

**George Mason University**  
**College of Education and Human Development**  
Parks, Recreation & Leisure Studies (PRLS)

PRLS 250 001 Wilderness Travel & Sustainability  
2 Credits, Fall 2017

**Faculty**

Name: Nancy Chamberlain  
Office hours: By Appointment/Immediately following class  
Office location: Meet in Piedmont  
Office phone: 571-259-4379 (Cell or Text)  
Email address: nchambe2@gmu.edu

**Prerequisites** None

**University Catalog Course Description**

This experiential course is designed for students with prior backpacking experience. Involves discussions, demonstrations, and activities that teach students wilderness skills, safety and judgment, leadership and teamwork, and environmental ethics. Topics covered include basic wilderness first-aid, hazard evaluation, emergency procedures, expedition behavior, self-awareness, judgment and decision making, campsite selection, shelter and stove use, fire building, sanitation and hygiene, cooking, nutrition and rationing, equipment care and selection, staying warm and dry, route finding and navigation, Leave No Trace backpacking, weather, natural history, and wilderness ethics. Application of these skills will occur during the 14-day off-trail backpacking trip in a remote wilderness area. Not only will students practice these wilderness skills, but they will also develop leadership abilities by working in a collaborative team environment.

**Course Delivery Method**

This course will be delivered in a hybrid format. Course materials will be posted on Blackboard and email. Links to commercial and governmental websites shared within the syllabus.

Outdoor Nation – Participation in Outdoor Nation required throughout the semester. A minimum number of posts will be required throughout the semester.

## Face to Face Class Times

Friday, 9/8/2017 4:00 P.M. Meet at Piedmont – Walk to Field Team Building The Edge

6:00 Dinner to Follow – Location to be determined

7:20 PRLS 250 Class Begins RAC 2203

Topic: Introduction to Course, Personal Goals, “Why We Go” and Expedition Planning. Leave No Trace Presentation, Team Assignments, Introduction to expedition behavior, group dynamics and stages of team development, expedition leadership, Wilderness Ethics, and Pre-test LNT.

Friday, 10/6/2017 6:00 P.M. – 10:00 P.M. PRLS 250 Class - Piedmont 2<sup>nd</sup> Lounge

Gear Check, Pack Individual/Group gear & Leave No Trace presentation finalization, review food planning, risk assessment, hazard evaluation, self-awareness, decision making, thermos-regulation, and weather, wilderness medicine, FEMA resources, and First Aid Kits..

Saturday, 10/7/2017 8:00 A.M. Assateague National Seashore – Departure/Overnight

Sunday, 10/8/2017 @ Assateague/Overnight

Monday, 10/9/2017 Noon Departure – Return to GMU

## Optional LLC Programs/Travel

**Details regarding the following activities will be shared throughout the semester.**

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

*This is particularly important with respect to weather during field portion of the course.*

9/8/2017 The Edge Team Building – Fairfax Campus GMU  
10/28/2017 Halloween Climbing – Great Falls National Park  
11/10/2017 Virginia Adventure Education Conference  
<https://www.facebook.com/vaadventureeducationconference/>  
11/26/2017 Indoor Climbing Welcome Back – Sport Rock, Alexandria, VA  
12/11/2017 DeStress Hike – Location TBD

**Proposed Activities for 2018** – Do you have any other suggestions...let us know!

2/16/2018 Snow Day! Skiing/tubing trip  
3/23/2018 Caving Trip  
3/30/2018 Rock Climbing Trip  
4/6/2018 Burke Lake Park Potluck  
4/14/2018 Cherry Blossom Festival  
4/20/2018 VA Canopy Tour  
4/27/2018 Paddle Boarding at Fountain Head  
5/6/2018 – 5/7/2018 High Bridge Trail Biking/Overnight

## **LEARNER OUTCOMES/OBJECTIVES:**

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

1. Define Wilderness.
2. Define Front Country.
3. Define Sustainable Use.
4. Identify 3 land use management challenges related to visitorship faced land management agencies.
5. Identify leadership traits most valuable to expedition success.
6. Identify the stages of team development.
7. Describe the impacts of group dynamics and expedition behavior on participants during travel in the natural environment.
8. Identify risk assessment tools and skills relevant to travel in the natural environment.
9. Demonstrate Leave No Trace land use ethics by peer teaching Leave No Trace principles during field experience.
10. Create a personal gear resource kit.
11. Create reference list of agencies/organizations that employ individuals in and/or associated organizations offering certification supporting the outdoor industry, wilderness and/or sustainable travel. (with minimum of 10 sources).
12. Build a first aid kit appropriate to backcountry travel.

## **REQUIRED TEXTS**

*Harvey, M. W. & Simer, P. (1999). The National Outdoor Leadership School's wilderness guide: The classic handbook.* New York: Simon & Schuster.

## **Website Links:**

Leave No Trace: [www.lnt.org](http://www.lnt.org)

Assateague National Seashore: <https://www.nps.gov/asis/index.htm/index.htm>

Virginia Adventure Education: <https://www.facebook.com/vaadventureeducationconference/>

National Outdoor Leadership School: <https://www.nols.edu/en/>

Wilderness Medical Associates: [www.wildmed.com](http://www.wildmed.com)

Wilderness Medical Associates First Aid Kit: <https://www.wildmed.com/blog/building-a-wilderness-first-aid-kit/>

Outdoor Leadership Employment Links: <https://www.ithaca.edu/hshp/depts/rls/oalinfo/joblinks/>

## **Additional Requirements**

Participation is critical in this course due to the nature of the field experience. Failure to participate in the field experience will result in a failing grade in this course. Cell phone use, unless used for photography, is strictly prohibited during class or during the field experience.

## Assignments and Examinations

Reading assignments and resources will be placed on Blackboard for the convenience of students. All quizzes will be due no later than 11/30/2017. If you have completed all of the quizzes you will be given your final examination! All assignments must be turned in either through Blackboard or email.

- Chapter quizzes (5) will be taken directly from assigned reading in text.
  - o Quiz # 1 – Taken from Chapters 1, 2 (Pages 52-61), 7, 12
  - o Quiz #2 – Taken from Chapters 3, 4, 11 & Equipment List Pages 251-254
  - o Quiz # 3 – Taken from Chapters 5, 6, 8
  - o Quiz #4 – Taken from Chapters 2 (Pages 49 – 53), 5, 6
  - o Quiz #5 – Taken from Chapters 6, 7, 9, 10
  
- Completion of Leave No Trace pre-test designed by Virginia TECH and post-test assessment using the same instrument to measure the impact of participation in the field portion of the course. The pre-test will be distributed at the beginning of class on 9/8/2017 and the post-test will be distributed as a part of the final examination. This document is available on Blackboard.
  
- Personal Gear Resource Kit (with minimum of 10 sources) will be submitted at the end of class (instructions regarding requirements will be distributed in class). Due 10/6/2017.
  
- Performance based assessment of teaching of Leave No Trace principles, based on both team teaching as well as individual performance will be assessed (rubric attached) on 10/9/2017 before students are dismissed from the field. Successful completion of the field portion of this course results in a LNT Trainer Certification.
  
- Reference list of agencies/organizations that employ individuals in and/or associated organizations offering certification supporting the outdoor industry (with minimum of 10 sources). Due 11/10/2017.
  
- Build A First Aid Kit. Due 10/6/2017. You do not have purchase these items...you may turn in a list.
  
- Complete FEMA training IS 922Applications of GIS for Emergency Management online course. Print certification “suitable” for framing! Due 12/15/2017.  
<https://emilms.fema.gov/is922/index.htm>  
<http://training.fema.gov/is/courseoverview.aspx?code=IS-922>  
[http://www.fema.gov/pdf/emergency/nims/508-8\\_search\\_and\\_rescue\\_resources.pdf](http://www.fema.gov/pdf/emergency/nims/508-8_search_and_rescue_resources.pdf)
  
- Create an Expedition Plan to a location of your choice demonstrating all aspects presented in this course. Due 12/15/2017 with final examination.
  
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- Final examination. The exam will be made available on 12/1/2017 and will be due no later than 12/15/2017.

**Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor. No late assignments will be accepted.

**COURSE PERFORMANCE EVALUATION WEIGHTING:**

Following is the breakdown of the grading system for our course:

• Quizzes 20 PTS Each (5)	100 PTS
• Pre-test LNT Assessment	50 PTS
• Post-test LNT Assessment	50 PTS
• FEMA Training Certification	100 PTS
• Leave No Trace Certification	100 PTS
• Individual LNT Teaching Evaluation	100 PTS
• Outdoor industry reference list	100 PTS
• Personal Gear Resource Kit	100 PTS
• Build A First Aid Kit	100 PTS
• Expedition Plan	100 PTS
• Exam Final	100 PTS
	<b>TOTAL 1000 PTS</b>
	<b>TOTAL 100%</b>

**GRADING:**

A+	1000-950
A	949-900
A-	899-850
B+	849-800
B	799-750
B-	749-700
C	699-650
D	649-600
F	595-500

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

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

- No smoking and no alcohol is permitted at any time while in class or during the field experience.
- Students will be required to follow all rules of the National Park Service, Assateague National Seashore and/or Assateague State Park, during the field experience.

### **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/>.

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

### ASSESSMENT RUBRIC

The following rubric will be used to measure the peer teaching performance during the Leave No Trace assignment.

#### Peer Teaching Rubric - LEAVE NO TRACE

	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Motivation	<ul style="list-style-type: none"> <li>• Connects to prior knowledge</li> <li>• Captures student interest</li> <li>• Relates to the objective</li> <li>• Gives students a reason for learning</li> </ul>	Three out of four elements are present	One or two elements are present	No motivation for learning
Instructional Presentation	<ul style="list-style-type: none"> <li>• Teaches the objective</li> <li>• Engages the learner</li> <li>• Provides opportunities for learner involvement</li> </ul>	Two out of three elements of effective instruction are present		One or less elements of effective instruction are present
Practice, Application, Assessment	<ul style="list-style-type: none"> <li>• Assesses the objective</li> <li>• Enables the teacher to evaluate how well the student understands the objective</li> </ul>	Mostly effective assessment	Somewhat effective	No assessment
Materials	Uses concrete materials, pictures, and mathematical symbols	Uses two out of three	Uses one	No materials
Time	14-15 minutes	Had to be stopped during assessment or 10-13 minutes	Had to be stopped before assessment was started or less than 10 minutes	Less than 5 minutes
Presence (peer)	Maintain eye contact. Face the students. Fluent, clear speech Confident but not intimidating	Three out of four	One or two out of four	Lack of presence
Lesson Development (peer)	Did you capture and hold the interest of your students? Were the students engaged in the lesson? Were they busy doing, or thinking, or both? Did the ideas in your lesson flow? Was the pacing reasonable?	Four out of five	Two or three out of five	One or lacking lesson development
Questioning (peer)	Many in-depth questions were asked during the lesson by the teacher and students Many questions were asked to assess the students' understanding (Why?)	Some questioning or many low level questions	Little questioning	No questions
Lesson Plan	All required elements included in sufficient detail with printed lesson plan for distribution to classmates.	Most required elements included	Some required elements included	No lesson plan
<b>TOTAL</b>	/50			

