

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

**RMGT 210 (DL1) Recreation and Leisure in Life
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 for individuals, communities, and society. Covers influences of the intersectionality of diverse identities on discretionary time and its uses.

Course Overview

No Applicable

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Mason's Learning Management System (LMS). You will log in to the course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on August 22, 2024.

- To access your course in **Canvas**: <https://canvas.gmu.edu/login/canvas>.
- Resources and support are available at: <https://lms.gmu.edu/getting-started-students/> to help you get started. If you have any questions, do not hesitate to reach out to me or contact the **ITS Support Center** for assistance.

Under no circumstances may students participate in online class sessions while operating motor vehicles.

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 on the individual and on society.
2. Describe major ideas, changes, and forces that influence leisure in contemporary society at the individual, group, and societal levels.

3. Discuss major developments and historical factors that have changed the social and cultural meanings of leisure in society for diversity, inclusion, and equity.
4. Develop a personal philosophy of leisure and recreation through active participation and hands-on experiences.
5. Apply proper methods, theories, and sources in professional settings to address issues, concerns, and suggestions for improving leisure and recreational access for all.
6. 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. & Mowatt R. A. (2023). *Pastimes: The Context of Contemporary Leisure*. (8th Edition). Venture Publishing.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed internet access with updated browsers.
 - Canvas supported browsers: <https://guides.instructure.com/a/7203291>
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.
- Note that 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

- 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 page 7. The purpose of the meeting is to support your learning and answer any questions you have about the class and assignments.

- Log-in Frequency:

Students must actively check the course Canvas site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 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.

Email Policy

Students are expected to receive all course-related correspondence via their Mason email account. When sending an email to the instructor (@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 (Name)” 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 instructor within 24-48 hours from Monday to Friday, except for some business travel dates. The instructor 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 Canvas and in class per instructor.

- **Assignments and/or Examinations**

Students are expected to submit all assignments on time in the manner outlined by the Instructor (e.g., Canvas, 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 Canvas.

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 one week 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>Total Percentage</i>	<i>Points Possible</i>
Course preparation: Syllabus quiz + email	2.6%	10 points
Meeting with Dr. Liu and reflection	2.6%	10 points
Module quizzes		

Module 1 quiz	7.9%	30 points
Module 2 quiz	7.9%	30 points
Module 3 quiz	7.9%	30 points
Time diary and economic log	7.9%	30 points
Career exploration	5.5%	20 points
Topical reflection (4)	10.5%	40 points
Canvas discussion board (4)	10.5%	40 points
Padlet interactive activity (4)	10.5%	40 points
My Recreation Passport		
My Recreation Passport plan	2.6%	10 points
Progress report	2.6%	10 points
My Recreation Passport presentation	7.9%	30 points
My Recreation Passport final report	10.5%	40 points
Presentation feedback: Discussion	2.6%	10 points
Total Points	100%	380 points

Grading

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

Grade (%)	Points	Grade (%)	Points	Grade (%)	Points	Grade (%)	Points
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		

Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

Detailed Assignments and Expectations

Course introduction: Syllabus quiz + email (10 points):

There are two main tasks within 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 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 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.
 - Analyze 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:

Topical reflection (4 reflections): The assignment is designed to assist you in actively learning and reflecting on our weekly learning materials. Each topical reflection should be 1 to 1.5 page (s), double-space, 12 font. Please upload your assignment to Canvas by 11:59 pm on the date indicated in the tentative schedule. Please see the rubric on page 11.

Discussion (4 discussions): All students will be expected to contribute insightful, meaningful, and relevant information via our 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. The initial post and response posts are worth 5 points. Students will have Monday to Thursday for the initial post and Friday to Sunday to respond to others' posts.

- Among the four discussions, the third discussion is a 3-5 minute video recording of a justice and equity issue in the context of leisure and recreation and followed with class discussion. This assignment includes two phases and crosses two weeks (Week 9 & 10):
 - In phase 1, students will share their advocacy video on Canvas for meaningful discussion with their peers, including advancing their thinking about content, making connections with learning materials, and demonstrating problem-solving and critical thinking processes on the topic.

- In phase 2, students will reply to other students' videos (at least three) on Canvas for meaningful discussion, including advancing their thinking about content, making connections with learning materials, building on others' ideas, asking questions, and being respectful of different ideas and perspectives.
- The 3-5 minute video should (1) address injustice and inequity issues in the context of leisure and recreation, (2) discuss the main obstacles and barriers to solving the issue, and (3) provide two possible solutions to the issue. For example, students could choose environmental injustice for Indigenous people, limited accessibility for individuals with disabilities to recreation facilities, gentrification and displacement of parks development and other recreation-related areas, or discrimination of race and gender in recreation settings.

Padlet interaction (4 Padlets): 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 use Padlet. Students will practice how to use Padlet early in the semester. The initial post and response posts are worth 5 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.

Meeting with Dr. Liu + reflection (10 points): Each student will have an individual 15-minute meeting with the professor of record between week 4 and week 5. 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 you and share your stories and passion! Students will submit a reflection after their meeting with the instructor.

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 to participate in which can be experienced with little to no cost. Additional sources will be provided by the instructor.

- Progress report (10 points)
Students will submit a brief report to explain their progress for the assignment during the semester.
- My Rec Passport video presentation (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 with connections to learning materials. The instructor will provide additional guidelines.
- Feedback to other students on Discussion (10 points)

Students should purposefully choose their three experiences to have valuable and meaningful earning 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 chapters on “Leisure and your Health” and “Why leisure is vital” for examples. There is a place in the assignment for each experience, and some experiences or activities 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 (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 LMS. More detailed assignment guidelines will be provided by the instructor.

2024 Fall RMGT 210 Class Schedule

Our week will start on Monday and finish on Sunday

Discussion/Padlet due on Thursday (initial post) and Sunday (reply to at least three other students)

Week	Topic	Activity/Assignment	Due	Pts.
Week 1 8/26-9/1	Welcome and Introduction	Syllabus quiz + Email	8/29	10
		Padlet 1: Self-introduction	8/29 & 9/1	10
Section I: Leisure as a condition of being human: Personal context				
Week 2 9/2-9/8	Humanities of leisure (CH1) Why leisure is vital? (CH2)	Topical reflection 1	9/8	10
		Discussion 1: Community agreement	9/5 & 9/8	10
Week 3 9/9-9/15	Leisure and health (CH3) What is leisure and recreation?	Topical reflection 2: Importance of leisure in society	9/15	10
		Meeting with Dr. Liu	TBD	

Week 4 9/16-9/22	History of leisure and recreation Leisure in past societies (CH5)	*Padlet 2: Pioneers in leisure and recreation and their impacts on society	9/19 & 9/22	10
		My Rec Passport plan	9/22	-
Week 5 9/23-9/29	Leisure behavior (CH4) Social and cultural impacts	Meeting w/ instructor reflection	9/29	10
		*Topical reflection 3: Social and cultural impacts on leisure behavior	9/29	10
Week 6 9/30-10/6	Section I Quiz (CH1-5) Prepare for My Rec Passport	Section I Quiz	10/3-10/6	30
Module II: Leisure is an instrument: System context				
Week 7 10/7-10/13	Work, money leisure (CH11) Leisure, freedom, & time (CH12)	*Discussion 2: Leisure and economy	10/10 & 10/13	10
Week 8 10/14-10/20	Is leisure fair? (CH13) Is leisure a right? (CH14)	*Topical reflection 4: DEI essentials in leisure and recreation	10/20	10
Week 9 10/21-10/27	Leisure systems (CH15)	*Advocacy video	10/27	10
		Time Diary and Economic Log	10/27	30
Week 10 10/28-11/3	Section II Quiz (CH11-15) Prepare for My Rec Passport	*Advocacy video + Discussion 3	11/1	10
		Section II Quiz	10/31-11/3	30
Section III: Leisure is a cultural mirror: Social and cultural context				
Week 11 11/4-11/10	Leisure's anthropology (CH6) Career exploration: Interviews	Padlet 3: Culture and leisure	11/7 & 11/10	10
		Career exploration note	11/10	20
Week 12 11/11-11/17	Leisure's geography (CH7) Prepare for My Rec Passport	Padlet 4: Place for leisure	11/14 & 11/17	10
		My Rec Passport progress report	11/17	10
Week 13 11/18-11/24	Pop culture (CH8) Leisure and technology (CH9)	Discussion 4: pop culture and technology in leisure	11/21 & 11/24	10
Week 14 11/25-12/1	Section III Quiz (CH5-9)	Section III Quiz	11/28-12/1	30
Wrap up: Finals				
Week 15 12/2-12/8	Final presentation	My Rec Passport presentation PPT	12/5	30
Week 16 12/9-12/15	Final week	Final Presentation feedback	12/9	10
		My Rec Passport written report	12/15	40

Note: 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.

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here:

<https://cehd.gmu.edu/about/culture/>

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- 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 your LMS should be directed to:
 - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see:
 - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
 - Writing Center: <https://writingcenter.gmu.edu/>

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.



VIA Assessment for Time Diary and Economic Log

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 the 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) COAPRT 7.01				
Time Diary and Economic Log Reaction Paper (utilization of classroom/reading assignments) COAPRT 7.01				
Time Diary and Economic Log Summary COAPRT 7.01				