

GEORGE MASON UNIVERSITY  
College of Education and Human Development  
School of Sport, Recreation, and Tourism Management

PRLS 210 – DL2 - Introduction to Recreation and Leisure (3)  
Fall 2020

DAY/TIME:	Distance Learning	LOCATION:	Blackboard
PROFESSOR:	Dr. Brenda Wiggins	EMAIL ADDRESS:	bwiggins@gmu.edu
OFFICE LOCATIONS:	Remote	PHONE NUMBER:	703-993-2068 voicemail
OFFICE HOURS:	By Phone or Facetime		

### 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

### Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via 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.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### *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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

Because asynchronous courses do not have a “fixed” meeting day, our week will start on **Tuesday** and finish on **Monday before 11:59p.m.**

- **Log-in 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. 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.

## **PROFESSIONAL ASSOCIATION STANDARDS**

Upon completion of this course, students will have met the following professional 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.

## **NATURE OF COURSE DELIVERY**

Online

## **REQUIRED READINGS**

Russell, R. (2020). *Pastimes: The Context of Contemporary Leisure* (7th ed.) Urbana: Sagamore-Venture.

**Plus** Programs and tickets from participation in the three (3) leisure experiences.

## **EVALUATION**

Students must follow the standards of the George Mason University Honor Code. Students should attend all class sections, actively participate, and fulfill all assignments. Students must turn in assignments 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. There are no makeup opportunities.

### **A.**

#### **CLASS PARTICIPATION/DISCUSSION BOARDS** (*Due Mondays all semester*)

All students will be expected to contribute insightful, meaningful, and relevant information via our Blackboard Discussion Boards some weeks.

We all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences. That means, we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable.

How will this work? Each week the instructor will post on Blackboard every **Tuesday**. During the course of the week, each student is expected to post a response to the discussion **by Friday night** and a minimum of one response to other student posts **before Monday night by 11:59a.m.** This will require you to log in twice at least, during the week.

## B.

### **TIME DIARY** (*Due Monday, October 12*)

Each student will complete a four-day *consecutive* time diary of activities. For those **four** days, you will record **every** activity you participate in and what you label as leisure. Specifics are not required and you do not need to reveal personal private information. The assignment is to see how you segment your day and as such, there are no “right” or “wrong” activities. Next, any activity you consider leisure please include a comment.

## C.

### **Three (3) CHOSEN EXPERIENCES** (*Due Monday, November 30*)

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*:

Special Event or Tourism (Wedding, Festival, Fair, 5K Race, etc)

Sports (Baseball, Basketball, Soccer, Hockey, Football, Golf, etc)

Arts Event (Dance Competition / Recital, Play, Museum, Concert, Book Signing, etc)

Outdoor / Community Rec (Hiking, Camping, Fitness Class, Swim at the Pool, etc).

#### **Note:**

**Due to the Coronavirus, if any of your experiences are not open then you may complete the experience virtually. The difference will be proof of participation in each experience, where for online you will 1). Provide the address of where you accessed the event. There is no need for a selfie of yourself or scanning a copy of your tickets. 2). The one page Program Evaluation Form will be submitted with each virtual participation (found on Course Content) which includes also a one page evaluation submitted regarding outcomes experienced, comments, etc.**

Across each experience (#1, #2, and #3) why did you choose each as an experience in the first place and label it as a recreational pursuit? Think back to “leisure and your health,” “VALS and your leisure type,” and “Benefits from your personal leisure pursuits,” for example. There is a place on Assignments for EACH Experience...Some experiences may fall into more than one category, for example: you choose to attend the opening of an art show at the Smithsonian, which would qualify as either a special event or an arts event. You may use it for either one but not both.

In addition to choosing experiences from the categories above, one experience must be a). **unstructured**, one must be b). **amateur**, and one must be c). **professional**. For example: a baseball fan might pick a softball game in the park as their community recreation activity (unstructured), a high school tournament or a Mason game as the sport (amateur activity), a Nationals game as a second sport or a tourism experience (professional activity), a Winchester Royals game as a third sport (professional activity), attending a friend’s wedding as their special event (amateur or professional or unstructured depending on the wedding), and a drive along Skyline Drive as their nature experience (unstructured). A literature fan might pick a community play as an arts event (amateur), a poetry reading at a coffee house as community recreation (unstructured), might see Shenandoah Shakespeare perform MacBeth at the Hylton or Fairfax

Performing Arts Center as a special event (professional), might read the online Sunday newspaper in their backyard hammock as an outdoor experience (unstructured), and just for fun might watch a kids' swim meet at the Aquatic or Freedom Center pool for a sport experience (amateur).

Selection of the activities is entirely up to you, where your personal interests lie, as well as the opportunities you are able to find. Please remember that there are many on-campus opportunities for students to participate in which you can experience at little or no cost. OA LLC students may use your trips and special events. Additionally, don't forget the National Mall and all of the free recreational opportunities taking place there.

As proof of participation in each experience, you must 1). take a selfie of yourself participating (or have someone take your photograph), and you must 2). scan a copy of your tickets 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). A 4). **one page** Program Evaluation Form will be submitted with each participation. The template is on Course Content.

Note (repeated from above):

Due to the Coronavirus, if any of your experiences are not open then you may complete the experience virtually. The difference will be proof of participation in each experience, where for online you will 1). Provide the address of where you accessed the event. There is no need for a selfie of yourself or scanning a copy of your tickets. 2). The one page Program Evaluation Form will be submitted with each virtual participation (found on Course Content) which includes also a one page evaluation submitted regarding outcomes experienced, comments, etc.

**Course Requirements and Evaluation:** *Revised from emailed copy*

Weekly Discussions	22 points
Time Diary	12 points
3 Recreation Experiences	30 points
Final	36 points
<b>Total:</b>	100 points

**Grading Scale**

A+ = 97-100	B+ = 88-89	C+ = 78-79
A = 94-96	B = 84-87	C = 74-77
A- = 90-93	B- = 80-83	C- = 70-73
		D = 60-69
		F = 0-59

**COURSE SCHEDULE for PRLS 210 Fall 2020**

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

<b>Dr. Wiggins Introduces</b>	<b>Topic</b>	<b>Reading</b>	<b>Due Date</b>
T Aug. 25	Syllabus and	Order Text 7 <sup>th</sup>	M Aug. 31

	<b>Blackboard</b>	<b>Edition which is new as of 2020 and Read Syllabus, Assignments, and Blackboard Content</b>	
T Sept. 1	<b>Chapter One</b> - The Humanities of Leisure	<b>Chapter One</b>	<b>M Sept. 7</b> (Complete by Sunday since Monday is <i>Labor Day</i> )
T Sept. 8	<b>Chapter Two</b> - Why Leisure is Vital	<b>Chapter Two</b>	<b>M Sept. 14</b>
T Sept. 15	<b>Chapter Three</b> – Leisure and Health	<b>Chapter Three</b>	<b>M Sept. 21</b> <b>Discussion Board Due</b> by Monday at 11:59p.m.
T Sept. 22	<b>Chapter Four</b> – Defining and Explaining Leisure Behavior	<b>Chapter Four</b>	<b>M Sept. 28</b> <b>Discussion Board Due</b> by Monday at 11:59p.m.
T Sept. 29	<b>Chapter Seven</b> – Leisure’s Geography	<b>Chapter Seven</b>	<b>M Oct. 5</b> <b>Discussion Board Due</b> by Monday at 11:59p.m.
T Oct. 6	<b>Chapter Eight</b> – Popular Culture	<b>Chapter Eight</b>	<b>M Oct. 12</b> <i>Indigenous Peoples’ Day</i> Discussion Board Due by Monday at 11:59p.m.
<b>M Oct.12</b>	<b>Time Diary Due</b>	<b>Time Diary Due</b>	<b>Time Diary Due</b> by 11:59p.m. on <b>Monday, October 12</b>
T Oct. 13	<b>Chapter Nine</b> – Leisure and Technology	<b>Chapter Nine</b>	<b>M Oct. 19</b> <b>Discussion Board Due</b> on Monday at 11:59p.m.
T Oct. 20	<b>Chapter Eleven</b> – The Work, Money Leisure Tripartite	<b>Chapter Eleven</b>	<b>M Oct. 26</b> <b>Discussion Board Due</b> on Monday at 11:59p.m.
T Oct. 27	<b>Chapter Twelve</b> – The Freedom and Tyranny of Time	<b>Chapter Twelve</b>	<b>M Nov. 2</b> <b>Discussion Board Due</b> on Monday at 11:59p.m.
T Nov. 3	Use the rest of this week to work toward completion of 3 chosen experiences	<i>Election Day</i> observed Nov. 3	
T Nov. 10	<b>Chapter Thirteen</b> – Is Leisure Fair?	<b>Chapter Thirteen</b>	<b>M Nov. 16</b> <b>Discussion Board Due</b> on Monday at 11:59p.m.
T Nov. 17	<b>Chapter Fourteen</b> – Leisure Systems	<b>Chapter Fourteen</b>	<b>M Nov. 23</b> <b>Discussion Board Due</b> on

			Monday at 11:59p.m.
T Nov. 24	Use the rest of this week to work toward completion of 3 chosen experiences	<i>Thanksgiving</i> observed Nov. 25-27	
M Nov. 30	<b>Three (3) Chosen Experiences Due</b> by 11:59p.m. on Monday, Nov. 30	<b>Three (3) Chosen Experiences Due</b>	<b>Three (3) Chosen Experiences Due</b> by 11:59p.m. on Monday, Nov. 30
T Dec. 8	<b>Final Distributed on Chapters 1, 2, 3, 4, 7, 8, 9, 11, 12, 13, 14</b>		<b>M Dec. 14 Final Due</b> by 11:59p.m. Monday, Dec. 14
M Dec. 14	Final Due by 11:59p.m. Monday, Dec. 14		

### Professional Dispositions

See <https://cehd.gmu.edu/students/polices-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 Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. 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 “Responsible Employee,” and must report all disclosures of sexual assault, 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 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/>.

