**GE Recertification**

**Lifelong Learning**

Course Number: **RTM 251**

Course Title: **Recreation and the Natural Environment**

GE Section: **Section 8, Lifelong Learning**

Information Competence (IC): **X** YES \_\_\_NO

Writing Intensive (WI): **X** YES \_\_\_NO

Multiple sections offered within a semester: **X** YES \_\_\_NO

Department Chair/Coordinator: Alan Wright, Chair Recreation and Tourism Management

Associate Dean: Tami Abourezk, Associate Dean, HHD

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**A. SUMMARY OVERVIEW**

**RTM251 Recreation and the Natural Environment**

1. **Course Overview**

**Catalog Description:** Study of recreational use of outdoor/natural areas and the trends creating changing patterns of use. Overview of human, animal, and vehicular impacts on the outdoor recreation resources.

Regular written assignments and field learning experiences are required.

Most courses are sections of 25-30 students. The current offering pattern is one online section and one traditional section. Instructors work with a commitment to common objectives and key assignments. Growth in the number of sections is possible depending on overall departmental teaching resources.

1. **Course Coordination and Instruction**

When a course has multiple sections the department follows this procedure to ensure consistency in outcomes. All faculty teaching courses in the RTM department go through an orientation process with the department Chair which includes introduction to our overall program learning outcomes, the role of the syllabus in managing course outcomes, and the assessment process for the department. In the RTM Department, all faculty are required to participate in the department assessment process and work with the department assessment coordinator to further ensure consistency in outcomes.

1. **Resources**

There are sufficient physical resources to support the on-going instruction of this course. Faculty resources are dependent on annual budget allocations to the department.

1. **Future Plans**

The department will continue to offer this course in similar format as in the previous semesters, depending on resource allocations to our general education mission within the department.

**B. ENROLLMENT DATA FROM INSTITUTIONAL RESEARCH**





**RTM 251 Information by Attribute Type by Faculty Type: Fall 2008 to Fall 2012**



**C. ALIGNMENT OF COURSE OBJECTIVES AND STUDENT LEARNING**

**OUTCOMES**

**Form A**

**Course Alignment GE Subject Explorations:**

**Life Long Learning**

**RTM 251**

**Recreation and the Natural Environment**

**3 Units**

**Overall Goal:** Students will develop cognitive, physical and affective skills which will allow them to become more integrated and well-rounded individuals within various physical, social, cultural, and technological environments and communities.

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Objectives** | **GE SLO 1:**Students will identify and actively engage in behaviors conducive to individual health, well-being, or development, and understand the value of maintaining these behaviors throughout their lifespan; | **GE SLO 2:**Students will identify and apply strategies leading to health, well-being, or development for community members of diverse populations; | **GE SLO 3:**Students will apply the knowledge and skills of science and technology and evaluate how they impact individuals, the community, and/or society.  |
| Develop an understanding of the historical roots of our cultural attitudes towards the natural environment and the results of these attitudes on the American wilderness and the American city. | The beginning of the course spends multiple weeks discussing the history of nature-based recreation and focuses on the reasons for it including physical, psychological / emotional, social, and spiritual. Students also look at their own impacts on the natural environment and the intrinsic, extrinsic, and altruistic beliefs towards the natural environment in the past as well as today (p. 20). | Class lectures and readings identify the role of parks, and wilderness as the context for recreation that builds healthy individuals and communities.  | Students look at their own impacts on the natural environment and the intrinsic, extrinsic, and altruistic believes towards the natural environment in the past as well as today. Evidence found in the Environmental Life-style Audit (pp 19 & 20). |
| Develop an understanding of the Conservation, the Environmental, and the Outdoor Pursuit’s movements past and present. | The class furthermore discusses historical attitudes towards the outdoors, nature, and recreation by looking at their modern views back to the transcendentalism period and those who were influential such as Emerson, Muir, Olmstead, Carson, etc. Students look also at historical connections of why people got involved within these fields and their importance to the rules, regulations, and legislative activities of today. Level of understanding is tested through in-class exams (see p. 24). | Historical connections to environmental movements are tied to renewed interest today in environmentalism and sustainability. Research demonstrates that people who engage in active outdoor recreation demonstrate higher commitments to environmental preservation.  | The latter part of the class focuses on the changes in outdoor recreation and the natural environment through the discussion of network providers and the changes from single program providers to multiple and the growing and changing urban-wildland interface. The class also explores the perpetual changes in population, climate change, and other global issues that further look to change how we as human recreate in the natural environment and postulate the next steps for our future focusing on empowering the students as they are our next generation (tested in second exam). |
| Develop an understanding of and appreciation for the natural environment with its processes, resources, and ecosystems. | In class discussion covers the variations of outdoor program provides and their historical develop as well as an overview of the environmental processes and ecosystems from the planet level down to the local level. This is done through the understanding of the various modern and historical uses of areas in terms of nature-based recreation. Evidence found in the syllabus and in-class exams. | People are part of the natural environment in contrast to prevailing attitudes that we are somehow separate from it. Any significant discussion of health and well- being shows the environmental connections.  |  |
| Develop an understanding of the use of the outdoor environment for human development and recreation.  | Students complete a research paper on an environmental issue that affects the recreational use of the outdoors. The paper topic must have a clear connection with some aspect of outdoor recreation behavior and its relationship to the natural environment. The outdoor recreation behavior connection could be explored from one of three traditional approaches: *conflict between recreational users,* *outdoor recreation participation study, or global environmental issue tied to outdoor recreation.* The topics are selected by the student but they must relate to recreation and the natural environment. Topics are approved by the instructor (p. 21).  |  | The research paper prompts the student to do scientific research relating to an issue in recreation and the natural environment that matters to them. The paper promotes demonstrating a strong understanding of the topic backed by accurate and reviewed science not only in the field of recreation but other disciplines as well that validate and support the student’s claims and ideas. Students are given the opportunity to re-write their paper after it has been reviewed by the instructor for a higher grade and learn from it rather than the assignment ending at the first submission. Evidence found in the syllabus. |
| Develop an understanding of humankind's use of outdoor recreation resources and the way to utilize these resources with minimum impact.  | Students conduct an environmental life-style audit of their behavior and views of resources as it relates to energy consumption, environmental impacts, and the life-cycles of products and resources they interact with in their daily life. This assignment is completed through a 48-hour continuous self-observation period using logs to record data and then a one page summary of their reactions, conclusions, and / or reflections on the value of conducting these type of exercises and how they can be used to understand our impacts on the natural environment (see pp 19 & 23). |  | After the 48-hour life-style audit, students will reflect on the impacts that they have made in their and others’ world and realize that there is more than they do then is immediately visible. They will think about how technology has changed the use of resources in our world and the impacts that they have when it comes to the preservation or usage of our natural resources.  |
| Develop an awareness of the origins, historical attitudes and current practices of agencies that control the use of outdoor recreation resources.  | Through in class discussion and multimedia the class spends five weeks on the various land management agencies. The material is enhanced by instructor created case study examples such as those involving the 2008 Cape Hatteras Consent Decree and the current solar development site in the Ivanpah Valley in California that allows the students to simulate real-world and current issues relating directly to recreation and the natural environment. |  | Through in class discussion and multimedia the class spends five weeks on the various land management agencies. The material is enhanced by instructor created case study examples such as the those involving the 2008 Cape Hatteras Consent Decree and the current solar development site in the Ivanpah Valley in California that allows the students to simulate real-world and current issues relating directly to recreation and the natural environment. |
| Develop an understanding of programs in outdoor education and nature interpretation.  | The Field Education Experience: Outdoor Discovery requires the students attend a local interpretive program that is held in the community. Students that have never attended a formal interpretive program find value in the art and science associated with the various forms of nature-based interpretation through the demonstrated intellectual and emotional connections found in these programs. Students are required to submit a journal of their experience and define elements of what their connections are to topics cover in class and their overall impression of the activity (p. 19). |  | Students discuss in class through demonstration how technology has changed outdoor recreation. This includes the historical uses of technology (i.e., the wheel) through 20th century uses such a skies or cars. The class then explores more modern uses of technology for outdoor recreation as upgrades in technology (i.e., rock climbing) to technologies that are new such as GPS and mobile devices like smart phones and how they change for the better or worse the natural environment and the outdoor experience. |
| Develop a personal and professional environmental ethic for 21st century life.  | The environmental ethic paper requires the students to read, *Last Child in the Woods (2005)* by Richard Louv and write a minimum of a two page paper on an issue that was the most influential in their emotional and intellectual self. The self-expression is presented to their classmates. Student’s advocate their ideas clearly in front of their peers in a professional and constructive manner (p. 19). | Students write a personal environmental ethic statement as an integrative tool for the class. Student personal lifestyle is central to this work and integrates both the broader issues of environmental conservation and active health lifestyle for themselves and their community interacting with the outdoors.  |  |

**Table B**

**Course Alignment with GE Designation:**

**Information Competence (IC)**

Goal: Students will progressively develop information competence skills throughout their undergraduate careers by developing a basic understanding of information retrieval tools and practices as well as improving their ability to evaluate and synthesize information ethically.

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| --- | --- | --- | --- | --- | --- |
| **Course Objectives** | **IC SLO 1:**Determine the nature and extent of information needed. | **IC SLO 2:**Demonstrate effective search strategies for finding information using a variety of sources and methods. | **IC SLO 3:**Locate, retrieve and evaluate a variety of relevant information including print and electronic formats. | IC SLO 4:Organize and synthesize information in order to communicate effectively. | IC SLO 6:Explain the legal and ethical dimensions of the use of information. |
| Develop an understanding of the historical roots of our cultural attitudes towards the natural environment and the results of these attitudes on the American wilderness and the American city. | Students complete a research paper on an environmental issue that affects the recreational use of the outdoors. Details of the assignment are in supportive material (p. 21). | Students complete a research paper on an environmental issue that affects the recreational use of the outdoors. (see more description column 1) Students must use search strategies.  | Students complete a research paper on an environmental issue that affects the recreational use of the outdoors. (see more description column 1) Students must find research sources in variety of formats.  | Students complete a research paper on an environmental issue that affects the recreational use of the outdoors. (see more description column 1) Students must synthesize and communicate through writing.  | Students complete a research paper on an environmental issue that affects the recreational use of the outdoors. (see more description column 1) Students review plagiarism issues in source citations. |
| Develop an understanding of the Conservation, the Environmental, and the Outdoor Pursuit’s movements past and present. |  |  |  | The latter part of the class focuses on the changes in outdoor recreation and the natural environment through the discussion of network providers and the changes from single program providers to multiple providers; the growing and changing urban-wildland interface. Readings combined with information in class are the basis for student’s higher order thinking that is expressed orally in class dialogues and debates. Evidence found in the syllabus and the second exam. | The class discusses historical attitudes towards the outdoors, nature, and recreation by looking at their modern views back to the transcendentalism period and those who were influential such as Emerson, Muir, Olmstead, Carson, etc. Readings combined with information in class are the basis for student’s higher order thinking that is expressed orally in class dialogues and debates. Evidence found in the syllabus and the second exam. |
| Develop an understanding of and appreciation for the natural environment with its processes, resources, and ecosystems. | Students complete a research paper on an environmental issue that affects the recreational use of the outdoors. Details of the assignment are in supportive material | Students complete a research paper on an environmental issue that affects the recreational use of the outdoors. (see more description column 1) Students must use search strategies.  | Students complete a research paper on an environmental issue that affects the recreational use of the outdoors. (see more description column 1) Students must find research sources in variety of formats.  | Students complete a research paper on an environmental issue that affects the recreational use of the outdoors. (see more description column 1) Students must synthesize and communicate through writing.  | Students complete a research paper on an environmental issue that affects the recreational use of the outdoors. (see more description column 1) Students review plagiarism issues in source citations. |
| Develop an understanding of the use of the outdoor environment for human development and recreation.  | Research paper described for objectives 1 & 3. Explanation same here.  | Research paper described for objectives 1 & 3. Explanation same here.  | Research paper described for objectives 1 & 3. Explanation same here. | Research paper described for objectives 1 & 3. Explanation same here. | Research paper described for objectives 1 & 3. Explanation same here. |
| Develop an understanding of humankind's use of outdoor recreation resources and the way to utilize these resources with minimum impact.  | After the 48-hour Life-Style audit, students will reflect on the impacts that they have made in their and others’ world and realize that there is more than they do then is immediately visible. They will think about how technology has changed the use of resources in our world and the impacts that they have when it comes to the preservation or usage of our natural resources. | Students must search for and identify information resources that calculate lifestyle imprint (carbon footprint etc.)  | Students must find these sources from a variety of formats.  |  |  |
| Develop an awareness of the origins, historical attitudes and current practices of agencies that control the use of outdoor recreation resources.  | No specific assignment relates to IC issue as readings and lectures are largely prescribed.  |  |  |  |  |
| Develop an understanding of programs in outdoor education and nature interpretation.  | The Field Education Experience: Outdoor Discovery requires the students attend a local interpretive program that is held in the community. Students must be able to find relevant community information through electronic means.  |  |  |  |  |
| Develop a personal and professional environmental ethic for 21st century life.  | The environmental ethic paper requires the students to read the required text book, *Last Child in the Woods (2005)* by Richard Louv and write a short paper on an issue that was had the most profound impact They must then express their thoughts and ideas through a presentation to their classmates. This demonstrates the student’s ability to advocate their ideas clearly in front of their peers in a professional and constructive manner. |  |  | They must then express their thoughts and ideas first through writing and then through a presentation to their classmates.Evidence in syllabus. | Students must clearly do original work and choose not to borrow heavily from other’s work in this area. |

**Table C**

**Course Alignment with GE Designation:**

**Writing intensive (WI)**

**OVERALL GOAL**: Students will develop their abilities to express themselves and the knowledge they have obtained through practicing various forms of writing within different disciplinary contexts. Writing intensive courses will build upon the skills gained in the Analytical Reading and Expository Writing section of Basic Skills. In each WI course students will be required to complete writing assignments totaling a minimum of 2500 words.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **The following writing projects are part of class assignments and fulfill the WI SLOs**  | **WI SLO 1:**Develop and clearly define their ideas through writing. | **WI SLO 2:**Ethically integrate sources of various kinds into their writing. | **WI SLO 3:**Compose texts through drafting, revising, and completing a finished product. | **WI SLO 4:**Express themselves through their writing by posing questions, making original claims, and coherently structuring complex ideas. | **WI SLO 5:**Revise their writing for greater cogency and clarity. | **WI SLO 6:**Utilize adopted communication modes and documentation styles of specific disciplines (MLA, APA, Chicago, CBE, etc) where appropriate. | **WI Overall Goal:** In each WI course students will be required to complete writing assignments totaling a **minimum of 2500 words**.  |
| **Lifestyle Audit:** The student writes a reflective essay after completing an audit of energy use and consumer based consumption for a 48 hour period (pp 19 & 23).  | The analysis of lifestyle choices by the student are expressed in their summative essay.  | This assignment is not a research based project but students must present their own critical thinking. | Students are provided the opportunity to rewrite the assignment after instructor feedback.  | The ethical choices about consumption based lifestyle do require analysis and a statement of personal choices.  | Students are provided the opportunity to rewrite the assignment after instructor feedback.  | The RTM department requires APA format for all written assignments (p. 20).  | Assignment length is 500-750 words. The rubric evaluates both critical thinking and writing effectiveness.  |
| Students will complete a research paper on an environmental issue that affects the recreational use of the outdoors. Details for the project are available at the course web site. Written length of 8-10 pages (pp 19 & 21).  | The student is instructed to conclude the paper with an analysis of the findings on the research topic creating independent thought.  | This assignment is research based so students must provide appropriate citations to other people’s work. | Students are provided the opportunity to rewrite the assignment after peer based feedback.  | The research format of the paper requires students to summarize complex topics and provide structure and analysis.  | Students are provided the opportunity to rewrite the assignment after instructor feedback at final submission or at peer feedback prior to submission.  | The RTM department requires APA format for all written assignments. | Assignment length is 2000-2500 words. The rubric evaluates both critical thinking and writing effectiveness.  |
| Field Education Experience: Outdoor Discovery JournalA brief journal of your observations and learning from your field trip experience will be submitted (p. 19).  | The student writes a journal about their observations and analysis of their outdoor field trip experience.  | This assignment is not research but students work must be original.  | Students are provided the opportunity to rewrite the assignment after instructor feedback.  | The student journal must be a reflective journal in addition to being a description of what was observed. The student thinks critically and writes those evaluations.  | Students are provided the opportunity to rewrite the assignment after instructor feedback.  | The RTM department requires APA format for all written assignments.  | Assignment length is 500 words. Syllabus p. 3. The rubric evaluates both critical thinking and writing effectiveness.  |
| Environmental Ethic: Student writes a brief statement of individual life-style values and commitments related to the environment (p. 19).  | The analysis of lifestyle values and persona ethical commitments by the student are expressed in their summative essay.  | This assignment clearly identifies students as the original source.  | Students present their material to a peer in class and are encouraged to make corrections to their work.  | The student must organize their ideas and they are allowed to present their summary in narrative format or as a creedal statement.  | Students are provided the opportunity to rewrite the assignment after peer feedback.  | The RTM department requires APA format for all written assignments.  | Assignment length is 200-500 words. Syllabus p. 3. The rubric evaluates both critical thinking and writing effectiveness.  |

**D. COURSE SYLLABUS**

**RTM 251- RECREATION AND THE NATURAL ENVIRONMEN**T

Department of Recreation and Tourism Management

California State University Northridge

Regular or On Line Class Options

**INSTRUCTOR: John Muir** Email Address: john.muir@csun.edu

Office: Redwood Hall 1000. Office hours posed at faculty web page

**COURSE DESCRIPTION:**

Prerequisite: Lower division writing requirement. A study of recreational use of outdoor/natural areas and the trends, both past and present that create changing patterns of use. An overview of human, animal, and technological impacts on outdoor recreation resources. A study of outdoor program providers and outdoor recreation delivery systems for/in the outdoors. Assessment of environmental impacts and development of an environmental ethic for both urban and wilderness contexts. Regular written assignments and field learning experiences are required.

**COURSE OBJECTIVES:**

At the conclusion of this course the student will:

1. Comprehend the historical roots of our cultural attitudes towards the natural environment and the results of these attitudes on the American wilderness and the American city.

2. Comprehend the understanding of the Conservation, the Environmental, and the Outdoor Pursuit’s movements past and present.

3. Comprehend and appreciate the natural environment with its processes, resources, and ecosystems.

4. Comprehend the many use of the outdoor environment for human development and recreation.

5. Analyze the use of outdoor recreation resources by people and the methods and strategies to utilize these resources with minimum impact.

6. Identify the origins, historical attitudes and current practices of agencies that control the use of outdoor recreation resources (e.g. NPS, BLM, USFS, USFW, SP).

7. Identify the variety of programs in outdoor education and nature interpretation.

8. Synthesize a personal and professional environmental ethic for 21st century life.

**Life Long Learning General Education Student Learning Outcomes**

RTM 251 is a general education designated course and seeks to achieve the following outcomes which the student masters the specific course objectives.

Students will:

1. Identify and actively engage in behaviors conducive to individual health, well-being, or development, and understand the value of maintaining these behaviors throughout their lifespan;

2. Identify and apply strategies leading to health, well-being, or development for community members of diverse populations;

3. Apply the knowledge and skills of science and technology and evaluate how they impact individuals, the community, and/or society.

**COURSE CONTENT:** (A tentative outline) **COURSE SCHEDULE:**

I. Outdoor Recreation and its Benefits Week 1

A. Physical

B. Psychological/Emotional

C. Social

D. Spiritual

II. Environmental Impact Week 2 & 3

A. Personal impact on the natural environment

B. Minimal impact life-style

C. Minimal impact outdoor recreation

III. Natural Resource Management Agencies Week 4, 5, 6, & 7

A. The Federal Government Agencies

 (NPS/ USFS/ BLM/ USFW)

1. Legislative empowerment

2. Current management policy

B. State and Local Agencies

IV. Environmental Processes and Ecosystems: an Overview Week 8

V. Outdoor Program Providers and their Historical Development Week 9, 10, & 11

A. The early Conservation Movement

B. The Nature Study Movement

C. Interpretation

D. Camping Movement

E. Residential Outdoor Education

F. Adventure Education

VI. Outdoor Discovery Field Trip Week 12 & 13

VII. The Future of Outdoor Education/Recreation in Leisure & Rec. Week 14

A. The Network of Providers

B. The Urban and Wildland Interface

1. Barriers to Involvement

2. Model Programs

VIII. The Future of the Environmental Crisis Week 15

A. Population and Other Global Issues

B. Responses - Hope or Despair

**METHODS OF INSTRUCTION:**

Lectures/Discussions/Readings/Projects/Exams/Field Experiences. The student is expected to accept their share of responsibility for the learning process. Participation in the methods is the responsibility of students and instructor. Students will also have the opportunity to participate in a field experience that will expose them to outdoor based programs and awareness of the natural environment.

**METHODS OF EVALUATION:**

Environmental Life-style Audit: The assignment will require you to keep a journal of your behavior as it relates to issues of energy consumption and cycles, and environmental impact. The project will be done by the third week of class. Click on the schedule and assignments link on the class website for additional detail on this assignment. Submit the audit worksheet and reflective essay (2-3 pages). Percent of final grade is 10%)

Exam I & Exam II: Objective tests on class reading assignments will be given as a series of quizzes with the first check point of completion approximately midterm and a second check point during the final week of the semester (dates finalized and posted on class website). Total quizzes equal approximately 30% of total grade. (The face to face class format consolidates the first three on-line quizzes into a single exam format at midterm and the second three quizzes into the final exam).

Research Paper on Outdoor Recreation Issue:

Students will complete a research paper on an environmental issue that affects the recreational use of the outdoors. The paper topic must have a clear connection with some aspect of **outdoor recreation behavior and its relationship to the natural environment**. The outdoor recreation behavior connection could be explored from one of three traditional approaches: *conflict between recreational users,* *outdoor recreation participation study, or global environmental issue tied to outdoor recreation.* Details for the project are available at the course web site.

Selection of topic is due on the fifth week of class via email. The rough draft is due the 9th week of class when a peer review of the written work will be provided. Research papers will be submitted electronically for posting by the 10th week of class. The final paper will be 8-10 pages excluding research references. Required student interactions with five selected reports will be completed by week 15. (Project valued at 25% of grade).

Field Education Experience: Outdoor Discovery

In addition to the on-line learning or in-class learning there is a required field learning experience that will be self-initiated. Several options are possible and are outlined at the assignments section of the class web page. Please consult the web page early as some of the opportunities require early action in the semester. These could range from overnight outdoor adventure experiences to participation in more passive environmental education programs. The experience will be fun and a great compliment to the issues discussed in the class. A brief journal of your observations and learning will be submitted electronically. Estimate of journal length is 2 pages. Assignment is due by week 13.(Grade value of 20 %.)

Environmental Ethic: A brief summary of your individual life-style values and commitments while a sojourner on the planet. Limit of 1 to 2 pages. Consult the outline of this assignment. Due date is week 15. (Grade value 10%)

Class Dialogue and Participation: If an on-line discussion (either live & time certain or a threaded discussion done on your own time) is linked to part of an assignment (e.g. lifestyle audit) please note that

your participation is an integral part of the assignment. Your dialogue and discussion is highly desirable and part of the grading rubric for that larger assignment. (5%)

**Totals for assignments:**

Environmental Life-style Audit 10%

Exam I & Exam II: 30%

Research Paper on Outdoor Recreation Issue: 25%

Field Education Experience: Outdoor Discovery: 20%

Environmental Ethic: 10%

Class Participation/Dialogue: 5%

*Total 100%*

**Grading scale:**

A = 95% - 93%, A- = 92% - 90%, B+ = 89% -86%, B = 85% - 83%, B- = 82% - 80%, C+ = 79% - 76%, C = 75% - 73%, C- = 72% - 70%, D+ = 69% - 66%, D = 65% - 63%, D- =62% - 60% F= ≤59%

**Expectations:**

1. You are responsible for both the information given in class and all assigned readings.

2. Attendance is a matter of maturity and professionalism.

3. Late assignments will not be accepted without penalty. Grade reduction is 5% each day after due date. Better late than never – up to a point.

4. All cell phones, smart devices, PSPs, iPods, Game Boys, etc. should be turned off during class.

5. **Accommodations for students with disabilities**: Students requesting classroom accommodation must first register with the Center on Disabilities. The Center on Disabilities will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

6. **Academic Honesty**: In keeping with the University’s policy on academic honesty, no form of academic dishonesty will be tolerated. Any student found cheating, plagiarizing a written assignment, falsifying a course requirement, 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.

**Citing Sources:**

The Department of Recreation and Tourism Management follows the American Psychological Association (APA) style for citing sources. If you have any questions about this, please see me sooner than later. *The non-citation of sources is considered academic dishonesty. See #6 from above.*

**Papers, documents, treatises, parchments, etc.:**

Each assignment must be typed, double spaced, 12 point font, and 1 inch margins. This follows the APA style. You must include a cover page, page numbers, and your sources.

**TEXTBOOKS: Last Child in the Woods by Richard Louv (2005).** In addition to the text there will be notes and reading material that are available on the class Moodle page.

**E. SAMPLES OF COURSE ASSIGNMENTS**

**Research Term Paper**

RTM 251 RECREATION AND THE NATURAL ENVIRONMENT

The issues research paper referenced in the syllabus is intended to be a research paper on an environmental issue that affects the recreational use of the outdoors. The paper topic must have a clear connection with some aspect of outdoor recreation behavior and its relationship to the natural environment. The outdoor recreation behavior connection could be explored from one of three traditional approaches:

Issue area one: *conflict between recreational users* such as mountain bikers and hikers or cross country skiers and snowmobilers or snow boarders and downhill skiers or canoeists and power boaters etc. The paper would identify the conflict and its sources and then discuss how that conflict is being handled by recreation managers or the recreation users and how those recreational behaviors impact the outdoor recreation natural resource.

Issue area two: *participation study* which would involve selecting an outdoor recreation sport such as rafting, bird watching, visiting national parks etc and research what has been done as to who participates, how much participation (past & present), any material as to why people participate (the motivation question), and how recreation managers meet the needs of these users. The impact of the activity on the natural environment and related consequences/controversies must also be addressed (e.g. bolting practice in climbing, OHV impact on desert).

Issue area three: *global environmental issue* such as acid rain, air pollution, ozone depletion, toxic waste, pollution of Santa Moncia Bay etc. and how this larger issue affects the outdoor recreation user. In selecting a more global environmental issue you need to make the clear link to outdoor recreation and not just summarize the literature on the pollution issue itself.

The components of the paper are outlined below. Exact organization is up to the student depending on their topic.

Project size: the research paper should be approximately 8-10 pages (2250-2500 words).

Paper outline:

I. Introduction and review of the environmental or outdoor recreation behavior issue

This should include a brief history of the issue as well as current material. The paper should include references to scholarly journals as well as popular press publications.

II. Impact of the environmental problem or recreation behavior on the ecosystem.

III. Recreation manager’s response to the conflict/ issue.

IV. Others (govt', private sector, etc.) responses to the issue is appropriate.

III. Summary and conclusion including your recommendations.

Paper Format: the paper should be typed and include a bibliography and a reference list in APA format. The project is expected to be between 2000 and 2500 words.

Topics are due the fifth week of class. There will be an opportunity for peer review of your writing before final submission.

 Grading Rubric



ENVIRONMENTAL LIFE-STYLE AUDIT

RTM 251 - RECREATION AND THE NATURAL ENVIRONMENT

Life on this planet:

In order to live on this planet we consume natural resources. When we live on this planet everything we do has an impact. The purpose of this exercise is to begin to develop an awareness of our roles as consumers within our ecosystem.

Life is extremely complex. Decision making is part of that complexity. Decisions provide for us the opportunity to direct our lives. A series of personal decisions are what create life-styles. To live with intentionality requires that we understand our decisions. The first step toward an intentional life-style is to realize what decisions face use each day and the choices which we make regarding our impact while on the earth.You can not throw anything away. The system in which we live is essentially a closed system containing a finite set of resources. You may move a substance or a problem from one place to another but you cannot remove it from the system. We need to become aware of the cycles of things we touch and use.

For the next 48 hours or (Friday/Saturday) you need to keep a close EYE on yourself and keep a log of most of your activities. You might best think of it as a game (at least try to make it fun). The three games are called: the COMEINGS AND GOINGS GAME; the ENERGY CONSUMPTION GAME; and the SNOWFLAKE GAME.

Each of the games is explained on one of the sheets below and you should complete each game log. You also need to type up a one page summary of your reactions, conclusions, or reflections on the value of this exercise.

ENERGY CONSUMPTION GAME

We all consume energy. Our bodies consume energy in order for us to live. This exercise looks at our energy use beyond that which our physical bodies consume and to ask if other choices exist about consuming that energy.

For example, if you drove home tonight that requires energy. Energy is not just in the gasoline consumed but in making the car itself. We could calculate that energy usage.

We could also choose to reduce that level of consumption. If you rode with someone else you could cut your energy usage value by 50%, three people by 66% and so forth. Or you could use another form of transportation that required less energy consumption.

Soo . . . . how do we play the game? For the next 48 hours list 'each energy consumption activity' you perform and then assign an 'value estimate' for energy usage (see next paragraph). Third, write some choices of conservation alternatives. Do not concern yourself with whether you would actually make those choices. When/if your list reaches 25 items before the 48 hours then you can stop the game.

***Calculating energy values:*** Someone should write a computer program for this part of the exercise but until they do just use a rough estimate on the worksheet. The goal is to assign a 'relative value' which represents an estimate of energy consumption.

My suggestion is to use a monetary value since we are most familiar with prices as it relates to materials and activities. One energy unit equals one energy coupon valued at $1.00. Here are some formulas and figures that will help you derive energy units.

**Gas powered automobiles:** If you drive 20 miles to home by yourself you could multiply 20 x .44/mile = $8.80 energy units. You could calculate the total costs of the car (capital and operating costs) but it would be easier to use the IRS cost unit.

**Electrical energy:** using the list of some typical appliances listed below calculate the energy usage based on how long you used the appliance/energy using device. If you use your refrigerator 48 hours during the audit you would multiply (.114 cents per kWh (rate) x 48hr (time used) x 125 watts (energy use/M)) + .006/hr(capital cost) x 48 hrs. This translates to .68 in operating costs and .28 in capital costs or a total energy estimate of .96 units.

Formula for Operating Costs = rate X time X energy amount

Formula for Capital Costs of the equipment = cost divided by life expectancy in days or hours.

Here are some common activities where the cost research has been done for you. Others will require you to do some of the digging.

 Operating Energy Est. Capital Cost Est.

 Refrigerator 125 watts/1000 (.34/day) $800/15 yrs = .14/day or .006 /hr.

 Clothes dryer $.15 per load gas heat $300/12 yrs= .082/day

$.30 per load elec heat

 Washer (Clothes) huge diff based on type $600/12 yrs = .14/day

 Say .20 per load

 Dishwasher .17 per load (elec hot water) $300/10 yrs = .08 day

 .14 per load (gas hot water)

 Microwave 700watt/1000 $400/12yrs=.09 day

 TV - small screen 182 w // .02 per hour

* large screen 310 w // .035 per hour
* HD large screen 455 w // .052 per hour

Light bulb (incandescent) 100 watt/1000 (.011/ hr) $.80/2000hrs=.0004/hr

Other energy: There is a helpful web site that talks about energy calculations put together by some middle school students. The site can help you estimate costs based on energy estimate http://ed.fnal.gov/ntep/f98/projects/nrel\_energy\_2/measurement.html

(or search the net looking for operating costs of a specific item.)

When using the table below the categories include the **consumption activity** (e.g. refrigerator running during you whole time or running a microwave to cook a bag of popcorn or driving to work). **List the amount of time** in the second column. The third column is the place to enter you calculation of the energy unit required for that activity. The fourth column is to think creatively about alternatives to that activity. The range of alternatives will vary per activity. Remember the alternatives list does not necessarily mean it is a realistic alternative for you – just explore the options.

The first two activities are just examples.

Energy Consumption

|  |  |  |  |
| --- | --- | --- | --- |
| Consumption Activity | Amount of Time | Energy Unit | Alternatives |
| Refrigerator | 48 hrs | .96 | Trade for more efficient unit; share a frig; open less times;  |
| Drive to store for gallon of milk | 10 min5 miles | 5 mi x .44 = 2.20 | Ride bike; wait til tomorrow to combine with drive to work; order on line. |

Energy Consumption

|  |  |  |  |
| --- | --- | --- | --- |
| Consumption Activity | Amount of Time | Energy Unit | Alternatives |
|  |  |  |  |
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SNOWFLAKE GAME

Read the short story about the weight of a snowflake.

A chickadee and a dove were sitting together on the branch of a tree.

"Do you know the weight of a snowflake?" asked the chickadee

"Well!" laughed the dove. "Of course! It weighs nothing at all." And secretly he was thinking that, of course, even a coal tit ought to know that!

"In that case," said the chickadee, "I must tell you a surprising story.

"One cold night I was sitting on the branch of a fir tree, when it started to snow. I had nothing better to do, so I started counting the snowflakes as they landed on the twigs and pine needles of my branch. I counted up to three million, seven hundred and forty one thousand, nine hundred and fifty two. When the three million, seven hundred and forty one thousand, nine hundred and fifty third snowflake dropped onto my branch, weighing, as you say, nothing at all, the branch broke off and I had to fly away."

The chickadee smiled at the dove and flew away.

The dove thought carefully for several minutes, and finally said to himself, "Perhaps only one person's voice is needed for peace to come to the world."

As you travel through the next 48 hours think about snowflakes that you represent relative to choices about 'impact' (both environmental and moral) in terms of leisure activity, work, eating, and helpfulness to your fellow human beings.

List 20 things that you did that added to the weight of the branch or that did not add to the branch.

You don't get 'brownie points' for not adding to the branch. The purpose again is to understand our impact on the system in which we live. Keep it real.

Snowflake Game Student Name:

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COMINGS AND GOINGS

Everything which enters your life in the next 48 hours with the exception of human relationships should be logged on the chart below.

Every material object like the library book you sign out, or the new CD you buy, or the food you eat, or the TV you watch should be entered into the log. If you get to 50 items before the 48 hour period is over then you can stop.

List the item then write down where it came from prior to your possession of it, where you think it probably came from before that, and then record what you do to it (keep it or pass it on). If you throw it away then list how it might have been passed elsewhere other than the garbage can.

At the conclusion of this exercise in triviality pick one item from your list and trace its full cycle beginning from basic elements of the universe and returning to basic elements of the universe.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Object | Came From | Before That | Still Have It (Yes or No) | Passed On | Pass Elsewhere |
| Hamburger (lunch) | Midwest beef cow | Grains cow ate to build muscle (beef) | NO | my body absorbed food/ or not; wrapper in trash can | Shared food with someone; eat higher conversion foods |
| Laptop computer | HP online store | Parts (metal/ plastics) from mines | YES |  |  |

COMINGS AND GOINGS GAME Name:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Object | Came From | Before That | Still Have It (Yes / No) | Passed On To | Pass Elsewhere? |
|  |  |  |  |  |  |
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**F. SAMPLES OF PERFORMANCE EVALUATION INSTRUMENTS/EXAMS/TESTS**

**Sample Exam**

**Question 1**  (3 points)

Top of Form

The Bureau of Land Management


|  |  |  |
| --- | --- | --- |
|  | a. | manages more land than the national park service    |
|  | b. | manages less land than the national park service    |
|  | c. | manages less land than the forest service    |
|  | d. | manages less land than the fish and wildlife agency    |


**Question 2**  (3 points)

Top of Form

The Bureau of Land Management


|  |  |  |
| --- | --- | --- |
|  | a. | is part of the national park service    |
|  | b. | continues to regularly remove land from the public domain    |
|  | c. | historically was the federal agency to transfer land to private ownership    |
|  | d. | is primarily an east coast land management agency    |


**Question 3**  (3 points)

Top of Form

The US Forest Service is within what part of the federal government


|  |  |  |
| --- | --- | --- |
|  | a. | Department of the Interior    |
|  | b. | Office of Lands and Budgets    |
|  | c. | Department of Agriculture    |
|  | d. | The National Park Service    |


**Question 4**  (3 points)

Top of Form

The conservation concept


|  |  |  |
| --- | --- | --- |
|  | a. | is central to management focus of BLM    |
|  | b. | is central to the management philosophy of national park service    |
|  | c. | relates primarily to non-renewable resources    |
|  | d. | represents management directed at endangered species    |


**Question 5**  (3 points)

Top of Form

Selective cutting of timber in a forest management plan provides


|  |  |  |
| --- | --- | --- |
|  | a. | sustainable forests for the future    |
|  | b. | removal of trees that are diseased or insect infested    |
|  | c. | reduction in the forest fire danger    |
|  | d. | healthier water resource management    |
|  | e. | all of the choices are correct    |


**Question 6**  (3 points)

Top of Form

Forest Service has increased concern for fires because


|  |  |  |
| --- | --- | --- |
|  | a. | lack of timber cutting has created more fuel woods for fires    |
|  | b. | government cutbacks in funding has meant less fire fighters    |
|  | c. | water shortages have meant less water to fight fires    |
|  | d. | a change in climate has created hotter fires    |


**Question 7**  (3 points)

Top of Form

USFS identifies its four greatest threats, which one is not included in their list


|  |  |  |
| --- | --- | --- |
|  | a. | timber harvest    |
|  | b. | invasive species    |
|  | c. | unmanaged recreation    |
|  | d. | fire    |
|  | e. | open space    |


**Question 8**  (3 points)

Top of Form

The U.S. endangered species list is managed by the


|  |  |  |
| --- | --- | --- |
|  | a. | Park Service    |
|  | b. | Fish and Wildlife agency    |
|  | c. | National Board for Endangered Species    |
|  | d. | State Department of Environmental Management    |


**Question 9**  (3 points)

Top of Form

The difference between a threatened species and an endangered species is


|  |  |  |
| --- | --- | --- |
|  | a. | endangered is a more serious condition than threatened    |
|  | b. | determined largely by satellite technologies    |
|  | c. | determined by national media attention    |
|  | d. | threatened is a more serious condition than endangered    |


**Question 10**  (3 points)

Top of Form

The US Fish and Wildlife agency


|  |  |  |
| --- | --- | --- |
|  | a. | cooperates with state and local agencies in wildlife management    |
|  | b. | manages over 450 refuges    |
|  | c. | conducts research on endangered species    |
|  | d. | all of the choices provided are correct    |
|  | e. | all of the choices are correct except the ‘cooperates’ answer    |


**Question 11**  (3 points)

Top of Form

Multiple-use management principle would NOT be


|  |  |  |
| --- | --- | --- |
|  | a. | compatible with the conservation management principle    |
|  | b. | a foundational principle of the BLM or USFS    |
|  | c. | allowing for grazing of cattle and backpackers at the same time    |
|  | d. | consistent with NWPS land    |


**Question 12**  (3 points)

Top of Form

The state park system in California


|  |  |  |
| --- | --- | --- |
|  | a. | only has parks in urban areas    |
|  | b. | manages parks primarily in northern CA    |
|  | c. | manages about 1/3 or the CA coastline    |
|  | d. | has only wilderness style parks with few family campsites    |


**Question 13**  (3 points)

Top of Form

Preservation of land resources


|  |  |  |
| --- | --- | --- |
|  | a. | focuses on maintaining the ecosystem in an untouched condition    |
|  | b. | is a traditional management principle of the BLM    |
|  | c. | would not allow for recreational use of the land resource    |
|  | d. | is the same as conservation    |


**Question 14**  (3 points)

Top of Form

What recreational activity might you find at a National Forest


|  |  |  |
| --- | --- | --- |
|  | a. | rafting    |
|  | b. | horse back camping    |
|  | c. | leased land for a ski/snowboard resort    |
|  | d. | campsites for large motorhomes (RV)    |
|  | e. | all of the above    |
|  | f. | all except answer 4 (D)    |
|  | g. | only answer 1 & 2 (A & B)    |


**Question 15**  (3 points)

Top of Form

Use of Off Highway Vehicles on Forest Service Land


|  |  |  |
| --- | --- | --- |
|  | a. | is always prohibited    |
|  | b. | usually restricted to certain trails or zones    |
|  | c. | allowed anywhere in the national forest    |
|  | d. | a practice with little controversy because sierra club members are getting so old they need to ride OHV's to get around today    |

