

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 531 DL1 – Natural Resources Recreation Planning (3 credits)
Summer 2018

DAY/TIME:	Distance Learning	LOCATION:	Online
INSTRUCTOR:	Donald L. Jones, Ph.D.	EMAIL ADDRESS:	djones31@gmu.edu
OFFICE LOCATION:		PHONE NUMBER:	321-200-6621
OFFICE HOURS:		FAX NUMBER:	

Prerequisites/Corequisites

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students. Students in a Non-Degree Undergraduate degree may not enroll.

University Catalog Course Description

Origins and evolution of recreation use philosophy, policies, and service of public estate management. Examines planning for a spectrum of opportunities, from wilderness to developed sites, with attention to financial consideration and sustainable use of cultural and visual resources.

Course Overview

Natural resource recreation planning frequently occurs in a turbulent environment of shifting political forces, interest group pressure, interagency conflict, changing economic conditions, and media scrutiny. It can be an expensive, time consuming, and complex undertaking that almost never results in an optimal "solution" for all interests involved. This course is designed to help you develop the conceptual background needed to participate in and eventually lead recreation planning processes in an era of turbulence.

Planning is a broad subject that demands a breadth of knowledge of the field of natural resource recreation. For this reason, you will be exposed to the historical and philosophical roots of natural resource recreation planning. Through various readings the antecedents of modern natural resource recreation management, policy-making, and planning will be articulated. In addition, you will be challenged to understand the rationale for natural resource recreation planning, or why agencies plan. As suggested by Manning (1999), the focus of natural resource recreation planning and management is on providing the visitor with high quality recreation opportunities that do not compromise the integrity of biophysical and social systems.

Throughout this course you will be exposed to a variety of topics relevant to natural resource recreation planning, including carrying capacity, crowding, conflict, specialization, indicators and standards of quality, motivations and benefits in recreation, and the recreation opportunity spectrum.

You will be introduced to two planning approaches that are common in the field of natural resource recreation: the comprehensive planning approach and the protected area planning approach. Comprehensive planning has been widely used by natural resource agencies for such efforts as river management planning, greenway planning, regional tourism and recreation planning, and state comprehensive outdoor recreation planning. The protected area planning approach, which is sometimes referred to as the limits of acceptable change planning framework, has been used primarily to deal with the carrying capacity issue in wildernesses and national parks. A set of readings will guide you through the background, process, and case studies associated with each approach. This course does not focus on site planning or park master planning, though many of the concepts and skills associated with comprehensive and protected area planning are transferable to these types of planning.

Natural resource recreation planning may be thought of as a very specialized subset of the broader field of urban and regional planning. Relying on the more theoretically mature tradition of this field, your readings will expose you to the "big ideas" of planning, especially to the trans active planning paradigm, which increasingly informs contemporary natural resource recreation planning. As an extension of the discussion of the transactive planning paradigm, you will be challenged to think about what constitutes effective and meaningful public participation in natural resource recreation planning.

The final section of the course considers issues and trends in natural resource recreation planning, including the topics of the planner's roles/competencies and how to measure plan implementation.

Since contributions are such an important part of this course, we will each be expected to actively participate in class discussions, complete exercises, and fulfill all assignments on time. Assignments will be due at 5:00 p.m. on the specified date due. Assignments received AFTER 5:00 p.m. will be considered late and receive a 20% deduction in points per 24-hour period. If you have an extreme emergency there may be some exceptions; however, you will need to discuss these issues with me prior to the due date to be considered for exception. I also recommend you make back-up copies of your assignments since computers have been known to crash at the most inopportune moments.

Course Delivery Method

This course will be delivered online (76% or more) 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 at all times from Monday, May 21st, 2018 through, Saturday, August 11, 2018.

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/Getting_Started/Browser_Support/#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/#tested-devices-and-operating-systems

- 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Mondays, and finish on Fridays. All assignments will be due by 5:00pm on Fridays.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 3 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which include viewing of 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 are expected to seek assistance if they are struggling with technical components of the course.
- Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Expect to log in to this course at least 3 times a week to read announcements, participate in the discussions, and work on course materials. Remember, this course is not self-paced. There are specific deadlines and due dates listed in the CLASS SCHEDULE section of this syllabus to which you are expected to adhere. 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 an appointment to discuss course requirements, content or other course-related issues. These discussion(s) will take place via telephone or web conference. Students should e-mail the instructor to suggest preferred times/dates.
- 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 have an understanding of:

1. The historical and philosophical roots of natural resource recreation planning;
2. The rationale for natural resource recreation planning, or why agencies plan;
3. The major theoretical traditions of planning and what constitutes effective and meaningful public participation;
4. Principles, process, and applications of the comprehensive approach to natural resources recreation planning;
5. Principles, process, and applications of the protected area approach to natural resources recreation planning;
6. Issues and trends in natural resource recreation planning; and
7. How to apply planning knowledge to a real-world recreation planning project.

Professional Standards

Upon completion of this course, students will have met the following professional accreditation standards:

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, p. 1) “bases its accrediting process on principles, rather than standards.” The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;
- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2010, June). *Accreditation principles and self study preparation*. Retrieved November 23, 2013 from <http://cosmaweb.org/accredmanuals>

Professional Standards

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

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

Required Readings:

The textbook for this course is “**Studies in Outdoor Recreation: Search and Research for Satisfaction**”, Robert E. Manning, 3rd Edition, Oregon State University Press.

Additional required readings are noted on the Weekly Schedule and are all accessible via hyper links or via George Mason University Libraries.

- **Assignments and Examinations**

NOTE: Papers received AFTER their due date will be considered late and will receive a 20% reduction in points per 24-hour period after noon (Saturdays & Sundays are included).

Class Participation/Discussion Boards (15% of grade): Each of you will be expected to contribute insightful, meaningful, and relevant information via our regular Blackboard Discussion Boards.

“Moderator for the Week” - Class Moderator (20% of grade): Each of you will present and moderate one of our weekly sessions.

For that moderator session, you will synthesize the required articles after which you will facilitate a Discussion Board on Blackboard. Syntheses should include thoughtful feedback and critiques of the methods used, analyses conducted, and conclusions drawn in each article. When you are moderator, you should assess the soundness of the theoretical framework as well as the contributions of the results to the body of knowledge. Outlines, visual materials, and creative approaches are encouraged.

Rubric:

PRLS 531 – Natural Resources Recreation Planning
Moderator for the Week

One of our learning outcomes for this course is to assess natural resources recreation planning readings critically. Therefore, each student will be responsible for leading and facilitating the readings and associated discussions for one week of our course. This is a great chance for you to guide the discussion in your preferred direction, i.e. an area you are researching or one in which you are just very interested. There are 3 primary components to this assignment...

1. For your week, you are to **identify 1-2 peer-reviewed journal articles** (see examples used in other weeks which I have provided) for your colleagues to read. The **articles must be posted no later than 5:00 p.m. on the Sunday prior to your week of moderating.**
2. You are to post 3 Discussion Board questions for your colleagues **no later than 5:00 p.m. on the Monday of your week of moderating.** One of your goals here is to encourage class discussion about relevant issues related to your week's topic.
3. For the week you moderate, you will not need to post an initial response to your own questions which you pose or respond to your colleagues' postings (however, you may certainly do so if you'd like!). Instead, as the Moderator, your task will be to summarize the key points from your colleagues for each of the 3 questions you pose AND add your own perceptions of the article (e.g. what you felt was important and how it translates into practice regarding natural resources recreation planning). You will need to **post those summaries no later than 5:00 p.m. on the first Tuesday after your week of moderating.**

Moderator Grading Rubric

	Exemplary (5)	Developing (3-4)	Beginning (0-2)	Score
Journal Articles	Articles are peer-reviewed. Articles clearly reflect the Moderator's interests. Articles link well to the weekly topic.	Articles are peer-reviewed. Articles could better reflect the Moderator's interests. Articles could link more clearly to weekly topic.	1 or more articles are not peer-reviewed. Articles do not reflect the Moderator's interests. Articles do not link well to the weekly topic	
Discussion Board Questions	Questions are well organized. Questions illustrate thorough understanding of articles posted. Questions are intriguing & thought provoking.	Questions are somewhat organized. Questions illustrate a moderate understanding of articles posted. Questions are moderately thought provoking.	Questions are not well organized. Questions illustrate shallow understanding of the articles posted. Questions do not engender interest in responding.	
Posted Personal Perspectives	Moderator presents well organized summary of personal perspectives and application of information relative to natural resources planning. Ideas are easily identifiable. Ideas are clearly presented. There are no grammatical or punctuation errors.	Moderator presents understandable summary of personal perspectives and application of information relative to natural resources planning. Ideas are moderately identifiable. There are some grammatical and/or punctuation errors.	Moderator makes minimal effort to organize personal perspectives and application of information relative to natural resources planning. Ideas are difficult to identify. There are numerous grammatical and/or punctuation errors.	
Posted Colleague Summaries	Moderator presents well organized summary of colleague postings. Ideas are easily identifiable. Ideas are clearly presented. There are no grammatical or punctuation errors.	Moderator presents understandable summary of colleague postings. Ideas are moderately identifiable. There are some grammatical and/or punctuation errors.	Moderator makes minimal effort to organize colleague postings. Ideas are difficult to identify. There are numerous grammatical and/or punctuation errors.	

Total: ___/20

Recreation Planning in Action (Due date: Sunday, July 29th on/before midnight – 20% of grade):

As an important component of this class, you will each be asked to attend at least one public recreation planning meeting. These might include community-based meetings, recreation & park planning board meetings, or some equally relevant meeting. Please be sure and clear the meeting you choose with me, so we can be sure it aligns with the goals of our course. You will be asked to share your thoughts about the meeting, e.g. purpose, agenda, attendees, organization, discussion mechanisms, and your own perspectives on the meeting.

Book Review (Due date: Sunday, August 5th on/before midnight – 25% of grade): Each of you will choose a book from the selections provided (see Course Orientation page – selections just below the required textbook) OR you can submit one of your own provided it pertains directly to Natural Resources Recreation Planning. Your choice, whether it’s one of the selections I’ve provided or one of your own, must be approved by the end of the fourth week of class – Friday, June 15th. The format for the review – and a sample of what is expected – is included in a Rubric attached to this Syllabus and in the Assignment section of Blackboard.

Briefly, you will be asked to share the title and a brief description of the book, how it is a reflection of one or both of the planning approaches, key stakeholders, how the topic of the book may affect (or has affected) the economy of the local community and/or the nation, and/or the impact on existing lands. You will also be asked to identify what you agree with or disagree with in the book along with rationale for your decision based on your application of planning theories from our course.

Rubric for Book Review – PRLS – 531 – Natural Resources Recreation Plannin

Definition:

NOTE: *When used as an assessment tool, evaluators will be asked to note any work sample or collection of work that does not meet novice level performance. Not all elements will be applicable to all teaching situations.*

	Novice	Milestone: Emerging	Milestone: Showing Strength	Expert/ Advanced
Author, Genre, Title, Preface Developing the Focus of the book 0 – 10 points	Typically a dualistic view of the world (black/white, right/ wrong) and is dependent on authority. There is reluctance to examine counter-argument. Student has unrealistic view of self as well as unfocused concern with work organization, study skills, and intellectual habits of mind.	Students begin to recognize multiple perspectives and demonstrate courage as they begin to take risks with ideas. There is a developing determination to succeed and perseverance. Developing self-knowledge, e.g., the acceptance one might be wrong, seeking out knowledge, learning skepticism. Early awareness of study skills and organization weaknesses.	There is developing confidence in reasoning and argument where the student approaches knowledge questions analytically. Qualities include fair-mindedness and an opening up to others’ view points and arguments. Shows empathy with the situations of others (fellow-students, writers, artists). Developing definition of self as student through self-discipline (e.g.; punctual,	Intellectual integrity is evidenced (e.g., search for counter-arguments, search for evidence); student grasps the contextual character of knowledge and that knowledge is constructed. Student demonstrates intellectual humility through realizing the evolving and temporary character of knowledge. There is realistic self-appraisal of

	Novice	Milestone: Emerging	Milestone: Showing Strength	Expert/ Advanced
			taking pride in one's work, no procrastination).	one's strengths and limitations.
1. Explanation of key ideas and issues 10 – 20 points	Issue/problem to be considered critically is stated without clarification or description.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unstated.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
2. Evidence <i>Selecting and using information to investigate a point of view or conclusion</i> 10 – 20 points	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little exploration.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are explored.	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are explored in depth.

<p>3. How does this book relates to Natural Resources Recreation Planning? Connecting, synthesizing, transforming. 0 – 20 points</p>	<p>Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.</p>	<p>Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).</p>	<p>Identifies and examines own and others' assumptions and several relevant contexts when presenting a position.</p>	<p>Systematically and methodically analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.</p>
<p>4. Student's position (perspective and evaluation) – Recommend to others? Why/why not? 0 – 10 points</p>	<p>Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.</p>	<p>Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.</p>	<p>Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).</p>	<p>Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).</p>
<p>5. Conclusions and related outcomes (implications and consequences) 0 – 10 points</p>	<p>Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.</p>	<p>Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.</p>	<p>Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.</p>	<p>Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.</p>
<p>6. Quotes – what specific quotes stand out? 0 – 5 points</p>	<p>Stays strictly within the guidelines of the assignment.</p>	<p>Considers new directions or approaches without going beyond the guidelines of the assignment.</p>	<p>Incorporates new directions or approaches to the assignment in the final product.</p>	<p>Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.</p>
<p>7. Innovative thinking <i>Novelty or uniqueness (of idea, claim, question, form, etc.)</i> 0 – 5 points</p>	<p>Reformulates a collection of available ideas.</p>	<p>Experiments with creating a novel or unique idea, question, format, or product.</p>	<p>Creates a novel or unique idea, question, format, or product.</p>	<p>Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.</p>

Final Exam – August 9th (20% of grade)

- ***Other Requirements***

Class Participation (Blackboard) - Students must participate in the online discussions generated by the readings. Contribution will be evaluated based on number and quality of questions asked or answered and opinion provided when asked.

NOTE: Unless otherwise noted, questions posted for Discussion Board are to be answered by midnight on the Monday following the weekly assignment (posted by Friday of each week) and a response to one other student's post by midnight on the Wednesday of that same week.

- **Course Performance Evaluation**

#1 **Class Participation – Blackboard (15% of grade)** – Students must participate in the online discussions generated by the readings. Contribution will be evaluated based on number and quality of questions asked or answered and opinion provided when asked. (15% of grade)

#2 **Class Moderator (20% of grade)**: Each of you will present and moderate one of our weekly sessions.

#3 **Book Review (25% of grade) - Due date: Sunday, August 5th**

#4 **Recreation Planning in Action (Due date: Sunday, July 29th (20% of grade)**

5 **Final Exam – August 9th (20% of grade)**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy). Students are responsible for all information presented in the course, including that delivered via Blackboard, power-points, audio-visuals, journal articles, and Harvard Business Review articles. Students are expected to actively participate in class discussions via Blackboard and complete all assignments.

- **Assignments and Examinations**

NOTE: Papers received AFTER their due date will be considered late and will receive a 20% reduction in points per 24-hour period after noon (Saturdays & Sundays are included).

- **Grading**

A = 93 – 100

B = 83 – 89

C=73 - 79

Professional Dispositions

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

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

Core Values Commitment

The College of Education and Human Development is committed to collaborations, 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 <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 turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/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/>.

Tentative Class Schedule:

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

DATE		TOPIC and Readings	ASSIGNMENT DUE/BEGINS
	May 21	Introduction: Syllabus and Chapter One of textbook – <i>“Search and Research for Satisfaction: An Introduction to Outdoor Recreation Research”</i>	Purchase textbook, “Studies in Outdoor Recreation: Search and Research for Satisfaction” by Robert E. Manning and thoroughly read the syllabus along with reading of the first chapter in the text.
	May 28	Topic: The Protected Area Planning Approach Read Chapters Three and Four in textbook Read <i>“Programs That Work: Visitor Experience and Resource Protection: A Framework for Managing the Carrying Capacity of National Parks”</i> , <i>Journal of Park and Recreation Administration</i> , Spring 2001.	Read Chapters Three (3) and Four (4) in textbook and assigned journal article. Participate in Discussion Board
	June 4	Topic: The Protected Area Planning Approach, continued. Read Chapter Five in textbook. Read <i>“Adaptive Management of Visitor Use on Half Dome, An Example of Effectiveness”</i> , <i>Journal of Park and Recreation Administration</i> , Fall 2012.	Reach Chapter Five (5) in textbook and assigned journal article. Participate in Discussion Board as per instructions in the syllabus.
	June 11	Topic: Recreation Opportunity Spectrum Read Chapters 8 - 12 in textbook. Read <i>“Improving the Management of Natural Resource Recreation Areas through Understanding Place-Attached Visitor Segments”</i> , <i>Journal of Park and Recreation Administration</i> , Fall 2010.	Reach Chapters 8, 9, 10, 11, and 12 in textbook and assigned journal article. Participate in Discussion Board as per instructions in the syllabus.
	June 18	Moderator for the Week	Moderator for the Week, M#1 - Week 5

	June 25	Moderator for the Week	Moderator for the Week, M#2 - Week 6
	June 18	<p>Topic: The Comprehensive Planning Approach</p> <p>Readings: “<i>Ambivalence over Participatory Planning within a Progressive Regime: Waterfront Planning in Philadelphia</i>” <i>Journal of Planning Education and Research</i>, Vol. 33, April 2013.</p> <p>“<i>Creating the Park of the Future</i>”, <i>Washington Post Magazine</i>, September 15, 2013.</p> <p>“<i>Waterfront and Center</i>”, <i>Parks & Recreation</i>, June 2008.</p>	<p>Listen to podcast, “Reimagining the Anacostia River” and review all links on the page when you pull up the podcast.</p> <p>Read assigned journal articles. Participate in Discussion Board as per instructions in the syllabus.</p>
	June 25	<p>Topic: Continuation of the Comprehensive Planning Approach</p> <p>Read:</p> <p>“Linking Planning Theory and History: The Case of Development Control”, <i>Journal of Planning Education and Research</i>, vol. 19, 2000.</p> <p>“<i>Planning Theories and Environmental Impact Assessment</i>”, <i>Environmental Impact Assessment Review</i>, Vol. 20, 2000.</p>	<p>Read Journal Articles and Participate in Discussion Board as per instructions in the syllabus.</p>
		<p>“<i>Constructing the Future in Planning: A Survey of Theories and Tools</i>”, <i>Journal of Planning Education and Research</i>, Vol. 19, 2000.</p>	
	July 2	<p><i>Topic: Fire and Other Limits to Planning.</i></p> <p>Read: “<i>Disaster Reduction Planning for Recreation Areas via Cascading Models</i>”, <i>Journal of Park and Recreation Administration</i>, Vol. 24, Winter 2006.</p> <p>Read: “<i>Into the Wildfire: What Science is Learning about Fire and How to Live With It</i>”, <i>New York Times Magazine</i>, September 19, 2013</p> <p>http://www.nytimes.com/2013/09/22/magazine/into-the-wildfire.html?emc=eta1&r=1&</p>	<p>Read Journal Article and NY Times article.</p> <p>Participate in Discussion Board</p>

	July 9	Read, “A Plan To Save Yosemite by Curbing Its Visitors”, The New York Times, July 28, 2013. Read: “Room for Debate” – USA Today. “Assessing Recreation Impacts to Cliffs in Shenandoah National Park: Integrating Visitor Observation. With. Trail and Recreation Site Measurements”, Journal of Park and Recreation Administration, Winter 2006.	Read: Chapter 13 in textbook and “Room for Debate” http://www.nytimes.com/roomfordebate/2013/08/01/is-yosemite-national-park-for-all-or-some/the-merced-river-plan-isdestroying-an-affordable-family-option USA Today. Follow instructions in Blackboard for participation in Discussion Board.
	July 30	Moderator for the Week	Moderator for the Week, M#3 – Week 11
	Aug. 6	Moderator for the Week	Moderator for the Week, M#4 – Week 12
	July 16	View “ <i>The National Parks: America’s Best Idea</i> ” – Ken Burns – Part 2, “ <i>The Last Refuge</i> ”	View Ken Burn’s “The National Parks: America’s Best Idea” – Part 2. Read article and participate in Discussion Board.
	July 23	Topic: Planning Scholarship versus Planning Practice: A Happy Marriage? Read: “ <i>The Engagement of Planning Scholarship with Practice: Brief Introduction to Symposium</i> ”, Journal of Planning Education and Research, Vol. 32, 2012. “ <i>Planning to Change the World: Between Knowledge and Action Lies Synthesis</i> ”, JPER, vol. 32, 2012.	Listen to podcast (see Blackboard weekly module): http://jpe.sagepub.com/site/misc/Index/Podcasts.xhtml Read assigned journal articles. Participate in Discussion Board as per instructions in the syllabus.
	July 30	“ <i>The Role of the Planning Scholar: Research, Conflict, and Social Change</i> , JPER, vol. 32, 2012. “ <i>Commentary: Alternative Cultures in Planning Research – From Extending Scientific Frontiers to Exploring Enduring Questions</i> ”, JPER, vol. 32, 2012. “ <i>Why Mass Media Matter to Planning Research: The Case of Megaprojects</i> ”, JPER, vol. 32, 2012. “ <i>Planning with Things</i> ”, JPER, vol. 32, 2012.	
	Aug. 9	Exam Period	Final Exam for PRLS – 531:

EVALUATION

All work should adhere to the guidelines of the most current edition of the American Psychological Association (APA) for format. Please use 12-point font, 1" margins, and double-space for submitted work (except, of course, when posting Discussion Boards or online information).

Moderator for the Week Assignment PRLS 531 – Natural Resources Recreation Planning

One of our learning outcomes for this course is to assess Recreation Administration and Planning readings critically. Therefore, each student will be responsible for leading and facilitating the readings and associated discussions for one week of our course. This is a great chance for you to guide the discussion in your preferred direction, i.e. an area you are researching or one in which you are just very interested. There are 3 primary components to this assignment...

1. For your week, you are to identify 2 peer-reviewed journal articles (see examples used in other weeks which I have provided) for your colleagues to read. The articles must be posted no later than 5:00 p.m. on the Sunday of your week of moderating.
2. You are to post 3 Discussion Board questions for your colleagues no later than 5:00 p.m. on the Sunday of your week of moderating. One of your goals here is to encourage class discussion about relevant issues related to your week's topic.
3. For the week you moderate, you will not need to post an initial response to your own questions which you pose or respond to your colleagues' postings (however, you may certainly do so if you'd like!). Instead, as the Moderator, your task will be to summarize the key points from your colleagues for each of the 3 questions you pose AND add your own perceptions of the article (e.g. what you felt was important and how it translates into practice regarding natural resources recreation planning). You will need to post those summaries no later than 5:00 p.m. on the first Tuesday after your week of moderating. *Student*

Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- 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 George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- The George Mason University 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 George Mason University Writing Center staff 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/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

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

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.

