

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
PRLS 316—Outdoor Education and Leadership
Fall 2011

DAY/TIME:	Friday 10:30 am - 1:10 pm	LOCATION:	204 Occoquan Bldg
PROFESSOR:	Dr. Laurie Harmon	EMAIL ADDRESS:	lharmon3@gmu.edu
OFFICE LOCATION:	204 Bull Run Hall	PHONE NUMBER:	703-993-4565
OFFICE HOURS:	By appointment	FAX NUMBER:	703-993-2025

PREREQUISITES

None.

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.

COURSE OBJECTIVES

At the completion of this course, students should be able to:

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 which 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:
 - a. Converting course material and field experience into an Outdoor Recreation lesson plan which incorporates Fairfax County Program of Studies for Physical Education.
 - 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.

COURSE OVERVIEW

Assignments will be due at the beginning of class on the specified date due. **Papers received AFTER 10:30 a.m. will be considered late and receive a 20% deduction in points per 24 hour period.** If you have an extreme emergency or are participating in a pre-approved university-sponsored function, there may be some exceptions. However, you'll need to discuss these circumstances with me **prior to the due date** in order **to be considered** for exception. I also recommend you make back-up copies of your assignments since computers have been known to crash.

ACADEMIC INTEGRITY

GMU is an Honor Code university; please see our University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Academic integrity means when you are responsible for a task, you will perform

that task and will submit your own, original work. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form (in our course, that means you’ll need to cite & reference using the style put forth in the American Psychological Association Publication Manual, 6th Edition). What is “someone else’s work”? That’s work that someone else already wrote in a book, published on the internet, said on a television show, or in some way communicated as information coming from him/her or his/her organization.

Another aspect of academic integrity is the free play of ideas. Critical discussion and debate are encouraged in this course, with the expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions, i.e. **we all have the right to disagree without being disagreeable**. When in doubt, please feel free ask for guidance or clarification.

COMMUNICATION

Effective communication is an important part of our lives and this course. Therefore, we will all be asked to treat our colleagues with respect in all types of communications (such as e-mail, class conversations, etc). Since we only meet once a week, it will also be critical to check our e-mail daily. This will be the primary method of communication used outside of our class meeting time. However, since I hope we can all consider outdoor recreation as another important part of our life, I wouldn’t expect you check e-mails as on the weekend. And, I will likely not access e-mails on the weekend since I hope to be engaging in outdoor recreation activities during those times.

Please use Blackboard 9.1 for all communications. To access Blackboard, go to “MyMason” (found at the top of the gmue.edu webpage), log in with your username & password, click on the “Courses” tab along the top right of the page, and go to the “9.1 Course List” to find our course.

Upon completion of this course, students will meet the following National Recreation and Park Association accreditation standards:

8.03	Understanding of the significance of play, recreation, and leisure throughout the life span
8.04	Understanding of the interrelationship between leisure behavior and the natural environment
8.05	Understanding of environmental ethics and its relationship to leisure behavior
8.06:01	History and development of the profession
8.09	Understanding of the role, interrelationship, and use of diverse delivery systems addressing recreation, park resources, and leisure
8.10	Understanding of the importance of leisure service delivery systems for diverse populations
8.14:06	Implementation of programs/events.
8.15	Understanding of group dynamics and processes
8.16	Ability to use various leadership techniques to enhance individual, group, and community experiences

REQUIRED READINGS (you’ll need your own copy of each for our open-book exam)

Gilbertson, K., Bates, T., McLaughlin, T. & Ewert, A. (2006). *Outdoor Education: Methods and Strategies*. Champaign, IL: Human Kinetics.

Louv, R. (2008). *Last child in the woods: Saving our children from Nature-Deficit Disorder*. Algonquin Books.
(this is available in paperback making it much less expensive!)

LAB FEE

Several activities will be conducted off site. Students must remit a **non-refundable Lab Fee of \$20** (checks payable to George Mason University) to the course instructor by the second class period.

EVALUATION

1. Participate as a class in a variety of indoor/outdoor experiential education activities.
2. Develop a lesson plan for school aged children on an outdoor recreation topic.
3. Develop knowledge of three to four outdoor recreation/education activities that can be incorporated into a classroom using an outdoor setting.
4. Develop a Power Point presentation on a national, regional or local organization that supports outdoor recreation.
5. Create and maintain a journal regarding experiential educational activities.

REQUIREMENTS

	Percentage of final grade
Class Assignments	
Agency Presentation	10
Reflection Journals	15
Exam	25
Semester Lesson Plan & Implementation	30
Class Participation (Unannounced quizzes & activity participation points)	20
TOTAL	100

Grading Scale (percentage)

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	



- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.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/1301gen.html>].
- 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.
- Students are expected to exhibit professional behaviors and dispositions at all times.
- 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>].

Scheduled last revised: August 7, 2011

DATE	TOPIC	ASSIGNMENTS
Friday, September 2	Introduction to class syllabus, objectives, and goals. Team building activities. Introduce "Journal" assignment. Distribute Jung Typology "homework" Discuss Exam Preparation & Participation Quizzes Introduce "Student Agency" Assignment Distribute Risk Form for EDGE	
Friday, September 9	Team Development Initiative at The EDGE – Meet at the Green & White tent by 9:30 a.m. ☺ We will go until 1:30 p.m. today SUBMIT ALL ACTIVITY FEES BY TODAY	Read: <i>Outdoor Education</i> Ch. 1 & 2 Jung Typ Results DUE
Friday, September 16	Debrief from Teambuilding Activity Discuss MBTI Preferences & Student results Leadership Styles (working with diverse perspectives)	JOURNAL #1 DUE Read: <i>Outdoor Education</i> Ch. 3 & 4
Friday, September 23	History of Outdoor Recreation and Leisure The value of outdoor education/recreation Interrelationship of Experiential Ed, Outdoor Rec, Phys Ed	Read: <i>Last Child</i> Ch. 1, 2 & 3
Friday, September 30	Leave No Trace Principles	Read: <i>Outdoor Education</i> Ch. 5 & 6
Friday, October 7	"Student Agency" Presentations	Read: <i>Last Child</i> Ch. 4, 5 & 6 Agency Presentation DUE
Friday, October 14	Spend the morning with a Naturalist – Meet at Hemlock Overlook Regional Park by 10:30 a.m.	Read: <i>Outdoor Education</i> Ch. 7 <i>Last Child</i> Chap 7 & 8
Friday, October 21	Current trends in OR Natural resource based recreation, Wilderness and wildland resources, resources management concepts and issues	JOURNAL #2 DUE Read: <i>Outdoor Education</i> Ch. 8 <i>Last Child</i> Ch. 9 & 10
Friday, October 28	Introduction to creating "Outdoor Recreation Lesson Plans" Tips, techniques, teaching strategies sharing and discussion	Read: <i>Outdoor Education</i> Ch.9 & 10
Friday, November 4	Introduce Geocaching (If you have one...bring a "smartphone" for today's class)	Read: <i>Last Child</i> Ch.11 & 12
Friday, November 11	Geocaching Hike at Conway Robinson Memorial State Forest Meet in the parking lot at 10:30 a.m. (BE PREPARED ☺)	Read: <i>Last Child</i> Ch. 13 & 14
Friday, November 18	Continue with Outdoor Recreation Lesson Plans Student Evaluation Forms Exam Review questions (you guide this)	JOURNAL #3 DUE Read: <i>Last Child</i> Ch. 15 & 17, 18, 19, 20
Friday, November 25	THANKSGIVING RECESS	
Friday, December 2	EXAM Outdoor Recreation Lesson Plans Leadership Activities	Read: <i>Outdoor Ed</i> Ch.12
Friday, December 9	Class presentations of Outdoor Recreation Lesson Plan	OR Lesson Plan DUE
Friday, December 16	Class presentations of Outdoor Recreation Lesson Plan	JOURNAL #4 DUE

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

I, _____,
(Print your name here)

have read and understand the course syllabus, in its entirety, for PRLS 316 (Fall, 2011).

Signed: _____ Date: _____
(Sign your name here) (Date signed)