

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

RMGT 317 (DL1) – Social Psychology of Play and Recreation  
3 Credits, Spring 2023  
Distance Learning: Blackboard

**Faculty**

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**Prerequisites/Corequisites:** RMGT 210 (Introduction to Recreation and Leisure) or SRST 200 (History of Sport and Leisure in America)

**University Catalog Course Description:** Applies social psychological theories and research to the study of leisure, play, and recreation behavior, including correlates, antecedents, and consequences of and constraints to these concepts. Offered by the School of Sport, Recreation, and Tourism. May not be repeated for credit.

**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 23, 2023.

As an upper-level class with asynchronous design, students will need to log into the course at least two times per week to actively participate in the online discussions, check email, read materials, submit assignments and check for updates or changes to the course schedule. This is not a self-paced course. A content module will be posted during the designated week.

As for your discussion, your participation is essential to create an active discussion environment. You will need to post your initial response on Blackboard before the due day and will have a week to respond to others' posts. You will be credited by the quality of your post, response, and interaction with others.

**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 two short meetings with Dr. Liu during the semester. Please see more details on p.5. The purpose of these meetings is to support your learning and answer any questions you have about the class and assignments.
- **Log-in Blackboard 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.
- **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.

**Course Objectives:** This course is designed to enable students to do the following:

1. Define and discuss the major social psychological theories, concepts, models, and methods that have been applied to the study of recreation and leisure.
2. Understand the major correlates, antecedents, constraints and consequences of leisure, play, and recreation behavior and their relevance to planning for one's own leisure and that of others.
3. Analyze theoretical and empirical literature relevant to the study of the social psychology of play, recreation, and leisure.
4. Create a final project that applies relevant research and concepts studied in the classroom to the outside world.

**Professional Standards:** Upon completion of this course, students will meet the following professional accreditation standards for the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (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 profession 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:** Walker, G. J., Kleiber, D. A., & Mannell, R. C. (2019). *A Social Psychology of Leisure* (3rd Edition). Venture Publishing, State College, PA.

(Optional) Reference: American Psychological Association. (2020). *Publication Manual of the American Psychological Association, Seventh Edition*. American Psychological Association, Washington, D.C.

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

**Email Policy:** Students are expected to receive all course-related correspondence via their Mason email account. When sending an email to the instructors ([hliu35@gmu.edu](mailto:hliu35@gmu.edu)), the subject line **must** be formatted **RMGT 317 Your Subject Title** (e.g., discussion #1, activity journal #2, etc.). 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 instructors within 24-48 hours from Monday to Friday, except for some business travel dates. The instructors 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 time in the manner outlined by the instructor (e.g., Blackboard, 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 Bb.

All the assignments are due by 11:59 PM of the date indicated on the course schedule. Late work will not be accepted without the instructor's approval. Each late work will be discounted 10% in grade each day. No work will be accepted after a week late from the due day.

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:

<b>Assignment</b>	<b>Points Possible</b>
Coure preparation: Syllabus quiz + email	10 points
Meeting with Dr. Liu (2)	20 points
Time diary	20 points
Discussion (4)	80 points
Weekly worksheet (8 out of 9)	80 points
New Leisure/Recreation activity	
Leisure activity proposal	10 points
Leisure activity journal (5)	50 points
Leisure activity reflection paper	50 points
Social psychology of leisure final project	
Project idea/proposal	10 points
Project outline/progress	10 points
Written project	60 points
Total Points	400 points

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

<b>Grade (%)</b>	<b>Points</b>						
A+ (97-100%)	388-400	B+ (87-89%)	348-359	C+ (77-79%)	308-319	D (60-69%)	240-279
A (93-96%)	372-387	B (84-86%)	336-347	C (74-76%)	296-307	F (0-59%)	0-239
A- (90-93%)	360-371	B- (80-83%)	320-335	C- (70-73%)	280-295		

**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.

All written assignments are due by 11:59 PM of the designated date. 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.

## Detailed Assignments and Expectations

**Course introduction: Syllabus quiz + email (10 points):** There are two main tasks for 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. The content is up to the student.

**Meeting with Dr. Liu (2 \* 10 points = 20 points):** In order to make sure the instructor has the chance to know the students, assist with projects, and answer questions, Dr. Liu would like to have at least two meetings with students during this online class. The first meeting will be during Week 3 to answer any questions and get to know the students. The second meeting will be during Week 13 to assist with the final project. Each meeting will be 10-15 minutes. Students can choose to meet in person or via zoom. Dr. Liu will provide more details and possible meeting times throughout the semester.

**Time Diary (20 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.

**Weekly Discussions (4\* 20 points = points):** All students will be expected to contribute insightful, meaningful, and relevant information via our Blackboard 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. Students will have access at least 3 days before the designated weeks for discussion. The initial post and response posts are worth 10 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. Additional discussion rubrics will be provided.

Remember that these discussions are in lieu of in-person class sessions: it is vital that all students participate frequently or the class doesn't work! For each topic, each student should respond to at least four (4) other students' posts and students who received any posts are expected to respond and interact with other students.

**Weekly Worksheet (8 \* 10 points = 80 points).** There will be nine worksheets covering the readings and material throughout the semester. Eight (8) highest-scored worksheets will be included in the final grade. This assignment is designed to assist students to learn important

concepts in the social psychology of leisure along with course materials and textbook information. Please upload your assignment to Blackboard by 11:59 PM on the date indicated in the tentative schedule.

**New Leisure/Recreation Activity (110 points):** Each student will be asked, over a 5-week period during the semester, to engage in a new leisure or recreation activity of their choice twice a week (approximately 40 to 60 minutes each time). Students will track basic information about this activity using the journal function in Blackboard and submit it weekly. There are three parts of this assignment:

- Leisure activity proposal (10 points): Students will propose their plan to Dr. Liu to participate in a new activity, and seek her approval.
- Leisure activity journal ( $5 * 10 \text{ points} = 50 \text{ points}$ ): Students will log in weekly to document their new leisure experience and answer a few questions using the journal function in Blackboard.
- Leisure activity reflection paper (50 points): Students will write a 2-3 pages reflection paper to explain their experience and connection with the concepts and theories they learn in the class in regards to participation.

Additional details about this assignment will be provided prior to the start of the 5-week span.

**Social Psychology of Play and Recreation Final Project (80 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 written plan.

- Project idea/proposal (10 points): Students will propose an idea for the final project.
- Project outline/progress (10 points): Students will submit their project progress and topic outlines on Week 12 and meet with Dr. Liu on Week 13 for discussion and suggestions.
- Written project (60 points): Students will write a 3-5 page paper to develop a program by applying social psychology theories, concepts, or processes.

Additional details and a grading rubric for this assignment will be provided.

### Professional Dispositions

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

### 2023 Spring RMGT 317 Class Schedule

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

Week (W)	Topic	Activity/Assignment	Due	Pts.
W1: 1/23-1/29	Welcome and Introduction	Syllabus quiz	1/27	10
		Discussion 1 (initial)	1/29	10

W2: 1/30-2/5	The Nature of Social Psychology (CH1-2)	Worksheet 1: CH1-2	2/5	10
		Discussion 1 (response)	2/5	10
W3: 2/6-2/12	Social Psychological Approaches for Studying Leisure (CH3)	Worksheet 2: CH 3	2/12	10
		Time Diary	2/12	20
		Meeting with Dr. Liu #1	2/6-2/12	10
W4: 2/13-2/19	Leisure Experience (CH4)	Worksheet 3: CH 4	2/19	10
		Discussion 2 (initial)	2/19	10
		Activity journal idea	2/19	10
W5: 2/20-2/26	Leisure Needs (CH5)	Worksheet 4: CH 5	2/26	10
		Discussion 2 (response)	2/26	10
W6: 2/27-3/5	Leisure Motivations (CH6)	Worksheet 5: CH6	3/5	10
		Activity Journal #1	3/5	10
W7: 3/6-3/12	Personality and Attitude (CH7)	Worksheet 6: CH7	3/12	10
		Activity Journal #2	3/12	10
W8: 3/13-3/19	Spring Break	-	-	-
W9: 3/20-3/26	Race, Ethnicity, Culture, and Leisure (CH9)	Worksheet 7: CH9	3/26	10
		Activity Journal #3	3/26	10
		Final paper idea/proposal	3/26	10
W10: 3/27-4/2	Impacts of Leisure on Childhood and Adolescence (CH10)	Worksheet 8: CH10	4/2	10
		Discussion 3 (initial)	4/2	10
		Activity journal #4	4/2	10
W11: 4/3-4/9	Impacts of Leisure on Adulthood (CH 11)	Worksheet 9: CH11	4/9	10
		Discussion 3 (response)	4/9	10
		Activity journal #5	4/9	10
W12: 4/10-4/16	Optimizing Leisure Outcomes (CH 12)	Activity reflection paper	4/16	50
		Final paper outline	4/16	10
W13: 4/17-4/23	Leisure and Social Psychology: All Together	Discussion 4 (initial)	4/23	10
		Meeting with Dr. Liu #2	4/17-4/23	10
W14: 4/24-4/30	Preparation for the interview project	Discussion 4 (response)	4/30	10
W15: 5/1-5/7	Final project	Final project due	5/7	60

Note: A few extra points opportunities will be provided through the semester.

### 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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. 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, 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](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

