

Readings in Outdoor Recreation

PRT 225- 3 Credits

Fall 2007

Tuesday 5:30 – 8:10 pm

Room: 213 Nutting Hall

Instructor

Melissa Baker, Ph.D.
215 Nutting Hall
Telephone: 581-2712

Teaching Assistant

Teresa E. Thornton
102 Norman Smith Hall
266-3682

Office Hours

Tuesday, Thursday 11:00 – 12:00
Other times by appointment

Office Hours

To be announced

Required Texts

Ibrahim, H. and Cordes, K.A. (2008). Outdoor Recreation: Enrichment for a Lifetime (3rd Ed.). Sagamore Publishing: Champagne, IL. (ISBN 978-1-57167-530-9)

Blehm, Eric. (2006). The Last Season. Harper Perennial: New York. (ISBN 978-0-06-058301-9)

Optional Texts

Burnett, J. (2005). Hey Ranger! True Tales of Humor & Misadventure from America's National Parks. Taylor Trade Publishing. (ISBN 978-1589791916)

Louv, R. (2005). Last Child in the Woods: Saving our Children from Nature Deficit Disorder. Algonquin Books: Chapel Hill. (ISBN 978-1565126053)

Additional Readings

Additional readings will be placed in the PRT225 course section on WebCT. Since some readings will be on current events, not all readings are listed in the syllabus. Any required readings not listed on the syllabus will be announced in class and posted on WebCT at least one week before they are due.

Course Description

Selected authors and literature will be studied and discussed to familiarize PRT majors with the breadth and complexity of the field. Satisfies the General Education Social Contexts and Institutions and Writing Intensive Requirements.

Course Purpose and Content

The primary purpose of this course is to introduce students to the field of outdoor recreation management. The course will cover the foundations of outdoor recreation including meanings of leisure, the foundations of the environmental movement, the role of the natural environment in leisure pursuits, and the economics of outdoor recreation. The course will then examine the providers of outdoor recreation opportunities, both public and private. The course will conclude with an overview of environmental education and outdoor recreation activities.

This course is also designated as a writing intensive course. Writing assignments will focus on a variety of academic and technical writing styles with the purpose of teaching students to write across the curriculum. Assignments have been designed to evaluate students' writing ability as well as their understanding of the course material.

Course Objectives

The overall objective of this course is to introduce students to the field of outdoor recreation management including its foundations, providers, and the recreation opportunities to be managed. Upon successful completion of this course, students should be able to:

1. Define leisure and discuss the many forms it takes within their life
2. Identify the leading thinkers in the field of the conservation movement and discuss their contributions to the public debate on land use
3. Discuss the social and psychological aspects of outdoor recreation
4. Identify and characterize the various agencies responsible for providing for outdoor recreation opportunities
5. Compare and contrast a variety of outdoor recreation activities and identify potential sources of recreation conflict
6. Demonstrate skill in written communications with writing that is logically organized and free from grammar and spelling errors.

Resources

Students who find themselves in need of additional assistance are reminded that both the instructor and the teaching assistant are available during office hours. In addition, students in need of writing assistance should visit the Writing Center on the fourth floor of Neville Hall.

If you have a disability for which you may request and accommodation, please contact Ann Smith, Director of Disabilities Services, 121 East Annex, 1-2319, early in the semester.

Policies and Expectations

- *Attendance* is expected but not required. However, fifteen percent of the grade for this course is comprised of writing activities, most of which will be completed in class. Students **will not** be allowed to make-up in class assignments missed due to **unexcused** absences. Absences will only be excused if they have been pre-

- approved by the instructor or if the student is able to document a valid reason for their absence (i.e. illness, death in family, automobile accident, etc.)
- *Class participation* Class attendance and participation are essential for the successful completion of this course. Students are expected to read the assignments prior to class and to come to class ready to discuss what they have read. In the absence of meaningful classroom discussions, quizzes may be given to ensure that readings have been done.
 - *Assignments* are expected to be professionally presented according to the following guidelines:
 - Type all papers, strictly following the content and length requirements for that assignment.
 - Double space all papers unless the assignment instructions specifically state otherwise.
 - Indent each paragraph.
 - Use one-inch margins
 - Use 12-point Times New Roman or Arial font.
 - The first page should include your name, the date, name of the assignment, and the course and section number single-spaced and left justified. (Unless otherwise instructed in the assignment instructions)
 - Each page of an assignment should contain your last name and the page number in the header
 - Spell-check and proofread your papers. Spelling and grammar, as well as content, will be considered in assigning grades. Any paper containing a spelling error that would be caught by the spell-check function of MSWord will receive a one-letter grade deduction.
 - Multiple page assignments must be stapled
 - *Revisions*: Students will be allowed to revise and resubmit the personal time analysis and the book review for a higher grade within one week of having the original assignment turned back to them. The application letter, KSA essay, and resume will be peer-reviewed during class at least a week prior to their due date.
 - *Late Submissions* are strongly discouraged. ***Any assignment not handed in to the instructor at the beginning of class on the due date will be considered late.*** Late assignments (with the exception of in-class activities) will be accepted with a penalty of 25% for each day (or part of a day) that the assignment is late. Exceptions to this policy will be made only for extraordinary circumstances that are cleared with the instructor ahead of time or with documentation when advance notice is not possible (e.g. doctor's note).
 - All late assignments must be turned into the drop box for this course on WebCT
 - Assignments placed in my campus mailbox or slid under my office door ***will not be accepted.***
 - *Classroom Etiquette*: Students are expected to exhibit proper classroom etiquette. This means, among other things, that classroom discussions should be appropriate and respectful, cell phones should be turned off and put away at all times, newspapers and other non-class related reading materials should not be on desks,

- and students should not pack-up to leave until class has been dismissed. Failure to exhibit proper classroom behavior will affect your participation grade.
- Students are expected to follow the policies outlined in the University of Maine Student Handbook and the Student Conduct Code. This includes not committing acts of academic dishonesty, such as plagiarism, cheating, and other forms of misrepresenting academic work.
 - Class may, very rarely, be cancelled due to inclement weather. In the event of a significant winter storm, students should call 581-SNOW (7669) to check for campus closures. Additionally, students will want to check the class WebCT page for any additional announcements made by the instructor.

Assignments

Personal Time Analysis

Over a period of one week, students will complete a time budget sheet. At the end of the week students will fill out time budget summary. Students will then write a paper discussing how they spend their time, what they like and dislike about the distribution of their leisure time, and what changes they would like to make to how they use their leisure time. Students will be given the opportunity to revise this paper for a higher grade within one week of it being turned back to them.

Specific assignment instructions will be provided.

Book Review

Students will read and review “The Last Season” by Eric Blehm. This book about the life, career, and eventual search for backcountry National Park Service Ranger Randy Morgenson will give students a view into what it is like to work for the National Park Service. Students will be given specific instructions for this assignment including a list of topics for reflection approximately a month before it is due. Students will also be given an opportunity to revise this paper for a higher grade within one week of it being turned back to them.

Job Application Packet

Students will complete a job application for a position with a federal land management agency. The application will include a cover letter, a resume, and an essay discussing the student’s knowledge, skills, and abilities as they pertain to the job being applied for. A significant portion of class time will be dedicated to understanding the federal job search process and to peer review of application materials.

Service Learning Project

Students must participate in one organized service-learning project during the semester and write a one-page memo describing the work that was done and what they learned about on the ground outdoor recreation management.

A sign-up sheet will be circulated during the second week of class so that the appropriate number of vans can be reserved. All trips leave from the loading ramp behind Nutting Hall.

Option 1: Maine Huts & Trails—Saturday, September 27, 2008, 8am-5pm

Founded in 2001, Maine Huts & Trails (www.mainehuts.org) is a non-profit, membership organization, organized to build and operate a hut-to-hut trail system in western Maine. When completed, Maine Huts & Trails will include up to 12 rustic, yet comfortable, backcountry huts providing lodging and meals and more than 180 miles of non-motorized trails. We opened our first hut in February 2008 and will open our second this coming winter. More than 25 miles of trails have been built to-date, with great assistance from volunteers. MH&T is excited about the opportunity to host volunteers from the University of Maine Intro to Recreation class. Volunteers can expect to receive a brief introduction to the Maine huts & Trails effort, an introduction to trail building and the leadership and tools necessary to help work on bog bridges, drainage and erosion control and other trail building projects. Work will be located along MH&T's phase I trails, between Carrabassett Valley and The Forks. Dress for the weather conditions, and wear layered clothes and sturdy shoes that can get dirty. Bring a brown bag lunch, something to drink, and work gloves if you have them.

Option 2: Take Pride in Acadia Day—Saturday, November 1, 2008, 6:30 am – 3:00pm

We will travel to Bar Harbor, Maine, to complete a volunteer project for the non-profit Friends of Acadia. We will be helping in the winterization of the Acadia National Park carriage roads. After the volunteer work, there will be a chili, cornbread, and cider lunch. The work is not particularly strenuous but you should still consider wearing layered clothing and sturdy shoes that can get dirty. Light work gloves could also come in handy. Packing water and snacks to hold you through lunch is recommended.

Writing Activities

Students will complete a variety of writing activities throughout the course. Activities are chosen to improve students' understanding of the course materials and to improve students' writing abilities. The majority of these activities will be completed during regularly scheduled class time.

Extra Credit

Students will be given the opportunity to earn up to 25 extra credit points by reading and reviewing "Last Child in the Woods: Saving our Children from Nature Deficit Disorder" by Richard Louv. Complete instructions on this assignment will be provided prior to mid-term.

Grading

<u>Assignment</u>	<u>Point Value</u>
Personal Time Analysis	200
Book Review	200
Application Letter	100
Knowledge, Skills and Abilities Essay	100
Resume	100
Service Learning Project	100
Writing Activities	150
Participation	50
Total	1000

Extra Credit Opportunity 25

A:	93+%	C:	73-76
A-:	90-92%	C-:	70-72
B+:	87-89%	D+:	67-69%
B:	83-86%	D:	63-67
B-:	80-82%	D-:	60-62%
C+:	77-79	F	<60

Date	Topic	Reading
9/2	Course Overview Introduction to Web Ct and federal job search	
9/9	Leisure, recreation, and nature OPM core competencies	Ibrahim & Cordes Chapters 1-2
9/16	Early Americans' views of wilderness Visionaries and pioneers Federal job announcement analysis Bring selected job announcement to class	Nash 2001 (ch 2) Thoreau 1862 Ibrahim & Cordes Chapter 3
9/23	Shapers of the field	Muir 1901 (from Baird & Callicot) Pinchot 1919 Righter 2005 Personal Time Analysis due
9/30	Shapers of the field	Carson 1962 Leopold 1949
10/7	Psychology and recreation	Ibrahim & Cordes Chapters 4-5
10/14	Fall Break	
10/21	Economics of outdoor recreation	Ibrahim & Cordes Chapter 6 Additional readings tba
10/28	The Last Season Discussion	Blehm Book Review due
11/4	Federal resources and outdoor recreation KSA Peer Review	Ibrahim & Cordes Chapter 7 Additional readings tba
11/11	State resources and outdoor recreation	Ibrahim & Cordes Chapter 8 Additional readings tba KSA Essay Due
11/18	Local resources and recreation	Ibrahim & Cordes Chapter 9 Additional readings tba
11/25	Other outdoor recreation resources	Ibrahim & Cordes Chapter 10 Additional readings tba Resume Due
12/2	Environmental education	Ibrahim & Cordes Chapter 14 Additional readings tba
12/9	Outdoor recreation activities Class review	Ibrahim & Cordes Chapter 15 Application Letter Due
12/16	Finals Week	