

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

PRLS 611 (DL1) – Social Psychology of Leisure  
3 Credits, Spring 2021  
Distance Learning: Blackboard

**Faculty**

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**Prerequisites/Corequisites**

Graduate student or permission of instructor.

**University Catalog Course Description**

Addresses historical, theoretical, and empirical foundations of social psychological constructs relative to social behavior in park, recreation, sport and tourism settings. Focuses on attitudinal, social, and motivational theories as applied to leisure-related contexts.

**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 on Monday, January 25.

**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, 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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- 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/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesday, and finish on Friday.
- 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 **3** 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.
- 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 the instructor to schedule a one-on-one session, and the instructor will work with them 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. Demonstrate an understanding of the classic social psychological constructs and how they are applied in management of leisure-related contexts;
2. Assess social psychological studies critically by preparing summaries of the theoretical bases, methods, hypotheses, and outcomes;
3. Demonstrate an in-depth understanding of social psychological knowledge specific to a leisure-related activity through a clearly defined program proposal that is supported by academic research evidence.

## Professional Standards

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, p. 1) “bases its accrediting process on principles, rather than standards.” The eight recommended principles are: outcomes assessment; strategic planning; curriculum; faculty; scholarly and professional activities; resources; internal and external relationships; and educational innovation.

For more information, please see: Commission of Sport Management Accreditation. *Accreditation principles and self-study preparation*. Retrieved May 12, 2016 from <http://www.cosmaweb.org/accreditation-manuals.html>

## Required Texts

Walker, G. J., Kleiber, D. A., & Mannell, R. C. (2019). *A Social Psychology of Leisure (3<sup>rd</sup> Edition)*. Venture Publishing, State College, PA.

Reference: American Psychological Association. (2009). *Publication Manual of the American Psychological Association, Sixth Edition*. American Psychological Association, Washington, DC.

## Course Performance Evaluation

Students are expected to submit all assignments on time via Blackboard.

## Assignments and/or Examinations

This course will be graded on a percentage point system, with a total of 100 possible percentage points.

| <i>Assignment</i>                        | <i>Points Possible</i> |
|--|------------------------|
| Weekly Reading Responses                 | 25 points              |
| Leader for Additional Readings           | 10 points              |
| Time Diary                               | 10 points              |
| Leisure Activity Journal                 | 15 points              |
| Leisure Activity Reflection Paper        | 15 points              |
| Social Psychology of Leisure Final Paper | 25 points              |

**Weekly Reading Responses (25 points: 10 discussion thread/15 written response):** All students will be expected to provide insightful, meaningful, and relevant responses to the readings each week. These will constitute the primary assessment of your comprehension of the material and your participation in this course.

Reading responses will work as follows: Each week the instructor will post course material by **Tuesday morning**. This will include overall discussion questions about the reading that will be answered in an online discussion thread, and 1 question for deeper thought that will require a written response (via Word file) submitted to the instructor.

*Discussion thread questions:* All students are expected to contribute to the discussion at least twice: by **Wednesday at 11:59 p.m.** and again by **Friday by 11:59 p.m.** Remember that these discussions are in lieu of in-person class sessions: it is vital that all students participate!

*Written response questions:* Each week's "deeper question" will be provided in the materials posted on Tuesday morning. Students should consider the question in light of the readings, class discussion, and their experiences, and submit a thoughtful response. These responses can be submitted at any time during the week, but must be to Blackboard by **Friday at 11:59 p.m.**

**Leader for Additional Readings (10 points):** Each student will provide an additional academic journal article and related questions for one of the weeks' subjects. They will submit the article and questions to the instructor **the week prior**, so that they can be posted for the class with the other materials on Tuesday morning.

Ideal Journals for article selection include: *Journal of Leisure Research, International Journal of Sport Management Recreation and Tourism, Recreation Sports Journal, Psychology of Sport and Exercise, Leisure Sciences, International Journal of Sport Science and Coaching.*

\*Articles can also be found in the reference section of the textbook.

**Time Diary (10 points):** Each student will complete a five-day time diary of activities. For those five days, you will record every activity (physical and otherwise) you participate in. Specifics are not required and you do not need to reveal personal private information. The intent of the activity is to see how you segment your day and as such, there are no "right" or "wrong" activities. This assignment will provide a foundation on which to build your other assignments.

**Leisure Activity Journal (10 points):** Each student will be asked, over a 5-week period during the semester, to engage in a new leisure activity of their choice. Students will track basic information about this activity using the journal function in Blackboard and submit it weekly. *[Additional details about this assignment will be provided prior to the start of the 5-week span.]*

**Leisure Activity Reflection Paper (15 points):** After the 5 weeks of their new leisure activity, students will write a short reflective paper (3-4 pages) that summarizes their activities and relates their experiences to the social psychology theories covered in the text and other course materials. *[Additional details and expectations will be provided.]*

***Social Psychology of Leisure Final Paper (25 points):*** Each student will create a detailed plan for a leisure or recreation activity that would take place in a social setting. This plan is expected to be based upon and justified by the social psychology theories learned in class.

This project will include draft plans and checkpoints with the instructor during the semester, including a short idea paper, a draft outline, and a final plan. *[Additional details and grading rubric for this assignment will be provided.]*

## Other Requirements

Attendance Policy: Mason Catalog: "Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence...as de facto evidence of non-participation."

\*Accordingly, in this course, failure to post discussion on Blackboard is considered de facto evidence of non-participation.

Assignments: **All written assignments are due by 11:59PM on Friday of the assigned week. No late work will be accepted without prior approval by the instructor.** Written work is to be typed, spell checked, and proofread to avoid point deduction. APA format must be used. **No class participation make-ups** (e.g., late posts in discussions) will be available.

## Grading

|            |            |                  |
|------------|------------|------------------|
| A = 94-100 | B+ = 88-89 | C = 70-79        |
| A- = 90-93 | B = 84-87  | F = 78 and below |
|            | B- = 80-83 |                  |

## Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

## Class Schedule

| Week of:                | Topic  | Reading/Assignment Due                         |
|-------------------------|--|--|
| January 26 <sup>1</sup> | Welcome and Introduction                             |  |
| February 2              | The Nature of Social Psychology                      | Chapters 1&2                                   |
| February 9              | Social Psychological Approaches for Studying Leisure | Chapter 3                                      |
| February 16             | Leisure Experience                                   | Chapter 4<br><b><i>Time Diary Due</i></b>      |
| February 23             | Leisure Needs  | Chapter 5                                      |
| March 2                 | Leisure Motivations                                  | Chapter 6<br><b><i>Activity Journal #1</i></b> |

<sup>1</sup> Note that our week runs Tuesday-Friday.

|          |  |  |
|----------|--|--|
| March 9  | Personality and Attitude                             | Chapter 7<br><i>Activity Journal #2</i>                              |
| March 16 | Social Influences                                    | Chapter 8<br><i>Activity Journal #3</i><br><i>Idea Paper Due</i>     |
| March 23 | Race, Ethnicity, Culture, and Leisure                | Chapter 9<br><i>Activity Journal #4</i>                              |
| March 30 | Impacts of Leisure on Childhood and Adolescence      | Chapter 10<br><i>Activity Journal #5</i><br><i>Draft Outline Due</i> |
| April 6  | Impacts of Leisure on Adulthood                      | Chapter 11<br><i>Reflection Paper Due</i>                            |
| April 13 | Optimizing Leisure Outcomes                          | Chapter 12   |
| April 20 | Leisure and Social Psychology: Tying It All Together | Readings TBA   |
| April 27 | Final Questions and Discussion                       | <i>Final Project Due</i>   |

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

### **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**

Students must be fully familiar with the document “Safe Return to Campus and Remote Learning Guidance for Students Enrolled in CEHD Courses,” which is posted as an addendum under the “Syllabus” tab of the course Blackboard site.

#### *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/>).

### *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/> .**

