

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: RECR 276**  
**Course Title: Outdoor Recreation Field Adventure**

**Year: 2021-2022**  
**Credit Hours: 3**

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

### **Course Description**

Students learn basic outdoor recreation pursuit skills in the classroom and practice those skills in an extended (week-long) experiential field experience. Basic knowledge for outdoor and adventure recreation activities that take place in the United States are covered. Depending on the trip route, students could participate in activities not limited to: backpacking, canoeing, hiking, mountain climbing, white water rafting, and primitive camping. Additional fee required. Prerequisites: ENGL 099 or prior completion or concurrent enrollment in ESL 120, 121, and 122 (or prior completion of ESL 103) if required by placement testing; prior completion or concurrent enrollment in MATH 090 and RDNG 116 if required by placement testing; instructor permission. 3 Cr. (1 Lec., 6 Lab.) Spring semester.

### **Course Context/Audience**

This elective course in the Outdoor Recreation degree program contributes to student mastery of several program outcomes. It can be used by Outdoor Recreation majors to fulfill an outdoor activity elective requirement. The course emphasizes development of the student's proficiency, competency and leadership abilities in a skill/knowledge area of outdoor recreation. It is open to students in other programs who can use it to fulfill fitness or an unrestricted elective requirement. The course will often be offered as a learning community with another course, e.g., BIOL 115. Depending on the structure of the course, the extended trip will take place during the summer months, during the winter break or during spring break. Consult the course schedule for more information. Extended trip field locations of this course will change based on the season. Extended trips will be located within the North Eastern United States.

### **Basic Skills/Entry Level Expectations**

- Writing:** W2 If required, the student must have successfully completed ENGL 099. The course requires short written responses and/or short papers without documentation, particularly personal reflection or narrative.
- Math:** M1 If required, the student must be concurrently enrolled in MATH 090. Very basic mathematical skills are required.
- Reading:** R3 If required, the student must be concurrently enrolled in RDNG 116. The course requires reading of mostly beginning college-level materials and limited higher college-level materials that will also be covered in class.

## Course Goals

Upon successful completion of this course, students will be able to plan, implement and participate in a weeklong outdoor adventure in a specific region of the country. This will include planning routes, menus, camping locations, following “Leave No Trace” guidelines, practicing a variety of outdoor recreation related skills, primitive camping and living in a small group community. They will

- Learn and practice a set of base outdoor recreation skills that can be applied to a variety of settings.
- Learn, take part in, and plan extended outdoor recreation activities, pursuits and adventures.
- Be introduced to and practice safe, effective outdoor recreation leadership.
- Learn, apply and promote outdoor recreation ethics.
- Participate in an extended (week-long) outdoor adventure.

## Course Objectives/Topics

Objective/Topic	% Course
<p><b>Students will learn and practice a set of foundational outdoor recreation skills that can be applied to a variety of settings.</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate the proper use and care for equipment that is used for outdoor recreation activities.</li> <li>• Students will demonstrate and explain knowledge of and comfort in the outdoor environment of the region visited.</li> <li>• Student will demonstrate safe and effective back county travel and camping techniques for group and individual trips</li> <li>• Students will be able to appropriately employ the following skills and techniques: Low impact camping, camp site selection and set-up, stove lighting and safety, stove maintenance, meal planning and food preparation, backcountry sanitation and hygiene, first aid, water treatment, tent pitching, and properly packing a backpack.</li> <li>• Students will understand and be able to apply the following concepts: dressing in layers in preparation for various weather conditions, prevention and treatment of hypothermia, trip planning, proper nutrition for strenuous activities, safe off trail travel, and trail etiquette.</li> </ul>	100%
<p><b>Students will learn, take part in, and plan extended outdoor recreation activities, pursuits and adventures.</b></p> <ul style="list-style-type: none"> <li>• Students will be able to explain and demonstrate outdoor related skills in: camp site selection and set-up, overnight camping, meal planning and preparation, stove use and safety, map and compass use for navigation, GPS use, hygiene and sanitation, packing, first aid, clothing, and equipment selection, etc.</li> <li>• Students will demonstrate basic skills, and practices pertaining to outdoor recreation activities, including, but not limited to, one or more of the following: snowshoeing, white water rafting, rock or ice climbing, kayaking, ultra-light camping canoeing, backpacking, etc</li> </ul>	100%
<p><b>Students will be introduced to and practice safe, effective outdoor recreation leadership.</b></p> <ul style="list-style-type: none"> <li>• Students will be able to write emergency action plans for Outdoor Adventure trips and will demonstrate first aid techniques specific to emergencies within each respective activities.</li> <li>• Students will organize, plan and implement an outdoor recreation adventure following guidelines set forth in class.</li> </ul>	5-15%
<p><b>Students will learn, apply and promote outdoor recreation ethics.</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate, practice, and role model the Leave-No-Trace ethics and up-to-date guidelines for outdoor recreation throughout their lives.</li> <li>• To learn, apply and promote outdoor recreation ethics.</li> <li>• Students will explain and implement the “leave no trace” outdoor ethics in class and during outdoor recreational activities.</li> <li>• Students will explain and demonstrate an appreciation of environmental ethics, safety skills and their importance in backcountry travel and recreation use.</li> <li>• Student will demonstrate respect for the communities visited on class trips.</li> </ul>	100%

<b>Students will participate in an extended (week-long) outdoor adventure.</b>	
<ul style="list-style-type: none"> <li>• Students will demonstrate and explain the value, meaning, and benefits of outdoor recreation experiences through their exploration of various outdoor adventures.</li> <li>• Students will outline various outdoor recreational areas and opportunities in the region visited.</li> <li>• Students will apply and practice skills learned in the classroom on an extended outdoor adventure.</li> </ul>	30-60%
Note: The sum of the percentages of course time allocated to each objective exceeds 100% because student mastery of the knowledge and skills covered by some objectives overlap.	

**General Education Goals - Critical Thinking & Social/Global Awareness**

<b>CRITICAL THINKING OUTCOMES</b>	<b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>➤ develop meaningful questions to address problems or issues.</li> <li>➤ gather, interpret, and evaluate relevant sources of information.</li> <li>➤ reach informed conclusions and solutions.</li> <li>➤ consider analytically the viewpoints of self and others.</li> </ul>	<p>The inherent nature of this class is for students to learn material in class, combine this new information with past experiences and knowledge, and apply this new understandings and philosophies within their field work exercises. Student, while on the extended field experience, will be challenged with problems and will be required to make decisions in regards to the health of the group and daily situations. They will apply several problem solving skills as a group to reach consensus on the solutions to said problems. (Extended Field Experience: Daily problems and decisions.)</p> <p>Students will conduct research on outdoor recreational topics using a variety of sources, analyze the information within these sources, and report their findings to the class.</p> <p>Students must research information (Group size, laws, regulations, climate, and etc) about the location of the extended field experiences and report this information to class. Living and participating in a small group experience, students will be subject to different viewpoints of themselves and other people. Other people include first their group and secondly other user groups in the area. (Extended field experience: Individual journals and debriefing.)</p>
<b>SOCIAL/GLOBAL AWARENESS OUTCOMES</b>	<b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> <li>➤ Students will begin to understand how their lives are shaped by the complex world in which they live.</li> <li>➤ Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	<p>By visiting various locations, students will learn how such areas impact their lives and are connected to their livelihood even though they are just visitors. (Extended Field Experience and Focused Debriefing)</p> <p>Students, in the classroom and in the field, will work and participate in small groups. To succeed in these social environments, they must understand their own perspective as well as be willing to learn from others in their small group. Living, working and participating in a small group setting in the outdoors, a student can appreciate the team work and group effort necessary to complete their goals while participating in an outdoor recreational activity and rely on the group to fulfill basic human needs. (Extended Group Experience, Discussion on group dynamics.)</p> <p>Physical, biological, and psychological carrying capacities of specific areas will be discussed and observed. Students will be able to identify the economic consequences of their actions and other visitor actions within these specific areas. (Extended Field Experience: Observation of different carrying capacities. Traveling into environmentally sensitive areas such as the Adirondacks requires a heightened environmental awareness as not to leave an impact.</p>

	Students will follow "Leave No Trace Guidelines" and take all necessary steps to minimize environmental impact.) Discussed and explained during the classroom experience, and demonstrated during the extended trip experience.
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### Instructional Methods

Appropriate instructional activities/methods include in class exercises, group field experiences (trips, etc.), individual field experiences, and in-class group work.

### Methods of Assessment/Evaluation

Method	% Course Grade
Leave No Trace and Group Living Skills: Examples Demonstrate and display a professional demeanor and respect for self, group, community and the environment while on field exercises	5-25%
Final exam: Comprehensive	5-20%
Projects Examples: Plan a week long outdoor recreation activity / trip	15-30%
Exams 2-3 Examples of Exam Topics: 1. Camping fundamentals 2. Leave no trace ethics 3. Map and Compass fundamentals	15-30%
Outdoor Living Experiences (Hard and Soft Skills) Examples: Week long extended outdoor adventure utilizing primitive camping techniques	25-60%
Written Reports and Presentations Examples: What are your outdoor goals? How does outdoor recreation affect the local population and environment? Written daily journal.	10-25%
Outdoor Recreational Activity Skills Development: Examples: In class lab development, out of class practice.	10-25%

### Text(s)

Drury J. and Holmlund E. (2006). The Camper's Guide to Outdoor Pursuits: Finding Safe, Nature-Friendly, and Comfortable Passage Through Wild Places. 2nd edition: Sagamore Publishing.

Goldenberg, M. and Martin, B., Latest edition, (2008). Hiking and Backpacking. Champaign, IL. Human Kinetics

Various trail maps based on location of trip.

Camping Equipment and Clothing: Each student will be responsible for acquiring the necessary gear and clothing to participate in the extended field experience. An equipment list will be provided for each student at the start of the class and upon request. Group equipment including tents, backpacks, tarps cooking gear, canoes, etc. will be provided by TC3. Equipment like clothing, boots and raingear is very specific per individual and thus cannot be provided by TC3.

### Bibliography

*Blanchard, J., Stong, M., and Ford, P., (2007) Leadership and Administration of Outdoor Pursuits, 3rd edition. State College, PA. Venture Publishing.*

*Miles, J.C., and Priest, S. (1999) Adventure Programming, State College, PA. Venture Publishing.*

*Priest, S., and Gass, M. A. (2005) Effective Leadership in Adventure Programming. 2nd edition. Champaign, IL. Human Kinetics.*

*Martin, B., Cashel, C., Wagstaff, M., and Breunig, M. (2006) Outdoor Leadership: Theory and practice. Champaign, IL. Human Kinetics.*

*Jensen, C. R., and Guthrie, S. P. (2006) Outdoor Recreation in America, 6th edition. Champaign, IL. Human Kinetics.*

*Prouty, D., Panicucci, J. and Collinson, R. (2007) Adventure Education: Theory and applications. Champaign, IL. Human Kinetics.*

*DeGraaf, D., Jordan, D., & Degraaf, K. (1999) Programming for parks, recreation, and leisure services: A servant*

*leadership approach. State College, PA: Venture Publishing.*

*Edginton, Jordan, DeGraaf, and Edginton (2002). Leisure and Life Satisfaction: Foundational Perspectives, 3rd edition. New York, NY. McGraw Hill.*

*Curtis, R. (1998) The Backpacker's Field Manual. Princeton University, Random House Publishing.*

*Kosseff, A. (2003). AMC Guide to Outdoor Leadership. Boston Massachusetts, Appalachian Mountain Club Books.*

*Steven M. Cox, Kris Fulsaa (2003) Mountaineering: The freedom of the hills. Seattle WA. The Mountaineers.*

### **Other Learning Resources**

#### **Audiovisual**

DVD: Soft Paths: How to enjoy the wilderness without harming it, National Outdoor Leadership School.

#### **Electronic**

TOPO USA, NY State base Topographical maps DVD Rom.

National Geographic's TOPO Maps: Adirondack Edition

Databases such as Academic Premier and Proquest Direct, as well as more subject specific databases like Education Research Complete should support the academic needs of students enrolled in this course.

#### **Other**

Various Outdoor equipment and supplies.

Librarians expect to provide instructional classes, help with assignments or any other assistance required, especially those that involve information literacy and the development of other research skills. Assistance also will be available in electronic formats in consultation with instructors.