

RTM 351 OUTDOOR and ENVIRONMENTAL EDUCATION

Department of Recreation and Tourism Management

California State University Northridge

Fall 2013

W 4:00-6:45 in JH – Juniper 1208

INSTRUCTOR: Al Wright, Ph.D.

Office Hours: TBA

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Appointments: see me at class/ email (appointment in subject line)/ call 677-3202

COURSE DESCRIPTION:

A study of outdoor education philosophy and methods as they apply to the outdoor educator. The course will include the history, development, and basic principles of outdoor/ environmental education but will emphasize program models and strategies for teaching, interpreting, and program planning for and in outdoor environments.

COURSE OBJECTIVES:

1. The student will comprehend the historical development of the outdoor education field and the current delivery systems of outdoor education to the general public.
2. The student will practice the development of a natural history program for a community group.
3. The student will comprehend adventure education models for at-risk-youth, team development, leadership development, and environmental action.
4. The student will identify and then practice adventure based learning activities and natural history learning experiences.
5. The student will demonstrate teaching skills in instruction and group facilitation when working with groups.
6. The students will observe other practitioners demonstrating the art of interpretation and leadership for/in the outdoors environment.
7. The student will comprehend professional management issues in outdoor education such as accreditation, certification, risk management, career paths, and others.

COURSE CONTENT:**General Schedule of Topics: DRAFT:**

(See detailed schedule at Moodle site for specific assignments and topics)

WEEK	SUBJECT
1	Class introduction/ Review of history of outdoor education/ Intro exper ed
2	Facilitation Skills/ Review of environmental knowledge base
3	Outdoor Education History
4	Nature Interpretation Models
5	Experiential Ed and Learning Theories
6	In class presentations of research reports
7	Education thru Exhibits and other media
8	Adventure Ed Models /Story Telling Skills
9	Adventure Ed Models & Research
10	Youth Camp Models
11	Youth Camp Research
12	Advanced Facilitation Techniques for Teams
13	Management issues in Outdoor Ed – risk management/ accreditation & certification/
14	Management issue in Outdoor Ed – career paths/ OE trends
15	Final examination review
	Final Examination

METHODS OF INSTRUCTION:

The class will combine readings, lectures and experiential activities designed to develop the knowledge and skill competencies necessary for safe and effective delivery of nature interpretation programs and adventure education programs.

METHODS OF EVALUATION:

Exams	30%
Experiential Project in Nature Interpretation. . . .	30%
Experiential Project in Adventure Learning	30%
Field Observations	10%
Story Telling Project (extra credit)	5%

1. Project Uno: Nature Interpretation Term Project (200 pts)

This project is designed to give you a hands-on experience in nature, historical, or cultural interpretation from start to finish. The student begins with subject research and finish with a field presentation to an audience. Please follow the guidelines below.

a). The student will first research a narrowly focused (e.g. one animal, one process, one group, or historical event), locally relevant (to FIELD CLASS SITE), ‘interpretable’ (can be shown, felt, experienced) topic. You should talk to me about your idea soon because the topic is due the third week of class.

b). Your research may include interviews of local experts but must also include work in the library, especially recent journal articles (at least 4). Your goal should be to “get to know” your subject and its role/connection with the environment. Write a 1200-1750 word paper (5-7 pages) and present the results orally (5-8 minutes) in class starting on the sixth week of class.

c). Next, this research will be turned into an interpretation program, targeted to a specific population and implement your program at a local setting. **The bulk of these programs will be conducted during our weekend classroom in Sequoia National Forest or Joshua Tree National Park.** This will include:

- a. choosing and visiting your specific site (anticipating the site in general/ pre-view when arrive)
- b. preparing a 2-3 page program plan complete with individual objectives, learning activities, group organization, time line, safety and environmental concerns.
- c. program implementation (arranged at site/ video taped)
- d. program evaluation based on video review (1-2 pp typed).
- e). Evaluation points will be awarded for each step of the project as outlined below.

- a. Final draft of paper60 p.s.
- b. Oral presentation in class (CR/NC). . 20 p.s.
- c. Program plan submitted. . . . 40 p.s.
- d. Program implemented (CR/NC) 35 p.s.
- e. Program evaluation 45 p.s.

2. Project Two - In Class Adventure Learning Activity (100 p.s.)

The goal of this assignment is to introduce your fellow classmates to action-oriented adventure education methods and practice your small group facilitation skills as well. Follow the guidelines outlined below.

The student will sign-up to lead two in-class sessions focusing on adventure games & initiatives. Session one will consist of five quick intros of a game, initiative, stunt, icebreaker, or trust exercise in 20 minutes. The goal is to allow you to focus on briefing skills and to teach all of us some new events for our bag of tricks. A worksheet will be submitted which identifies where this event can be located for future reference by fellow students and to think about the teaching issues with each event. These will be submitted electronically and posted on the website as a reference document for the class. No one can repeat a learning event so check the list at the class discussion board as we build it to make sure everything is new. Please force yourself to explore the resources on reserve to learn some new things rather than just teach us your old tricks. On-line resources can be used as well as printed resources.

The second session will be 20 minutes and will usually consist of one event with a brief intro and your focus will be on intervention and debriefing skills. The second session will be videotaped and you will write complete an evaluation of your facilitator skills. You must also be willing to serve as a collaborator on someone else's tape and provide some handwritten and oral feedback to your colleague about their facilitation skills.

The adventure activity leadership project will be worth 100 points.

Session one: Five intro events/ 20 minutes - 30 points

Session two: 1 or 2 events / 20 minutes - 30 points

Evaluation worksheet based on the video : see form online - 30 points

Collaborator feedback: - 10 points

3. Project III - Observations Journal (30 p.s.)

You will keep a journal during the semester and include the following learning observation as a minimum. Some of these experiences may be part of field observations scheduled during class times.

- a. Field history museum observation (15 p.s.)
- b. Nature visitor center observation (15 p.s.)
- c. Outdoor education school observation (15 p.s.) (alternative to item a or b)
- d. Adventure program observation (5 pts.) (optional/ extra credit)

4. Classroom Quizzes (200 p.s.)

During the semester there will be two recall oriented exercises to review your memory of class lectures and reading assignments and the integration of this material to professional

situations. One will occur mid semester and the other at the end of the semester.

5. Storytelling (Extra Credit – 5 percentage points/ eval on 10 pt scale)

During the course of the semester (beginning with week four) we will develop our communication skills by working on our storytelling skills. You will select a story with a historical, natural, ethical/moral base, show the story to the professor, memorize the story (in story telling fashion), and present the story to your classmates either during regular class or on the weekend.

TEXTS

Required:

1) Readings Packet - readings from Adventure Ed/ Nature Interpretation/ and environmental knowledge review / plus lecture notes

2) Recommended optional texts:

Quicksilver – Karl Rohnke;

Teamwork/Teamplay – Jim Cain

3) Other optional resource texts: (by used for your library)

Adventure Education ed. Simon Priest and John Miles

Interpretation of Cultural and Natural Resources - Doug Knudson, Ted Cable & Larry Beck.

Hands on Nature ed. Jenepher Lingelbach, Vermont Institute Natural Science, Woodstock, VT.

Silver Bullets by Karl Rohnke

Course Policies and Guidelines:

1. Students' participation is vital to successful learning. Therefore, students are expected to attend the class regularly, arrive on time, take notes, complete reading assignments on schedule, and actively participate in discussions and other learning activities.
2. In order to create a safe, welcoming, and productive learning environment, students are expected to respect each other, the facilities and equipment. Abusive, violent, disrespectful or disruptive behavior will not be tolerated. Students are referred to the policies and regulations section of the University Catalog for university policies and code of conduct information.
3. Cellular phones, pagers and other electronic devices not being used for instructional purposes should be kept off during class.
4. If you miss class, make arrangements with peers to collect class information, announcements and materials. Information will not be repeated for those who are tardy or absent.
5. Communication: Students are expected to have access to their CSUN email account. The instructor will send class announcement to students via students' official CSUN emails. If you have a primary email that is not your CSUN account, please have your CSUN email forwarded to

your primary email.

6. Late Assignment: Late assignments will be accepted with a penalty of 15% off per day. Assignments submitted more than three days late will not be accepted without prior arrangement with the instructor. No assignments will be accepted after the last official day of class.

7. Make-up Work: Make-up assignments or exams will be given only when students meet the following conditions:

i. Absences caused by hospitalization, death in the family, or other emergencies must be documented within 48 hours of your return to class. Acceptable documentation includes a letter from a physician, a newspaper obituary, or a memorial service program.

ii. Absences for official University activities (e.g., athletics, band, and chorus) must be documented and approved in advance.

Please contact the instructor if you have any questions regarding your eligibility to make up for an assignment.

8. Academic Honesty: According to the University's policy on academic honesty, no form of academic dishonesty will be tolerated. Any student found cheating, plagiarizing a written assignment, or committing any other infraction against CSUN's policy will either receive a failing grade for the course, be referred for University disciplinary action, or both. Please refer to www.csun.edu/a&r/soc/studentconduct.html for additional information.

9. Students are advised to consult with campus services to receive assistance if they have concerns regarding skills in areas such as writing or studying or computer skills.

10. Students are encouraged to be proactive and seek out the instructor as soon as they have any concerns about the class or their performance. The end of the semester is too late to take action to bring up a grade.

11. All written assignments must be typed, double spaced, 12-point font, 1 inch margins and should follow the American Psychological Association (APA) style (6th ed.).

12. Microsoft Word is the ONLY acceptable document format for online or email submission. The following format should be used when naming the file: Course number_last name_first name_short title (for example: RTM550_xie_jimmy_syllabus).

STUDENT RESOURCES

Disability Resources and Educational Services (DRES). In keeping with the University's policy, reasonable accommodation is provided for students with disabilities that might affect their course participation or assignment completion. Any student with disabilities should contact DRES at 818-677-2684 or dres@csun.edu. DRES is located in Bayramian Hall room 110 (BH 110). Please visit www.csun.edu/dres/index.php for additional information and/or assistance. The National Center on Deafness (NCOD) is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. You are not required to disclose your disability to me in order to receive accommodation during this course.

Learning Resource Center (LRC) and Writing Center. The LRC is committed to helping students become better writers, critical thinkers, and communicators by providing face-to-face and electronic consultation, tutorials, reference manuals, and links to Web writing resources. As part of the LRC, the Writing Center staff is available to help students during the conception, research, drafting, or revision stages of a paper. Students may visit the Writing Center in Bayramian Hall room 408 (BH 408) or call 818-677-2033 to make an appointment. Walk-ins are available on a limited basis. For additional information and/or assistance, please visit www.csun.edu/lrc.

University Counseling Services (UCS). Students sometimes experience significant confusion and distress when trying to manage school, work, relationships, and family responsibilities. UCS provides free and confidential consultations to help students deal with academic stress, relationship problems, family/roommate conflicts, personal growth, crisis events (e.g., rape, divorce, assault) and other mental health issues (e.g., anxiety, depression, suicidal ideation). Students may visit UCS in Bayramian Hall room 520 (BH 520) or call 818-677-2366 (V), 818-677-7834 (TTY) for an appointment. UCS is located on the web at www.csun.edu/counseling.