6/4 | Welcome and Introduction | Syllabus quiz + Email | 6/4 | 10 |
| | | Discussion I: Initial | 6/4 | 10 |
| W2 6/5-6/11 | Basic: Meaning (CH1) & Importance (CH2) | Quiz 1 (CH1-2) | 6/11 | 10 |
| | | Discussion I: Response | 6/11 | 10 |
| W3 6/12-6/18 | Leisure behavior (CH3) & Leisure and health (CH4) | Quiz 2 (CH3-4) | 6/18 | 10 |
| | | Topic reflection 1 | 6/18 | 10 |
| | | My Rec Passport: Plan | 6/18 | 10 |
| W4 6/19-6/25 | Leisure & Geography (CH6), Technology (CH7) | Quiz 3 (CH6-7) | 6/25 | 10 |
| | | Topic reflection 2 | 6/25 | 10 |
| | | Discussion II: Initial | 6/25 | 10 |
| W5 6/26-7/2 | Leisure & Productivity (CH 10) Save for My Rec Passport | Topic reflection 3 | 7/2 | 10 |
| | | Discussion II: Response | 7/2 | 10 |
| | | Time Log | 7/2 | 30 |
| W6 7/3-7/9 | Freedom & Time (CH11) Save for My Rec Passport | Quiz 5 (CH10-11) | 7/9 | 10 |
| | | Topic reflection 4 | 7/9 | 10 |
| W7 7/10-7/16 | Is Leisure Fair? (CH12) Leisure System (CH 13) | Quiz 6 (CH12-13) | 7/16 | 10 |
| | | Topic reflection 5 | 7/16 | 10 |
| | | Discussion III: Initial | 7/16 | 10 |
| W8 7/17-7/23 | Career in RMGT Save for My Rec Passport | Discussion III: Response | 7/23 | 10 |
| | | My Rec Passport PPT | 7/23 | 20 |
| W9 7/24-7/29 | Final presentation and peer feedback | My Rec Passport report | 7/29 | 40 |
| | | Discussion IV: Feedback | 7/29 | 10 |

Note: A few extra points opportunities will be provided throughout the semester.

Notice of mandatory reporting of sexual assault, 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.

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



VIA Assessment for Tim Diary

| Criteria | Unsatisfactory (1) | Minimal (2) | Competent (3) | Outstanding (4) |
|---|---|--|---|--|
| 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 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. | Missing required element AND does not demonstrate understanding of the content area subject | Missing required element OR does not demonstrate understanding of the content area subject | Required element but does not fully present element | Includes required element; demonstrates understanding of the element |
| Time Diary and Economic Log Reaction Paper (content and reflection) COAPRT 7.01 | | | | |
| Time Diary and Economic Log Reaction Paper (format/writing style) | | | | |
| Time Diary and Economic Log Reaction Paper (utilization of classroom/reading assignments) COAPRT 7.01 Time Diary and Economic Log Summary | | | | |