

George Mason University
College of Education and Human Development
School of Recreation, Health, and Tourism
PRLS 316 001 – Leadership and Outdoor Education
3 Credits, Spring 2018
Fridays 10:30 am–1:10 pm, Bull Run Hall 217, Science & Technology Campus

Faculty

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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.

Course Overview

We are all held to the standards of the George Mason University Honor Code. 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. Assignments are due at the beginning of class on the specified date due. Papers received after due dates will be considered late and receive a 20% deduction in points per 24-hour period. In cases of an extreme 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 also recommend back-up copies of assignments, as computers have been known to crash.

Communication is an important part of this course; therefore, please check Blackboard each morning for course communications. Be particularly aware of weather announcements; as an outdoor education class we will try to be outside as much as possible, so come prepared.

Course Delivery Method

This course will be delivered using a collaborative and face-to-face lecture 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; and
 - 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; and
 - 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 that incorporates Fairfax County Program of Studies for Physical Education; and
 - 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; and
 - 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 accreditation standards from the *Council on*

Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT):

7.01	Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.
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Required Texts

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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Requirements	Points
Journal Assignment	100
Class Participation (includes in-class discussions and instructional field trips)	100
Class Assignments (includes Outdoor Education History assignment, Field Trip presentation, and Activity Presentation to Small Groups)	100
Semester Project	<u>100</u>
TOTAL	400

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.

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

Class Schedule

PRLS 316 Course Schedule: Spring 2018

Last revised: January 19, 2018

Date	Topic	Assignment
<p>Friday January 26</p>	<p>Introduction to class objectives and goals. Review course materials. Introduce journal. Introduce StrengthsFinder.</p>	<p>Read: Course materials, including Journal assignment (on Blackboard). (Unless otherwise noted, readings are to be done before next class meeting.)</p>
<p>Friday February 2</p>	<p>Outdoor education: what and why</p> <ul style="list-style-type: none"> • The value of outdoor education/recreation • Interrelationships: experiential ed, outdoor rec, phys. ed. • Types of outdoor recreation activities <p>History assignment explained</p>	<p>Read (for Journal assignment) assigned articles (see assignment on Bb).</p>
<p>Friday February 9</p>	<p>History of outdoor education</p>	<p>Read: <i>Outdoor Education</i>, Preface (pp. vii–viii) & ch. 2–3 (pp. 2–25). Due: Journal entry 1 by 11:59 pm 2/8.</p>
<p>Friday February 16</p>	<p>Trends in outdoor education</p>	<p>Read: R. Carson, “The Sense of Wonder” and A. Leopold, “Good Oak” (see Bb). Due: Journal entry 2 by 11:59 pm 2/15. Three references for History assignment by 11:59 pm 2/22.</p>
<p>Friday February 23</p>	<p>Lesson model 1: environmental awareness *If it is above 25°F and not raining, be prepared to go outside. Check Bb for updates.</p>	<p>Due: Complete and send top 5 Strengths before class on 3/9</p>
<p>Friday March 2</p>	<p>Outdoor education, historically—led by you</p>	<p>Due: Notes for history assignment by 11:59 pm 3/1. In class: History presentation.</p> <p>Read: J. L. Miner, “The Creation of Outward Bound,” (on Bb) and <i>Outdoor Ed.</i>, pp. 27–40.</p>

Friday March 9	Experiential education models and practice Introduction to Field Trip and Lesson Plan assignments	Read: Field Trip assignment (on Bb).
Friday March 16	Spring Break! No class	
Friday March 23	EDGE low ropes experience: lesson model 2 *If it is above 25°F and not raining, be prepared to go outside. Check Bb for updates.	Read: <i>Outdoor Ed.</i> , pp. 59–74. Due: Group field trip signup.
Friday March 30	Follow up on EDGE experience Creating Outdoor Lesson Plans Tips, techniques, teaching strategies sharing and discussion Lesson model 3: Leave No Trace	Read: Article on Bb Due: Journal entry 3 by 11:59 pm 3/29.
Friday April 6	Field trip presentations	Read: <i>Outdoor Ed.</i> , pp. 75-84. In class: Field trip presentation
Friday April 13	Lesson model 4: rock climbing at Great Falls National Park	Read: <i>Outdoor Ed.</i> , pp. 137–173. Due: Field trip impressions journal (4) by 11:59 pm 4/12.
Friday April 20	Lesson model 4: canoeing at Fountainhead Regional Park	Due: Journal 5 by 11:59 pm 4/20.
Friday April 27	Presentation practice run	In class: Lesson practice run
Friday May 4	Final presentations	Due: Additional journal by 11:59 pm 5/3
Friday May 11	Final presentations (during final exam time)	

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

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 <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/>.
- 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/> .

