

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 533 – DL1 —Visitor Services
Spring 2021

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Examines motivation of resource-based recreation participants. Covers visitors' expectations and perceptions, with emphasis on implication for service quality, staff training, and other management responsibilities. Discusses use and user conflicts and placement, information and interpretive service, and human and other interpretive service resources.

Course Delivery Method

This course will be taught as an asynchronous/synchronous online format. Most of your "book learning" will take place on-line. Group blogs will form the basis of our discussions, and I anticipate four online meetings that will be scheduled once the course begins. Our face-to-face discussions will allow us to focus more on exploring, discussing, and critically examining the concepts and knowledge presented in our textbooks when we meet as a group, and will include guest speakers.

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

In order to participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- 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 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:
 - [Adobe Acrobat Reader: <https://get.adobe.com/reader/>]
 - [Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>]
 - [Apple Quick Time Player: www.apple.com/quicktime/download/]

Expectations

- **Course Week:** Because the asynchronous aspect of the course does not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday. No assignments will be due during synchronous sessions.
- **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 3 times per week. Students are responsible for any and all information relayed on the website, including any announcements.

- **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. Keeping track of the weekly course schedule of topics, readings, activities, and assignments due is the student's responsibility.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. As the instructor is not on campus, all communication will be conducted via email, 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 others do not consider them personally 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 expected to be respectful in all communications as well.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Course Objectives

1. Study park and wilderness use and users, including recreation-related behavior
2. Study impacts of recreation on park and wilderness environments
3. Outline alternative strategies and tactics to manage recreation use of parks and wilderness
4. Introduce and consider a diverse array of contemporary park and wilderness management issues
5. Help develop skills (e.g., critical thinking, problem solving, and creativity) necessary to address the multidimensional/interdisciplinary issues that face park and wilderness managers

Required Texts

The amount of reading required for this class is moderately heavy. The combination of the course being a graduate class and the need to cover a wide array of closely-related topics requires us to cover a large quantity of material. You are expected to contribute to class discussions on the reading material. I would highly recommend outlining the key points in the readings and preparing a number of questions and/or observations based on the reading. This work is best finished as you are doing the readings.

The textbooks for the course are:

Hammitt, W. E., Cole, D. N., & Monz, C. A. (2015) *Wildland recreation: Ecology and management*. (3rd ed.) New York: Wiley.

Manning, R. E. (2011). *Studies in outdoor recreation: Search and research for satisfaction*. (3rd ed.) Corvallis: Oregon State University Press.

The textbooks will be supplemented with readings from academic, professional, or popular sources. Supplemental readings will be made available by electronically posting them as Adobe Acrobat (.pdf) files on our course website.

Course Performance Evaluation

Students are expected to submit all assignments on time through Blackboard. If there are issues with Blackboard, you may also email these assignments to the instructor. **No late work will be accepted.** Each assignment is graded on a point scale, which will be converted to the following weighted percentages for your grade.

Exams: Your mid-term and final exams will be in a take-home format. They will focus mostly on processing, evaluating and applying the course content. Most questions (if not all) will take an essay format. If an exam is missed (George Mason University recognized excuses ONLY), you will have 24 hours to schedule a make-up or you will receive a zero. If you know in advance that you will be unable to take the exam on the scheduled day, please contact me before the exam is administered.

Response Paper: You will be required to write five response paper during the semester to help evaluate your understanding of the associated readings. The response paper should be single space, 12 point font, Times New Roman, in paragraph format, and at least 1 page (no more than 2). The content of the response paper should **not** be a summary. Rather the response paper should reflect your critical thinking in response to the readings and discussion topics for class. For example, when discussing recreation conflict you might reflect on your experience managing or dealing with conflict as a visitor. One response paper will involve a visit to an interpretive site. Please plan your semester accordingly so that you have completed the excursion before that specific response paper is due. These response papers must be submitted to me on Blackboard by the due date. **Late submissions are not accepted.**

Please note that you are required to attend an interpretive program for response paper #5

All response papers will be checked for plagiarism. If you need help understanding GMU plagiarism policies, please visit <https://composition.gmu.edu/faculty/policies/plagiarism>.

Online Blog – As graduate students it is important you have the opportunity, experience, and skills to lead discussions on complex topics. Developing the skills to lead discussion groups will suit you in any position you may find yourself after graduation. Therefore, each of you will be required to lead one blog during the semester. This will require you to (1) read and prepare slides for the assigned readings for that class, (2) identify additional materials [e.g., journal articles, reports, current events facing parks] to assign to the class for reading at least one week prior to class, (3) lead the discussion in the format of creating a blog and/or responding to the blog posts of other students. Additional information will be provided on Blackboard for this assignment. You are required to respond to 8 blogs (10 points each) and develop 1 blog (10 points).

You should submit the additional readings to me at least 1.5 weeks in advance for approval. You must also sign up for a week to make your presentations, first-come, first-served. Beware however that the schedule below is fluid and will most likely change throughout the semester.

General class participation/preparedness: An individual's constructive contribution to the class (e.g., participating in discussions, sharing opinions/experiences, asking questions, etc.) will positively affect the participation component of your grade. Each person is expected to contribute to the discussion in all modules.

Note: SafeAssign will also help you to identify how to properly attribute sources rather than paraphrase, as well as to make sure that you are compliant with GMU's Honor Code.

Other Requirements

Students are expected to respond to all emails from the instructor in a timely manner. Failure to do so will result in a loss of points coordinating to the assignment that necessitated the email.

Grading

This course will be graded on a percentage scale. **Late work will not be accepted.**

	Percentage
Requirements	
Mid-term Exam	25
Final Exam	25
Response Papers	20
Online Blog	20
General Class Participation	10

Grading Scale

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

Professional Dispositions

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

TENTATIVE COURSE SCHEDULE

The following schedule is **subject to change based upon class progress and needs!!!**

Dates	Preliminary list of Readings (Others may be added during the semester)	Assignment	Discussion Leader
Week 1 1/25-1/31	<u>Introduction</u> Shafer (1969) Manning (2011) – Chapters 1	Post to Online Blog #1	Sue Slocum
Week 2 2/1-2/7	<u>Use Patterns</u> Manning (2011) – Chapters 2 and 3	Response Paper 1 Due 2/7	Sue Slocum
Week 3 2/8-2/14	<u>Visitor Use</u> Hammit, Cole, & Monz (2015) – Chapter 9 Beeco & Hallo (2014) Beeco, Hallo, & Brownlee (2014)	Post to Online Blog #2	Sue Slocum
Week 4 2/15-2/21	<u>Experience Management</u> Hammit, Cole & Monz (2015) – Chapter 12 Torbidoni (2011) Collaborate Session – Feb 18, 4:30-6:00. Guest Speaker - TBD	You are expected to bring 2 intelligent questions for our guest speaker Response Paper 2 Due 2/21	All
Week 5 2/22-2/28	<u>Underserved Communities</u> Minorities and Parks Further readings to be assigned.	Post to Online Blog #3	TBD
Week 6 3/1-3/7	<u>Planning</u> Read: (1) Integrating Space, (2) Wanderers and Planners, and (3) Landscape Planning	Response Paper #3 and Post to Online Blog #4 due 3/7	All
Week 7 3/8-3/14	No reading	Mid-Term Due 3/14	Sue Slocum
Week 8 3/15-3/21	<u>Carrying Capacity/Leave no Trace</u> Manning (2011) – Chapters 4 Whittaker, et al (2010)	Post to Online Blog #5	Sue Slocum
Week 9 3/22-3/28	<u>Sense of Place</u> Manning (2011) – Chapter 12 Further readings to be assigned Collaborate Session – Mar 25, 4:30-6:00. Guest Speaker - TBD	Post to Online Blog #6	TBD
Week 10 3/29-4/4	<u>Specialization</u> Manning (2011) – Chapters 10 and 11 Cheung, Lo & Fok (2017)	Response Paper #4 due 4/4	Sue Slocum
Week 11 4/5-4/11	<u>Night Skies</u> Hammit, Cole, & Monz (2015) – Chapter 14 Further readings to be assigned	Post to Online Blog #7	TBD

Week 12 4/12-4/18	<u>Transportation</u> Taff et al. (2013) GAO Memo Mace, Marquit, Bates (2013)	Post to Online Blog #8	Sue Slocum
Week 13 4/19-4/25	<u>Interpretation</u> Botha, Saayman & Kruger (2016), Merritt (2010), Hughes & Morrison-Saunders (2011) Visit to an Interpretation Program Collaborate Session – Apr 22, 4:30-6:00. Guest Speaker - TBD	You must visit an interpretive program and write Response Paper #5 due 4/25	Sue Slocum
Week 14 4/26-5/2	<u>Conclusion</u> Manning (2011) – Chapters 14 Hammit, Cole, & Monz (2015) – Chapter 8	No assignments this week	
Final Exam Due – May 13 at 11:59pm			

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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@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/>.

Students must be fully familiar with the document, “Safe Return to Campus and Remote Learning Guidance for Students Enrolled in CEHD Courses,” which is posted as an addendum under the “Syllabus” tab of the course Blackboard site.

