

George Mason University
College of Education and Human Development
Division of Sport, Recreation, and Tourism
RMGT 316 001 – Leadership and Outdoor Education
3 Credits, Fall 2022
10:30 am-1:10 pm Fridays
Katherine Johnson Hall 248 – Science & Technology Campus

Faculty

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Office Hours: Wednesdays, 10am-11am via link on BB
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Prerequisites/Corequisites

None.

University Catalog 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. Offered by School of Sport/Rec/Tour Mgmt. Limited to three attempts. Equivalent to PRLS 316.

Course Overview

This course introduces and immerses students in three essential strands of leadership in outdoor education: environmental, experiential, and adventure-based education. We will go outside as much as weather permits, and we will engage directly in several outdoor activities, with a goal of students experiencing several different teaching models so that they may lead an outdoor lesson themselves by the end of the course. These activities do not lend themselves to makeup work, and as such, attendance each day is crucial.

Course Delivery Method

This course will be delivered using a combination of experiential lecture and seminar format.

Learner Outcomes or Objectives

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

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 that 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 (<https://www.fcps.edu/node/44308>)
 - 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 Standards

Upon completion of this course, students will meet the following professional standard from the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT):

7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

Required Texts

Gilbertson, K., Ewert, A., Siklander, P., & Bates, T. (2022). *Outdoor education: Methods and strategies* (2nd ed.). Human Kinetics.

Course Performance Evaluation

Students are expected to submit all assignments on time on Blackboard, hard copy, or in-class presentation as outlined per assignment. Please follow APA guidelines (12pt font, Times New Roman, Double-Spaced format, unless otherwise noted).

Attendance: 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.

Late Work: Assignments are due on the specified date due and time. Assignments received after due dates will be considered late and receive a 11% deduction in points per 24-hour period. In cases of an 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 recommend backing up copies of assignments to avoid losing data.

Syllabus: You should consider this syllabus as your contract for the course. You must follow the directions for each assignment and ensure that you submit your work on time. This class can be successfully completed if you manage your time effectively, come to class prepared, and turn in high quality work on time.

Electronic Devices: While in class, turn off all electronic devices and store them away unless instructed to do otherwise. Misuse of electronic devices or using electronic devices without permission of the instructor will result in a deduction from your participation grade.

Open door policy: The instructor is open to your comments, questions, suggestions, and feedback on the course at any time. Feel free to email the instructor or see them before or after class, to discuss your ideas and concerns.

Assignments

This is a performance-based course. Rubrics are available for each assignment.

Description	Percentage
Journal Assignments	20
Class Participation (includes in-class discussions and instructional field trips)	20
Class Assignments (includes Outdoor Education History assignment, Field Trip presentation, Facilitation Presentation, Peer Feedback, & Article Share)	40
Semester Project	20
Total	100%

Other Requirements

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

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, including field trips.

Expectations

- **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 be familiar and able to navigate Blackboard. 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. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

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

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

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments> . Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

PRLS 316 Course Schedule: Fall 2022

Date	Topic	Readings/Assignment Due
Week 1: Friday, August 26	Welcome and Intro <ul style="list-style-type: none"> • Course Objectives & Goals • Review BB and Course Materials • Introduce Assignments 	Read: Syllabus, review BB
Week 2: Friday, September 2	Introduction to Outdoor Edu., Exp. Edu, and Outdoor Leadership. <ul style="list-style-type: none"> • Purpose and Value • Introduce Historical Leadership Project 	Read: Ch. 1; Additional Readings Posted on BB. *Journal #1 due by 9/1, 5pm.
Week 3: Friday, September 9	The Edge	Read: Additional Readings posted on BB.
Week 4: Friday, September 16	Facilitation <ul style="list-style-type: none"> • Debrief the Edge Experience • What does it mean to facilitate? To teach? • Revisit EE • Introduce facilitation Assignment 	Read: Readings posted on BB. *Journal Entry#2 due by 9am
Week 5: Friday, September 23	Leadership Theory <ul style="list-style-type: none"> • Historical Leadership Presentations • Leadership Theory in context of Outdoor Education 	Read: Reading posted on BB. <i>*Historical Leadership Assignment due 9am</i>
Week 6: Friday, September 30	Leave No Trace (LNT) & Environment <ul style="list-style-type: none"> • Facilitation Presentation #1 & #2 • Introduce Field Trip Assignment 	Read: Additional reading posted on BB
Week 7: Friday, October 7	Hiking Excursion with Outdoor Adventures	Read: Additional Reading posted on BB

Week 8: Friday, October 14 (Mid-terms)	Participant Learning & Environment <ul style="list-style-type: none"> • Debrief Hiking Excursion • Program Comparison • Facilitation Presentation #3 & #4 	Read: Ch. 3-5 <i>*Journal #3 due by 9am</i>
Week 9: Friday, October 21	Learning Styles & Kolb <ul style="list-style-type: none"> • Facilitation Presentation #5 & #6 	Read: Ch. 8-10
Week 10: Friday, October 28	Learning Environment & Lesson Design <ul style="list-style-type: none"> • Facilitation Presentation #7 & #8 	Read: Ch. 6-7; Additional Reading posted on BB.
Week 11: Friday, November 4	Canoeing	
Week 12: Friday, November 11	Field Work – no in class work <ul style="list-style-type: none"> • Team – creating your own field trip 	Read: Additional Reading posted on BB (TBD) <i>*Journal #4 Due by 9am</i>
Week 13: Friday, November 18	Lesson Planning <ul style="list-style-type: none"> • Facilitation Presentation #9 • Field Trip Presentations 	Read: Ch. 11 <i>* Field Trip Assignment Due by 9am</i>
Week 14: Friday, November 25	<i>Thanksgiving Break</i>	
Week 15: Friday, December 2 <i>(Last Day of Class)</i>	Sneak Preview Presentation <ul style="list-style-type: none"> • Small Group Feedback • Q & A Final Projects 	<i>*Sneak Preview Presentation</i>
Week 16: Friday, December 9 Final Exam	Final Presentations	<i>*Final Presentations & Lesson Plans Due</i>

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

