

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

PRLS 531 DL1 – Natural Resources Recreation Planning (3 credits)  
Summer 2019  
May 20, 2019 - Jun 22, 2019

DAY/TIME:	Distance Learning	LOCATION:	Online
INSTRUCTOR:	Brenda P. Wiggins, Ph.D.	EMAIL ADDRESS:	bwiggins@gmu.edu
OFFICE LOCATION:	Remote	PHONE NUMBER:	703-993-2068
OFFICE HOURS:	Via Facetime		

### **Prerequisites/Corequisites**

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

### **University Catalog Course Description**

Origins and evolution of recreation use philosophy, policies, and service of public estate management. Examines planning for a spectrum of opportunities, from wilderness to developed sites, with attention to financial consideration and sustainable use of cultural and visual resources.

### **Course Overview**

Natural resource recreation planning frequently occurs in a turbulent environment of shifting political forces, interest group pressure, interagency conflict, changing economic conditions, and media scrutiny. It can be an expensive, time consuming, and complex undertaking that almost never results in an optimal "solution" for all interests involved. This course is designed to help you develop the conceptual background needed to participate in and eventually lead recreation planning processes in an era of turbulence.

Planning is a broad subject that demands a breadth of knowledge of the field of natural resource recreation. For this reason, you will be exposed to the historical and philosophical roots of natural resource recreation planning. Through various readings the antecedents of modern natural resource recreation management, policy-making, and planning will be articulated. In addition, you will be challenged to understand the rationale for natural resource recreation planning, or why agencies plan. As suggested by Manning (1999), the focus of natural resource recreation planning and management is on providing the visitor with high quality recreation opportunities that do not compromise the integrity of biophysical and social systems.

### **Course Delivery Method**

This course will be delivered online (76% or more) using an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available at all times from Thursday, May 23, 2019 through June 19, 2019.

**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*

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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Thursday through Wednesday. All assignments will be due by 11:59pm on Wednesdays.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 3 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which include viewing of 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 are expected to seek assistance if they are struggling with technical components of the course.
- Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Expect to log in to this course at least 3 times a week to read announcements, participate in the discussions, and work on course materials. Remember, this course is not self-paced. There are specific deadlines and due dates listed in the CLASS SCHEDULE section of this syllabus to which you are expected to adhere. 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 an appointment to discuss course requirements, content or other course-related issues. These discussion(s) will take place via telephone or web conference. Students should e-mail the instructor to suggest preferred times/dates.
- 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 as others do not consider them as personal 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 similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## **Learner Outcomes or Objectives**

This course is designed to enable students to have an understanding of:

1. The historical and philosophical roots of natural resource recreation planning;
2. The rationale for natural resource recreation planning, or why agencies plan;
3. The major theoretical traditions of planning and what constitutes effective and meaningful public participation;
4. Principles, process, and applications of the comprehensive approach to natural resources recreation planning;
5. Principles, process, and applications of the protected area approach to natural resources recreation planning;
6. Issues and trends in natural resource recreation planning; and
7. How to apply planning knowledge to a real-world recreation planning project.

## **Professional Standards**

Upon completion of this course, students will have met the following professional accreditation standards:

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, p. 1) “bases its accrediting process on principles, rather than standards.” The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;
- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2010, June). *Accreditation principles and self study preparation*. Retrieved November 23, 2013 from <http://cosmaweb.org/accredmanuals>

## **Professional Standards**

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

Students are expected to exhibit professional behaviors and dispositions at all times.

## **Assignments and Examinations**

NOTE: Assignments received AFTER their due date will not be accepted unless approved in advance.

### **Course Performance Evaluation**

- A. **Class Participation (5 points)**
- B. **Recreation Planning in Action (20 points)**
- C. **Book Review (25 points)**

**D. Contributors to the Conservation Movement (50 points)**

**A. Class Participation – 5 points**

**B. Recreation Planning in Action - 20 points:** As an important component of this class, you will each be asked to attend at least one public recreation planning meeting. These might include community-based meetings, recreation & park planning board meetings, or some equally relevant meeting. Please be sure and clear the meeting you choose with me, so we can be sure it aligns with the goals of our course. You will be asked to share your thoughts about the meeting, e.g. purpose, agenda, attendees, organization, discussion mechanisms, and your own perspectives on the meeting.

Here are two examples *however you may choose off campus a community recreation or park board of your choosing:*

**1). Fairfax County Park Authority Board Meeting with Public Comment**

June 12 or 26 or July 10

**Event Date:** Wednesdays  
**Time:** 7:30 PM  
**Location:** Herrity Building - Suite 941  
 12055 Government Center Parkway, Fairfax, VA

**2). Prince William County TRAILS AND BLUEWAYS COUNCIL**

June 25

**Event Date:** 4<sup>th</sup> Tuesday of each month  
**Time:** 6:30 PM  
 George Hellwig Administrative Building Board Room 14220 Bristow Rd. Manassas, VA 22025  
**Location:** George Hellwig Administrative Building Board Room  
 14220 Bristow Rd. Manassas, VA 22025

**Rubric for Public Recreation Planning Meeting**

Name of Meeting: \_\_\_\_\_

Date and Time Attended: \_\_\_\_\_

<i>Category</i>	<i>Qualities of Leadership</i>	<i>Points</i> 1 (Lowest) to 5 (Highest)	<i>Comments to further explain points</i>
<b>Preparations</b>	Hand out ahead of time Focus questions		
<b>Content</b>	Explanations clear Topics of general interest to audience Keeping topics relevant to agenda		<b>What was the purpose?</b>

<b>Discussion/Debate Methods</b>	Engaging participants Variety of methods used All voices heard Guiding but not dominating Summarize points Discussion of different viewpoints		<b>Who were the attendees?</b>
<b>Questions from audience</b>	Encouraging participation		<b>Most intelligent query you heard?</b>
<b>Communication Skills</b>	Eye contact Active listening Paraphrasing Summarizing Redirecting questions Voice Stance		<b>Discussion mechanisms?</b>

**Summary of Take Aways and your own perspectives on the meeting  
(No more than one page)**

**C. Book Review – 25 points:** Each of you will choose a book from the selections below that pertains to Natural Resources Recreation Planning. The format for the review is included in a Rubric attached to this Syllabus.

Briefly, you will be asked to share the title and a brief description of the book, how it is a reflection of one or both of the planning approaches, key stakeholders, how the topic of the book may affect (or has affected) the economy of the local community and/or the nation, and/or the impact on existing lands. You will also be asked to identify what you agree with or disagree with in the book along with rationale for your decision based on your application of planning theories from our course.

1. "*Rambunctious Garden: Saving Nature in a Post-Wild World*" - Emma Marris
2. "*Rewilding the West: Restoration in a Prairie Landscape*" - Richard Manning
3. "*Shenandoah: A Story of Conservation and Betrayal*" - Sue Eisenfeld
4. "*Fire*" - by Sebastian Junger (the heralded author of "The Perfect Storm")

### **Rubric for Book Review**

**Definition:**

NOTE: *When used as an assessment tool, evaluators will be asked to note any work sample or collection of work that does not meet novice level performance. Not all elements will be applicable to all teaching situations.*

	<b>Novice</b>	<b>Milestone: Emerging</b>	<b>Milestone: Showing Strength</b>	<b>Expert/ Advanced</b>
<b>Author, Genre, Title, Preface</b>  <i>Developing the Focus of the book</i>  <b>0 – 10 points</b>	Typically a dualistic view of the world (black/white, right/ wrong) and is dependent on authority. There is reluctance to examine counter-argument. Student has unrealistic view of self as well as unfocused concern with work organization, study skills, and intellectual habits of mind.	Students begin to recognize multiple perspectives and demonstrate courage as they begin to take risks with ideas. There is a developing determination to succeed and perseverance. Developing self-knowledge, e.g., the acceptance one might be wrong, seeking out knowledge, learning skepticism. Early awareness of study skills and organization weaknesses.	There is developing confidence in reasoning and argument where the student approaches knowledge questions analytically. Qualities include fair-mindedness and an opening up to others' view points and arguments. Shows empathy with the situations of others (fellow- students, writers, artists). Developing definition of self as student through self-discipline (e.g.; punctual, taking pride in one's work, no procrastination).	Intellectual integrity is evidenced (e.g., search for counter-arguments, search for evidence); student grasps the contextual character of knowledge and that knowledge is constructed. Student demonstrates intellectual humility through realizing the evolving and temporary character of knowledge. There is realistic self-appraisal of one's strengths and limitations.
<b>1. Explanation of key ideas and issues</b> <b>10 – 20 points</b>	Issue/problem to be considered critically is stated without clarification or description.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unstated.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
<b>2. Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>  <b>10 – 20 points</b>	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little exploration.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are explored.	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are explored in depth.
<b>3. How does this book relates to Natural Resources Recreation Planning? Connecting, synthesizing, transforming.</b> <b>0 – 20 points</b>	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Identifies and examines own and others' assumptions and several relevant contexts when presenting a position.	Systematically and methodically analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
<b>4. Student's position (perspective and evaluation) – Recommend to others? Why/why not?</b>	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).

	Novice	Milestone: Emerging	Milestone: Showing Strength	Expert/ Advanced
<b>0 – 10 points</b>			hypothesis).	
<b>5. Conclusions and related outcomes (implications and consequences)</b>  0 – 10 points	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order.
<b>6. Quotes – what specific quotes stand out? 0 – 5 points</b>	Stays strictly within the guidelines of the assignment.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Incorporates new directions or approaches to the assignment in the final product.	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.
<b>7. Innovative thinking</b> <i>Novelty or uniqueness (of idea, claim, question, form, etc.) 0 – 5 points</i>	Reformulates a collection of available ideas.	Experiments with creating a novel or unique idea, question, format, or product.	Creates a novel or unique idea, question, format, or product.	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.

**D. Exploration of Primary Materials Disseminated by Five Individuals Who Were Significant Contributors to the Conservation Movement - 50 points:**

What do I mean by the movement?

- The estate held in trust for the people of the U.S., present and future
- They represent the tangible assets of an American ideal
- They represent the essence of democracy
- They are our natural and cultural heritage and identity as a nation
- They are one reason for American Exceptionalism

You will be given an opportunity to add to the body of literature on many obscure and a few popular individuals who historically worked to preserve forests, parks, waters, fish, wildlife, cultural as well as historical sites. Provided with a **Survey Form**, you will be asked to explore the contributions of five individuals who were involved in the conservation movement. The research will include identifying primary materials written by individuals which might include letters, memos, autobiographical materials, etc.

After Memorial Day, you will receive a list of contributors to explore as well as the **Survey Form**.

**Grading Points**

**A = 93 – 100**

**B = 83 – 89**

**C=73 - 79**

**Professional Dispositions**

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

Students are expected to exhibit professional behaviors and dispositions at all times.

**Core Values Commitment**

The College of Education and Human Development is committed to collaborations, 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/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/>.

#### 1. *Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.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/policies/responsible-use-of-computing/>].
- 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.

### *Campus Resources*



- 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/>].

**PROFESSIONAL BEHAVIOR:** Students are expected to exhibit professional behaviors and dispositions at all times.

**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.

