

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

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

**Faculty:**

Name: Hung-Ling (Stella) Liu  
Office Hours: Monday 11:00 AM to 1 PM or by appointment  
Office Location: Krug Hall 213 F  
Office Phone: 703-993-6843  
Email Address: hliu35@gmu.edu

**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 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 by August 20, 2023.

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 discussions, 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 the instructor of record 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-into Blackboard frequently:** 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. The following are the participation requirements:
  - Our week will start on Monday and finish on Sunday
  - Log in at least twice a week and check learning materials and assignments folders
  - Discussion/Padlet posts are due on Thursday (initial) and Monday (reply to at least three)
  - If you have any questions, please first check the syllabus and weekly announcement. For further clarification, please contact the instructor.
- **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 Dr. Liu to schedule a one-on-one session, and Dr. Liu will work 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 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 *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. & Mowatt R. A. (2023). *Pastimes: The context of contemporary leisure*. (Eighth). Venture Publishing.

### 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/](http://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 Dr. Liu 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 Dr. Liu within 24-48 hours from Monday to Friday, except for some business travel dates. Dr. Liu 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 Dr. Liu (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 Dr. Liu will provide additional assignment guidelines or rubrics throughout the semester on Blackboard.

All the assignments are due by 11:59 PM on the date indicated on the course schedule. Late work will not be accepted without Dr. Liu'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 date.

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
Meeting with professor of record and reflection	10 points
Module quiz	
Quiz 1	30 points
Quiz 2	30 points
Quiz 3	30 points
Time diary and economic log	30 points
Professional interview notes	20 points
Weekly assignment/activity	
Topical reflection (4)	40 points
Blackboard discussion board (4)	40 points
Padlet interactive activity (4)	40 points
My Recreation Passport	
My Recreation Passport plan	10 points
Progress report	10 points
My Recreation Passport presentation	30 points
My Recreation Passport final report	40 points
Presentation feedback: Discussion	10 points
<b>Total Points</b>	<b>380 points</b>

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

<b>Grade (%)</b>	<b>Points</b>						
A+ (97-100%)	368-380	B+ (87-89%)	330-341	C+ (77-79%)	292-303	D (60-69%)	228-267
A (94-96%)	357-367	B (84-86%)	319-329	C (74-76%)	281-291	F (0-59%)	0-227

A- (90-93%)	342-356	B- (80-83%)	304-318	C- (70-73%)	266-280		
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## 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.

**Module Quizzes: Quiz 1, 2 & 3** (30 points each, a total of 90 points): Three quizzes will be distributed during the semester that will cover all assigned reading materials, lectures, and other material presented in class. Each will be worth 30 points.

**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 Dr. Liu. The following bullets 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 and spending with learning materials (e.g., concepts, practice, theories) from Discussion Boards, text/Power Points, or people outside of class.
  - Analysis and evaluate your time use, spending, and leisure experience for future participation and planning.

**Weekly assignment/activity** (10 points each, total 120 points): Students will engage in various assignments and activities to reflect, apply, and demonstrate their weekly comprehension. There are three types of weekly assignments/activities that will be used in the class:

### Module 1: Topical reflection

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.

### Module 2: Blackboard discussion

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, one in Module 1 and three in Module 2. Students will have access at least 3 days before the designated weeks for discussion. The initial post and response posts are worth 5 points. **Students will have Monday to Thursday to post their initial posts and reply to at least three students' posts from Friday to Sunday.** Students will be evaluated by the quality of their posts and responses.

### Module 3: Padlet interaction

Padlet (<https://padlet.com/>) acts like a digital corkboard that allows students to post comments for others to see and reply to. Its function is similar to the Discussion Board, yet it allows us to participate in the creative and fun exchange and interaction on each week's topic by using photos, videos, and audio recordings. Students do not need an account to participate.

Students will practice how to use Padlet early in the semester for Module 3's interactive activities. The initial post and response posts are worth 5 points. Students will have one week to have their initial post (Monday to Thursday) and rely on at least three other students (Friday to Sunday). The assignment rubric will be provided by Dr. Liu.

**Meeting with Dr. Liu + reflection** (10 points): Each student will have an individual 15-minute meeting with the professor of record between week 3 and 4. It will be a casual but professional meeting style. Students can choose to meet in person or virtually. The purpose of the meeting is to help the professor of record to get to know more about you and your career interests. You also can ask any questions you want to. Just be yourself and share your stories and passion!

**My Recreation (Rec) Passport** (100 points): 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 before).

There are five 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. 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.
- Progress report (10 points): Students will submit a brief report to explain their progress for the assignment during the semester.
- My Rec Passport presentation (video) (30 points): Students will prepare a 5-7 minute professional presentation to share their experiences via PowerPoint with voice recording.
- My Rec Passport report (40 points): The final report should include an evaluation for each program with evidence of your participation (e.g., selfie, ticket, program, etc.) and an overall reflection of your experience and connections with learning materials. 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 the chapter on "leisure and your health" and "why is leisure vital?" for examples. 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 ticket, 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](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, 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/>.**

## Fall 2023 RMGT 210 Class Schedule

*Our week will start on Monday and finish on Sunday*

*Discussion/Padlet due on Thursday (initial post) and Monday (reply to at least three)*

Week	Topic	Activity/Assignment	Due	Pts.
8/21-8/27	Welcome and Introduction	Syllabus quiz + Email	8/2	10
		Blackboard discussion 1: Self-introduction	8/24 8/27	10
<b>Module I: Leisure as a condition of being human: Personal context</b>				
8/28-9/3	Humanities of leisure (CH1) What is leisure and recreation?	Topical reflection 1	9/3	10
		Padlet 1: My leisure memories	8/31 9/9	10
9/4-9/10	Why leisure is vital? (CH2) History of leisure and recreation	Topical reflection 2	9/10	10
		Meeting with Dr. Liu	-	-
9/11-9/17	Leisure and health (CH3) Pioneers in leisure and recreation	Topical reflection 3	9/17	10
		Meeting with Dr. Liu	-	-
9/18-9/24	Leisure behavior (CH4) Social and cultural impacts	Topical reflection 4	9/24	10
		My Rec Passport plan	9/24	10
9/27-10/1	Module quiz 1 (CH1-4) Prepare for My Rec Passport	Meeting w/ Dr. Liu reflection	9/28	20
		Module quiz 1	10/1	30
<b>Module II: Leisure is an instrument: System context</b>				
10/2-10/8	Work, money, and leisure (CH11) Leisure, freedom & time (CH12)	Blackboard discussion 2: Is leisure for or against productivity?	10/5 10/8	10
10/9-10/15	Is leisure fair? (CH13) Is leisure a right? (CH14)	Blackboard discussion 3: Equality issues in leisure and recreation	10/12 10/15	10
		Time Diary and Economic Log	10/15	30
10/16-10/22	Leisure systems (CH15) Career exploration: Interviews	Blackboard discussion 4: Advocacy video	10/19 10/22	10
		Professional interview reflection	10/22	20
10/23-10/29	Module quiz 2 (CH11-15) Prepare for My Rec Passport	Module quiz 2	10/29	30
<b>Module III: Leisure is a cultural mirror: Social and cultural context</b>				
10/30-11/5	Leisure in past societies (CH5) Leisure's anthropology (CH6)	Padlet 2: Leisure in our culture	11/2 11/5	10
		My Rec Passport progress report	11/5	10
11/6-11/12	Leisure's geography (CH7) Prepare for My Rec Passport	Padlet 3: Place for leisure	11/9 11/12	10
11/13-11/19	Pop culture (CH8) Leisure and technology (CH9)	Padlet 4: Pop culture for leisure	11/16 11/19	10
11/20-11/26	Module quiz 3 (CH5-9) Thanksgiving Recess (11/22-11/26)	Module quiz 3	11/20	30
11/27-12/3	Final presentation	My Rec Passport presentation PPT	11/30	30
12/4-12/15	Final week	Discussion: Presentation feedback	12/3	10
		My Rec Passport written report	12/11	50

Note: (1) Faculty reserves the right to alter the schedule as necessary, with notification to students; (2) A few extra points opportunities (e.g., mid-term feedback, volunteer) will be provided throughout the semester.

### VIA Assessment for Time Diary

Criteria 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.	Unsatisfactory (1) Missing required element AND does not demonstrate understanding of the content area subject	Minimal (2) Missing required element OR does not demonstrate understanding of the content area subject	Competent (3) Required element but does not fully present element	Outstanding (4) 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				

