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

Wilderness Travel & Sustainability
2 Credits, Fall 2019
Section: 002, CRN 81822

Faculty

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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 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. We will meet both in person and online. You will be responsible for online (asynchronous) assignments throughout the semester. You will find materials posted on Blackboard for your convenience. You must meet the deadlines associated with the online assignments in order to receive full credit for the assignments. Attendance in face to face meetings is imperative!

Class Schedule

Class MM 4	3:30 pm - 4:20 pm	R	Piedmont Hall 104

Thursday, 8/29/2019 3:30 P.M. <mark>IN PERSON</mark> Piedmont 1ˢᵗ Floor MPR

Multi-Purpose Room – Meet & Greet
      Introduction to Course, Personal Goals, "Why We Go" and Expedition Planning
      Collect Travel Risk Management Forms, Assign LNT Teams,
      Pre-test LNT Handout – Due 9/5/2019

Thursday, 9/5/2019   3:30 P.M. <mark>IN PERSON</mark> Meet at Piedmont MPR
      Team Exercise "The Edge"
      Meet & Greet Guest – 2020 OA LLC Liaison Mallory Mills
      Distribute LNT materials
      Collect Pre-test LNT Assignment
      ***Dinner immediately after class – Please stay to enjoy a meal together!

Thursday,9/12/2019 3:30 P.M. <mark>ONLINE</mark>
      View LNT Video –
      https://www.nps.gov/media/video/view.htm?id=86939AB5-155D-451F-675DB05999B571BF
      Leave No Trace Presentation – Students meet with team members to begin LNT
      team presentation preparation
      Rough Draft of Team presentation due on 9/19/2019
      Evaluation Rubric for LNT Presentation

Thursday,9/19/2019 3:30 P.M. <mark>ONLINE</mark>
      FEMA, Fear and First Aid Kits
      Risk Management
      Create a personal gear resource list/kit – What should be in your backpack for a trip? Due
        9/26/2019 (list of contents is sufficient to complete assignment however, these are no
        doubt the items you will need for the October trip!)
      Create a personal first aid kit (list of contents is sufficient to complete assignment – you
        do not have to purchase/buy materials for a kit) – Due 9/26/2019

OPTIONAL Saturday, 9/22/2019 – There may be space available for participation with
the Sustainability LLC to travel to Assateague National Seashore for a clean up the park
trip. Stay tuned! This is a one- day service trip. Transportation and lunch will be
included.

Thursday, 9/26/2019 <mark>ONLINE</mark>
      Degrees in the Leisure Industry
      Careers in the Outdoor Industry
      What Certifications Matter

Who is hiring outdoor professionals?
Create reference list of agencies/organizations that employ individuals in and/or, the degrees required to take these positions, the associated organizations offering certification supporting the outdoor industry, wilderness and/or sustainable travel. (with minimum of 10 sources) – Due 10/3/2019.
***A prize will be awarded to the student who can list the most degrees in the PRLS industry, the most careers in the Outdoor Industry and the most certifications vital to the future employee in the Outdoor Industry! Three prizes will be awarded…take one or take them ALL. You must be present during class on 10/3 to win. Each listing you make of a career, degree or certification must be properly cited (the url will do).

Thursday, 10/3/2019 IN PERSON Meet at Piedmont MPR
Introduction to expedition behavior, group dynamics and stages of team development, expedition leadership, food planning, risk assessment, hazard evaluation

Thursday, 10/10/2019 IN PERSON Meet at Piedmont MPR
Plan Ahead and Prepare Team Presentation –#1

Friday, 10/11/2019 IN PERSON Meet at Piedmont MPR 6:00 p.m. – 8:30 p.m.

Gear Check, Pack Individual/Group gear, Leave No Trace final presentation schedule, self-awareness, decision making, thermo-regulation, and weather, wilderness medicine
***Dinner will be provided 30 minutes before class – Join us at 5:30 in the MPR

Saturday, 10/12/2019 – Monday,10/14/2019 IN PERSON
10/12/2019 Department from Piedmont at Bus Leaves 9:00 a.m.
10/14 Return to Piedmont by 5:00 p.m.
Overnight required
Teams 2 – 7 for LNT will make their presentations throughout the weekend trip (schedule and times to be determined)

Thursday, 10/17/2019 ONLINE
Complete travel evaluation and provide personal and group reflection
Complete Team grading rubric
Complete Personal grading rubric

Thursday, 10/24/2019 ONLINE
Create an Expedition Plan to a location of your choice demonstrating all aspects presented in this course. Be sure to include online trip planning resources available on the internet. Due 11/21/2019 with final examination.

Sunday, 10/27/2019 <mark>IN PERSON</mark>
Temple Hills Farm Trip to the Pumpkin Patch
LNT Team #8 Presentation at after lunch
Admission tickets, lunch and transportation will be provided.
Bus leaves Piedmont at 9:30 a.m. – return to Piedmont 2:30 p.m.

Thursday, 10/31/2019 – NO CLASS – HAPPY HALLOWEEN!

Thursday, 11/7/2019 <mark>ONLINE</mark>
Complete FEMA training IS 922Applications of GIS for Emergency Management online
course. Print certification "suitable" for framing! Due 11/14/2019.
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

Thursday, 11/14/2019 <mark>ONLINE</mark> FINAL EXAM & COURSE EVALUATION
Expedition Plan Due
Grades to be posted no later than 11/21/2019

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: [Include only the sentence below that is appropriate for the course. Delete the sentence that is not applicable.]

Because asynchronous courses do not have a "fixed" meeting day, our week will start on [Day], and finish on [Day].

Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

- 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 [#] times per week. In addition, students must log-in for all scheduled online synchronous meetings. [Include this sentence only if the course is synchronous. Delete the sentence if the course is asynchronous.]

- 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/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 visitor experience 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
Virginia Adventure Education: https://www.facebook.com/vaadventureeducationconference/
National Outdoor Leadership School: https://www.nols.edu/en/
Wilderness Medical Associates: 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 emailed to student's convenience of students. All quizzes will be due no later than 11/14/2019. All assignments must be turned in either in person or by email.

- Chapter quizzes (5) will be taken directly from assigned reading in text.
    - Quiz # 1 – Taken from Chapters 1, 2 (Pages 52-61), 7, 12
    - Quiz #2 – Taken from Chapters 3, 4, 11 & Equipment List Pages 251-254
    - Quiz # 3 – Taken from Chapters 5, 6, 8
    - Quiz #4 – Taken from Chapters 2 (Pages 49 – 53), 5, 6
    - 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 8/29/2019. The post-test will be distributed as a part of the final examination.

- Final examination: 11/20/2018 In Class

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
- Participation   200 PTS
- Pre-test LNT Assessment   25 PTS
- Post-test LNT Assessment   25 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   25 PTS
- Build A First Aid Kit   25 PTS
- Expedition Plan   100 PTS
- Exam Final   100 PTS

                                          TOTAL   1000 PTS
                                          TOTAL   100%

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 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 https://ds.gmu.edu/).

- <mark>Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.</mark>

Campus Resources

- Support for submission of assignments to Tk20 should be directed to 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 both in individual as well as the peer teaching performance during the Leave No Trace assignment.

Peer Teaching Rubric - LEAVE NO TRACE

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Motivation	• Connects to prior knowledge • Captures student interest • Relates to the objective • Gives students a reason for learning	Three out of four elements are present	One or two elements are present	No motivation for learning
Instructional Presentation	• Teaches the objective • Engages the learner • Provides opportunities for learner involvement	Two out of three elements of effective instruction are present		One or less elements of effective instruction are present
Practice, Application, Assessment	• Assesses the objective • Enables the teacher to evaluate how well the student understands the objective	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
TOTAL	/50			