

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

RMGT 210 (DL1) Recreation and Leisure in Life
3 Credits

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Traces the development of current concepts of recreation and leisure and their implications for individuals, communities, and society. Covers influences of the intersectionality of diverse identities on discretionary time and its uses.

Course Overview

No Applicable

Course Delivery Method

This course will be delivered online (76% or more) using [select either a synchronous or 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. The course site will be available on XXX.

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
- 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: [Add or delete options, as desire.]
 - 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/

Expectations

- Class Meeting:

Because asynchronous courses do not have a “fixed” meeting day, our week will start on Wednesday and finish on Tuesday.

- Zoom Meeting:

Each student will have one meeting with the instructor of record during the semester. Please see more details on page 6. The purpose of the meeting is to support your learning and answer any questions you have about the class and assignments.

- 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. In addition, students must log-in for all scheduled online synchronous meetings.

- 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.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Develop a broad awareness and knowledge of the impacts of leisure, parks, and recreation on the individual and on society. Describe major ideas, changes, and forces that influence leisure in contemporary society at the individual, group, and societal levels.
2. Discuss major developments and historical factors that have changed the social and cultural meanings of leisure in society for diversity, inclusion, and equity. Adapted Mason Core
3. Develop a personal philosophy of leisure and recreation through active participation and hands-on experiences.
4. Apply proper methods, theories, and sources in professional settings to address issues, concerns, and suggestions for improving leisure and recreational access for all. (Adapted Mason Core
5. Identify the scope of professional organizations in leisure and recreation services, their relationship to other professions and industries, and their role and responsibilities in society.

Professional Standards

Upon completion of this course, students will have met the *Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)* professional standard:

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.

Required Text

Russell, R. & Mowatt R. A. (2023). *Pastimes: The Context of Contemporary Leisure*. (8th Edition). Venture Publishing.

Albom, M. (2017). *Tuesdays with Morrie an old man, a young man, and life's greatest lesson*. London Sphere.

Klinenberg, E. (2018). *Palaces for the people: how social infrastructure can help fight inequality, polarization, and the decline of civic life*. Broadway Books.

Email Policy

Students are expected to receive all course-related correspondence via their Mason email account. When sending an email to the instructor (@gmu.edu) the subject line **must** be formatted **RMGT 210 Your Subject Title** (e.g., time log, topic reflection 1). 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 the instructor within 24-48 hours from Monday to Friday, except for some business travel dates. The instructor 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 Blackboard and in class per instructor.

- **Assignments and/or Examinations**

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 Blackboard.

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

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:

<i>Assignment</i>	<i>Total Percentage</i>	<i>Points Possible</i>
Course preparation: Syllabus review	1.25%	5 points
Meeting with professor of record and reflection	2.5%	10 points
Book Reading: Tuesday with Morrie	7.5%	30 points
Book Reading: Palaces for the People	7.5%	30 points
Mid-term Exam	7.5%	30 points
Time diary and economic log	10%	40 points
Career exploration	3.75%	15 points
Blackboard discussion board (14)	35%	140 points
My Recreation Passport plan	2.5%	10 points
My Recreation Passport presentation	7.5%	30 points
My Recreation Passport final report	15%	60 points
Total Points	100%	400 points

Grading

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

Grade (%)	Points	Grade (%)	Points	Grade (%)	Points	Grade (%)	Points
A+ (97-100%)	368-380	B+ (87-89%)	330-341	C+ (77-79%)	292-303	D (60-69%)	228-267
A (94-96%)	357-367	B (84-86%)	319-329	C (74-76%)	281-291	F (0-59%)	0-227

Detailed Assignments and Expectations

Course introduction: Syllabus Review + email (5 points):

There are two main tasks within 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. Additional instructions will be provided.

Book Review and Analysis: (30 points each, a total of 60 points):

In addition to the class text there are two assigned books. Students will write a reaction paper to for the book readings. Each will be worth 30 points.

Class Exam: 30 points

A written exam to test students knowledge of subjects learned to date.

Time Diary and Economic Log (30 points):

Each student will monitor and analyze a week's worth of 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 in a paper. Additional assignment guidelines will be provided by the instructor. The following bullets are brief guidelines for your preparation:

- Amount of time and money spent in what you individually consider recreation activities (e.g., Cooking with friends, traveling/driving out of town) – completed in a chart format
- Your thoughts and reactions to your participation in activities and spending
- Connection among your leisure activity involvement and spending with learning materials (e.g., concepts, practice, theories) from Discussion Boards, text/Power Points, or people outside of class.
- Analysis and evaluation of your time use, spending, and leisure experience for future participation and planning.

Blackboard discussion (14 discussions – 10 points each): 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. The initial post and response pos Students will have Monday to Thursday to post and have Friday to Sunday to respond to the questions.

Meeting with professor of record + reflection (10 points):

Each student will have an individual 20 -minute meeting with the professor of record between week 4 and week 5. It will be a casual but professional meeting style. Students can choose to meet in person or virtually. The purpose of the meeting is to help the professor of record to get to know more about you and your career interests. You also can ask any questions you want to. Just be you and share your stories and passion! Students will submit a reflection after their meeting with the instructor.

My Recreation (Rec) Passport (100 points):

The assignment is designed to assist you in experiencing various recreational activities. 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*: (1) Special events or tourism (e.g., festival, fair, 5K Race), (2) Sports (e.g., baseball, volleyball, soccer, hockey, football, swimming); (3) Arts or cultural events (e.g., dance competition/recital, play, museum, concert, book signing); (4) Outdoor or community recreation (e.g., hiking, camping, fitness class, swim at the pool). Among these three experiences, one experience must be brand new to you (i.e., an activity you have never done before).

There are five parts to this assignment:

- My Rec Passport plan (10 points):

Students will propose their selection of the activities earlier in the semester for the instructor's approval. Selection of the activities is entirely up to you, where your personal interests lie, as well as the opportunities you can find. Please remember that there are many opportunities at Mason or in your community to participate in which can be experienced with little to no cost. Additional sources will be provided by the instructor.

- My Rec Passport presentation (video)(30 points):

Students will prepare a 5-7 minute professional presentation to share their experiences via PowerPoint with voice recording.

- My Rec Passport report (60 points):

The final report should include an evaluation for each program with evidence of your participation (e.g., selfie, ticket, program, etc.) and an overall reflection of your experience with connections to learning materials. The instructor will provide additional guidelines.

Students should purposefully choose their three experiences to have valuable and meaningful learning experiences. For example, students should think about why each experience was chosen in the first place, and label it as a recreational pursuit. Think back to the chapter on "leisure and your health" and "why leisure is vital" for examples. There is a place in the assignment for each experience, and some experiences or activity may fall into more than one category. You might choose to attend the opening of an art show at the Smithsonian, for example, which would qualify as either a special event or an arts event. You may use it for either one but not both.

As **proof of participation** for each experience, you must (1) take a selfie of yourself participating (or have someone take your photograph), (2) scan a copy of your ticket, 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). You will submit all the material on Blackboard. More detailed assignment guidelines will be provided by the instructor.

Professional Dispositions

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

Class Schedule

RMGT 210 Class Schedule

Week	Topic	Activity/Assignment	Pts.
Week 1	Welcome and Introduction	Syllabus Review + Email	5
		Blackboard Discussion 1: Welcome	10
Module I: Leisure as a condition of being human: Personal context			
Week 2	Humanities of leisure (CH1) What is leisure and recreation?	Discussion 2: What is Leisure	10
Week 3	Why leisure is vital? (CH2) Leisure and health (CH3)	Discussion 3: Health Benefits	10
		Meeting with the instructor	-
Week 4	History of leisure and recreation Leisure in past societies (CH5)	Discussion 4: Pioneers in leisure and recreation and their impacts on society	10
		Meeting w/ instructor reflection	-
Week 5	Leisure behavior (CH4) Social and cultural impacts	My Rec Passport plan	10
		Discussion 5: Social and cultural impacts on leisure behavior	10
Week 6	Book Review and Analysis	Discussion 6: Placemaking	10
		Palaces for the People Due: February 20	30
Module II: Leisure is an instrument: System context			
Week 7	Work, money, and leisure (CH11) Leisure, freedom & time (CH12)	Discussion 7: Leisure and economy	10
Week 8	Time Diary and Economic Log	Discussion 8: Leisure Time	10
		Time Diary and Economic Log Due: March 19	30
Week 9	Is leisure fair? (CH 13) Is leisure right (CH14)	Discussion 9: DEI essentials in leisure and recreation	10
Week 10	Exam	Discussion 10: Reflections	10
		Exam, Due: April 2	30
Module III: Leisure is a cultural mirror: Social and cultural context			
Week 11	Leisure's anthropology (CH6) Career exploration: Interviews	Discussion 11 : Culture and leisure	10
		Professional interview reflection Due: April 9	20
Week 12	Leisure's geography (CH7) Prepare for My Rec Passport	Discussion 12: Place for leisure	10
		My Rec Passport progress report Due: April 16	10

Week 13	Pop culture (CH8) Leisure and technology (CH9)	Discussion 13: Impacts of pop culture on leisure and recreation	10
Week 14	Tuesdays with Morrie	Discussion 14: Leisure in My Life	10
		Book analysis: Due: April 29	30
Wrap up: Finals			
Week 15	Final presentation	My Rec Passport presentation PPT Due: May 7	30
		My Rec Passport written report Due: May 7	60

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

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



VIA Assessment for Time Diary and Economic Log

Criteria:	Unsatisfactory (1)	Minimal (2)	Competent (3)	Outstanding (4)
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	Missing required element AND does not demonstrate understanding of the content area subject	Missing required element OR does not demonstrate understanding of the content area subject	Required element but does not fully present the element	Includes required element; demonstrates understanding of the element

<p>history, science, and philosophy.</p> <p>COAPRT 7.01</p>				
<p>Time Diary and Economic Log Reaction Paper (content and reflection)</p> <p>COAPRT 7.01</p>				
<p>Time Diary and Economic Log Reaction Paper (format/writing style)</p> <p>COAPRT 7.01</p>				
<p>Time Diary and Economic Log Reaction Paper (utilization of classroom/reading assignments)</p> <p>COAPRT 7.01</p>				
<p>Time Diary and Economic Log Summary</p> <p>COAPRT 7.01</p>				

