

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 210 - 001 - Introduction to Recreation and Leisure (3)
Fall 2013

DAY/TIME: T, 4:30-7:20p.m.

Instructor: Evan Braff, M.S. EMAIL ADDRESS: ebraff@gmu.edu,
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OFFICE LOCATION: Fairfax County Gov. Ctr. PHONE NUMBER: 703-627-3027

OFFICE HOURS: By appointment

PREREQUISITES

None

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 OBJECTIVES

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 ASSOCIATION STANDARDS

Further, upon completion of this course, students will meet the following professional accreditation standards for COAPRT:

- 8.01 Understanding of the conceptual foundations of play, recreation, and leisure.**
- 8.02 Understanding of the significance of play, recreation, and leisure in contemporary society.**
- 8.03 Understanding of the significance of play, recreation, and leisure throughout the life span.**
- 8.06:01 History and development of the profession**
- 8.06:02 Professional organizations**
- 8.06:03 Current issues and trends in the profession**
- 8.10 Understanding of the importance of leisure service delivery systems for diverse populations.**

NATURE OF COURSE DELIVERY

Face to Face

REQUIRED READINGS

Pastimes (The Context of Contemporary Leisure). Ruth Russell. 5th Edition

Service Living: Building Community through Public Parks and Recreation. Wellman, Dustin, Henderson, and Moore.

Tuesdays with Morrie. Mitch Albom.

Ultra Marathon Man: Confessions of An All-Night Runner. Dean Karnazes.

EVALUATION

Students must follow the standards of the George Mason University Honor Code. Students should attend all class sections, actively participate in class discussion, and fulfill all assignments. Students must turn in assignments at the beginning of class on the specified date due or they will receive no credit. Only students with extreme emergencies, a documented medical excuse or university-sponsored functions discussed with the professor prior to the due date will be given consideration for exception. Students must make copies of all written work submitted.

No Assignments will be accepted late!!!!!!!!!!!!!!!!!!!!!!

A. Activity Participation and Economic Log (40 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 and money spent in recreation activities – this will be done in a chart format
- Your thoughts and reactions to your participation in activities and spending
- Connection between your activity involvement and spending 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
- Must cite two articles from scholarly journals as related to your analysis

B. Article/Book Collection or project assignment – 1 page summary --- 220 points (look on calendar there are weeks where you do not submit an article), 11 papers at 20 points per paper

At each class you will be asked to read or find an article relating to the topic for that night. You must hand in a one-page summary for each assignment. If the assignment involves finding an article you must also include a copy of the article with your summary.

Due Date: Weekly

C. Mid-term (40 points) – Take Home

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
- Why you chose the service living activity/project
- 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. In-Class Assignments (130 points) – 10 points per class

You are expected to come to each class well prepared and ready to contribute to the topic of the evening. This means that all reading (whether from chapters in the text, supplemental articles, or handouts) should be completed by the start of class on the day for which an assignment is due. The readings in the text and any supplemental readings, guest speakers throughout the semester, and in-class assignments will serve as the basis for class discussion and participation. Your responses, comments, and general contributions will be the primary criteria for evaluation, but attentiveness in class will also be taken into consideration. For each class night there will be an in-class assignment that each student will be required to complete.

Due Date: weekly

F. Service Living Project – Our Daily Bread (20 points)

The class will be participating in a service living project. Students will just need to volunteer one of the two days. Staff from Our Daily Bread will be visiting the class in September to go over the details.

Course Requirements and Evaluation:

Activity/Economic Log	40 points
Articles	220 points
Midterm	40 points
Leisure Final	40 points
In-Class Exercises	130 points
Service Living Project	20 points
Total:	470 points

Grading Scale

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59
	B- = 80 – 83	C- = 70 – 73	

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Course Outline:

Note: Faculty reserves the right to alter the schedule as necessary.

Date	Topic	Competencies
Week 1	Introduction/Course Overview	8.01
Week 2	Basic Concepts of Leisure, Play, and Recreation <ul style="list-style-type: none"> • Discussion of the philosophy of leisure • What is leisure, recreation, and play • History of Leisure 	8.01 8.06:01
Readings:	Chapter 1, 2, and 3 Article	
Week 3	Concepts of Leisure Continue <ul style="list-style-type: none"> • Taboo Recreation • Using Leisure for the Societal Good Article	8.01 8.06:03
Readings	Chapter 9 and 10	
Week 4	Time, Work, and Technology	8.02
Readings	Chapter 7, 11 and 12	
Week 5	Leisure and Politics	8.02
Readings	Handouts	
Week 6	Activity and Economic Analysis Due (no article need to be handed in)	8.01, 8.02
Readings	No readings	
Week 7	Leisure and Diversity, Sexuality, and Gender Roles	8.10
Reading	Chapter 5 and Chapter 13	
Week 8	Service Living	8.01, 8.02, 8.06:30
Readings	Service Living: Building Community through Public Parks and Recreation	
Week 9	Mid-term Exam	8.01, 8.02, 8.06:30
Readings	No readings	
Week 10	What is Therapeutic Recreation? -The History of Therapeutic Recreation -Guest Speaker on disability awareness	8.10
Readings	Will hand out reading	

Week 11	Leisure and the Environment	8.06:03
Readings	Chapter 6 and handouts	
Week 12	Leisure Throughout Your Life:	8.03
Readings	Mitch Albom. <u>Tuesdays with Morrie</u> . (one page paper due on book) Chapter 4	
Week 13	The Future of Recreation and Service Organizations: Future Trends, Future Technology; where is it all going Leisure as a Profession: What are the different professions in the recreation and leisure sector: Chapter 14	8.02 8.06:02
Week 14	Bringing it all together – Final Starts The Ultramarathon Man and Review for Exam (Book must be completed) – one page paper due on book	All
Final Exam	Final Exams: Leisure Adventure Presentations (no article handed in)	all

Note: Faculty reserves the right to alter the schedule as necessary.
Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism,

please visit our website [See <http://rht.gmu.edu>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

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.

