

GEORGE MASON UNIVERSITY  
PRLS 316 001—Leadership and Outdoor Education  
Spring 2017  
RECREATION MANAGEMENT

<b>DAY/TIME:</b>	Friday 10:30 a.m.–1:10 p.m.	<b>LOCATION:</b>	Bull Run Hall 246
<b>PROFESSOR:</b>	David Heath, M.A.	<b>EMAIL ADDRESS:</b>	dheath@gmu.edu
<b>OFFICE LOCATION:</b>	Freedom Aquatic & Fitness Center	<b>PHONE NUMBER:</b>	703-993-9826
<b>OFFICE HOURS:</b>	Fridays 2:00–4:00 p.m. and by appointment	<b>FAX NUMBER:</b>	703-993-8478

### PREREQUISITES

None.

### COURSE DESCRIPTION

Focuses on promotion of lifelong health and fitness via noncompetitive and informal outdoor activities. Introduces safety, skills, and leadership techniques. Covers sustainable use, conservation, and stewardship of natural resources.

### COURSE OVERVIEW

We are all held to the standards of the George Mason University Honor Code. Because student contributions are so crucial to this course, all are expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments. Assignments are due at the beginning of class on the specified date due. Papers received after due dates will be considered late and receive a 20% deduction in points per 24-hour period. In cases of an extreme emergency or participation in a pre-approved university-sponsored function, there may be some exceptions. However, please discuss these with me prior to the due date to be considered for exception. I also recommend back-up copies of assignments, as computers have been known to crash.

Communication is an important part of this course; therefore, please check Blackboard each morning for course communications. Be particularly aware of weather announcements.

### NATURE OF COURSE DELIVERY

Face-to-face

### COURSE OBJECTIVES

At the completion of this course, students should be able to

1. Discuss the need for outdoor education/recreation in American society today by
  - a. Understanding the history of leisure in American culture.
  - b. Identifying the psychological benefits of outdoor recreation and education.
  - c. Collecting and documenting current articles relating to leisure, health, and outdoor recreation trends.
  - d. Identifying the differences among national, regional, and local conservation agencies and their roles in outdoor recreation/education.
- e. Identifying ways outdoor recreation activities benefit youth in schools to become self-motivated learners.
2. Learn the essentials of group building and team building by
  - a. Participating as a class in Group Initiative activities
  - b. Identifying and defining the theories which support the educational benefits of experiential education.
    - c. Being involved in and learning a variety of team building activities to incorporate into classroom learning or classroom activities to promote mutual respect, support for others, and cooperative participation.
3. Develop and plan an outdoor recreation lesson for school aged youth by
  - a. Converting course material and field experience into an Outdoor Recreation lesson plan which incorporates Fairfax County Program of Studies for Physical Education.
  - b. Teaching an activity from your lesson plan to fellow students through an in-class presentation.
4. Learn a variety of outdoor skills and develop an appreciation for the outdoors by
  - a. Developing a “Leave No Trace” land ethic through direct involvement in outdoor recreation activities.

b. Practicing and participating in hands-on outdoor recreation and outdoor education activities.

**PROFESSIONAL ASSOCIATION STANDARDS**

Upon completion of this course, students will meet the following professional accreditation standards from 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 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.
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**REQUIRED READINGS**

Gilbertson, K., Bates, T., McLaughlin, T. & Ewert, A. (2006). *Outdoor Education: Methods and Strategies*. Champaign, IL: Human Kinetics.

**EVALUATION**

Requirements	Points
Journal Assignment	100
Class Participation (includes in-class discussions and instructional field trips)	100
Class Assignments (includes Outdoor Education History assignment, Field Trip presentation, and Activity Presentation to Small Groups)	100
Semester Project	<u>100</u>
<b>TOTAL</b>	<b>400</b>

**Grading Scale\***

A+ = 98–100	B+ = 88–89	C+ = 78–79	D = 60–69
A = 94–97	B = 84–87	C = 74–77	F = 0–59
A- = 90–93	B- = 80–83	C- = 70–73	

\*Percentage determined by point total divided by 400 total points.

**PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

**PRLS 316 COURSE SCHEDULE: Spring 2017**

**Last revised: January 23, 2017**

DATE	TOPIC	ASSIGNMENTS
Friday January 27	Introduction to class objectives and goals. Review course materials. Introduce journal. Introduce StrengthsFinder.	<b>Read:</b> Course materials, including Journal assignment (on Blackboard). (Unless otherwise noted, readings are to be done before next class meeting; these are for 2/10.)
Friday February 3	Take a hike! (class not held in classroom; see assignment on Bb)	<b>Read (for Journal assignment):</b> Muir, Paumgarten, or Williams and watch one myATstory (see

		assignment on Bb).
Friday February 10	Debrief your experience  EDGE low ropes experience: lesson model 1 *If it is above 25°F and not raining, be prepared to go outside. Check Bb for updates.	<b>Read:</b> <i>Outdoor Education</i> , Preface (pp. vii–viii) & ch. 2–3 (pp. 2–25). <b>Due:</b> Journal entry 1 by 11:59 pm 2/9.
Friday February 17	Follow up on EDGE experience  Outdoor education: what, and for the sake of what <ul style="list-style-type: none"> <li>• The value of outdoor education/recreation</li> <li>• Interrelationships: experiential ed, outdoor rec, phys. ed.</li> <li>• Types of outdoor recreation activities</li> <li>• Trends in outdoor recreation</li> </ul> History assignment explained	<b>Read:</b> J. L. Miner, “The Creation of Outward Bound,” (on Bb) and <i>Outdoor Ed.</i> , pp. 27–40. <b>Due:</b> Journal entry 2 by 11:59 pm 2/16.
Friday February 24	Experiential education models and practice	<b>Due:</b> 3 references for History assignment by 11:59 pm 2/22. Complete and send top 5 Strengths before class on 2/24.
Friday March 3	History of outdoor education—led by you!	<b>Read:</b> R. Carson, “The Sense of Wonder” and A. Leopold, “Good Oak” (see Bb). <b>Due:</b> Slide & notes for History assignment by 11:59 pm 3/1. <b>In class:</b> History presentation.
Friday March 10	Introduction to Field Trip and Lesson Plan assignments  Environmental awareness: lesson model 2 *If it is above 25°F and not raining, be prepared to go outside. Check Bb for updates.	<b>Read:</b> Outdoor Lesson assignment (on Bb) and <i>Outdoor Ed.</i> , pp. 85–103.
Friday March 18	Spring Break! No class	<b>Read:</b> Field Trip assignment (on Bb).
Friday March 24	Creating Outdoor Lesson Plans <ul style="list-style-type: none"> <li>• Tips, techniques, teaching strategies sharing and discussion</li> </ul>	<b>Read:</b> <i>Outdoor Ed.</i> , pp. 107–135. <b>Due:</b> Journal entry 3 by 11:59 pm 3/23. Group field trip signup.
Friday March 31	Group field trips (class not held in classroom)	<b>Read:</b> <i>Outdoor Ed.</i> , pp. 137–173.
Friday April 7	Leave No Trace Principles: lesson model 3  Field Trip presentations	<b>Due in class:</b> Field trip presentation.
Friday April 14	Climbing: lesson model 4 *Van transportation will be provided to site	<b>Due:</b> Journal entry 4 by 11:59 pm 4/13.
Friday April 21	Canoeing: lesson model 5 *Van transportation will be provided to site	<b>Due:</b> Journal entry 5 by 11:59 pm 4/20.
Friday April 28	Small Group Lesson Critique	<b>Due:</b> Bonus Journal entry by 11:59 pm 4/27. <b>In class:</b> Lesson practice run.
Friday, May 5	Outdoor Lesson Presentations	<b>Due in class:</b> Presentation.
Friday May 12	Outdoor Lesson Presentations (during final exam time)	<b>Due in class:</b> Presentation.

Note: Faculty reserves the right to alter the schedule as necessary.

## 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 <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced 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 <http://coursessupport.gmu.edu/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a

referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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

