

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health, and Tourism**

**PRLS 210 – Introduction to Recreation and Leisure (DL1)**  
**Fall 2015**

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**PREREQUISITES/COREQUISITES**

none

PRLS 210

**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:

- 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.

**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 course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on August 31, 2015.

**TECHNICAL REQUIREMENTS:**

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- 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 the course requirements.

- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - **Adobe Acrobat Reader:** <http://get.adobe.com/reader/>
  - **Windows Media Player:** <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
  - **Apple QuickTime Player:** [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

## EXPECTATIONS:

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on **Tuesday night** , and **finish** on **Monday night**.
- **Log-in Frequency:**
  - Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 3 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of 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 are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least 3 times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor

## **REQUIRED READINGS**

Pastimes (The Context of Contemporary Leisure). Ruth Russell. 5<sup>th</sup> Edition

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

Tuesdays with Morrie. Mitch Albom.

Please Talk About Me When I am Gone. Sean Murphy

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

## **REQUIRED ARTICLE READINGS**

“Leisure and Civility” by Hemingway

“The Power Potential and Promise” (*Goodale*)

“Benefits Equation” (Dustin)

“The Leisure Ability Model,” by Stumbo and Peterson. “

“Parks, Playgrounds, and Active Living,” by Mowen:

The Rationale for Recreation Services for Youth,” by Witt and Caldwell

“Evolution and Implications of a Paradigm Shift in the Marketing of Leisure Services in the USA,” by Crompton.

“Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being,” by Deci and Ryan.

## **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

**Assignment Rubric:**

Activity Analysis Reaction Paper (content and reflection) - 15 points

Activity Analysis Reaction Paper (format/writing style) – 5 points

Activity Analysis Reaction Paper (utilization of classroom/reading assignments) – 5 points

Economic Log – 5 points

Activity Summary Log – 5 points

Daily Summary Log – 5 points

**B. Article Readings 220 points (look on calendar there are weeks where you do not submit an article), 11 papers at 20 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

**Assignment Rubric for Each Assignment:**

Reaction Paper (content and reflection) - 15 points

Reaction Paper (format/writing style) – 5 points

**C. Mid-term (40 points)**

Mid-term content and reflection - 30 points

Mid-term paper (format/writing style) – 10 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

**Assignment Rubric:**

Presentation Content (logic, focus on topic) - 20 points

Presentation Format /Visual Organization (vocabulary, flow, writing style)- 20

**E. Discussion Board Assignments (130 points) – 20 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.

**Due Date: weekly**

**Assignment Rubric Each Night:**

- Quality of Comments/ Relevance of Contribution to topic under discussion - 5 points
- Community Responses (Responds to Peers) – points
- Context (few or no stylistic errors; Organized with direct & clear communication. – 5 points
- Critical Thinking (rich in content, full of thought, insight, and analysis) – 5 points

**F. Service Living Project – (20 points)**

Class will be participating in a service living project and write about the experience.

**Assignment Rubric:**

Active Participation in Service Project (20 points)

**Course Requirements and Evaluation:**

Activity/Economic Log:	40 points
Articles	220 points
Midterm	40 points
Leisure Final	40 points
Discussion Board:	130 points
Service Living Project	20 points

Total: 530

**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	

## Fall 2015

**Course Outline - [http://registrar.gmu.edu/calendars/fall-2015/?\\_ga=1.266816974.1184019785.1440462282](http://registrar.gmu.edu/calendars/fall-2015/?_ga=1.266816974.1184019785.1440462282)**  
(GMU Important dates)

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

<b>Date</b>	<b>Topic</b>	<b>Competencies</b>
<b>Week 1 September 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>	8.01
<b>Week 2 September 8</b>	Basic Concepts of Leisure, Play, and Recreation Taboo Recreation Using Leisure for the Societal Good	8.01
<b>Week 3 September 15</b>	Activity and Economic Analysis Due (no article need to be handed in)	8.01, 8.02
<b>Week 4 September 22</b>	Leisure and Health	8.02
<b>Week 5 September 29</b>	Leisure and Politics	8.02
<b>Week 6 October 6</b>	Leisure and Diversity, Sexuality, and Gender Roles	8.10
<b>Week 7 and Week 8 October 13 and October 20</b>	Service Living and Leisure and the Environment	8.01, 8.02, 8.06:30
<b>Week 9 October 27</b>	Mid-term Exam	8.01, 8.02, 8.06:30
<b>Week 10 November 3</b>	What is Therapeutic Recreation? -The History of Therapeutic Recreation -Guest Speaker on disability awareness	8.10
<b>Week 11 and Week 12 November 10 and November 17</b>	Leisure Throughout Your Life Span	8.03
<b>Week 13 November 24 and December 1</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:	8.02 8.06:02
<b>Week 14 December 8</b>	Bringing it all together	All
<b>Week 15 December 15</b>	<i>Final Exam Due</i>	All

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### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-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.

