

Tompkins Cortland Community College  
**Master Course Syllabus**

**Course Discipline and Number: RECR/FITN 165**

**Year: 2024-2025**

**Course Title: Canoeing**

**Credit Hours: 1**

**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**

This course is designed to teach the basic skills needed to handle canoes. Topics studied include organization of trips, self-rescue, paddling skills, and survival techniques. As much time as possible is spent on the water starting with basic flat-water skills and progressing to moving water. Canoes and PFDs are provided. Additional fee required. Prerequisites: Prior completion or concurrent enrollment in ENGL 099 and RDNG 099 if required by placement testing. Students must have the ability to swim in deep water without the aid of a personal flotation device. Concurrent enrollment in FITN 101 is acceptable. 1 Cr. (2 Lab.) Spring semester.

### **Course Context/Audience**

Canoeing is open to students who have the ability to swim in deep water without the aid of a personal flotation device. It satisfies the fitness component of most majors and it can be used to satisfy an unrestricted elective requirement. The course is also appropriate for anyone who wants to learn about canoeing as a recreational activity. A complete health physical by a licensed physician is recommended for all physical activities including this course.

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

**Writing:** W1 Student should be taking ENGL 099 (if needed). The course requires very limited writing, e.g., short written responses of a paragraph or less.

**Math:** M0 Course requires very little or no math.

**Reading:** R1 Course may be taken concurrently with RDNG 099.

### **Course Goals**

By successfully completing this course, the student will

1. Develop a basic knowledge and the fundamental skill necessary to operate a canoe including water safety, paddling techniques, and trip planning.
2. Gain an appreciation for paddling as a recreational activity.

## Course Objectives/Topics

Objective/Topic	# Hours
Classroom Activities, Water Related Activities, Group Project Preparation and Presentation. Students will learn the anatomy of small craft such as canoes, kayaks, sailboats, and rowing boats. Students will learn group and self-rescue methods and techniques. Students will learn about local water resources during class outings. Computer web information retrieval assignments will support and contribute to successful skill development activities and course enjoyment. Planning, executing, and evaluating outings will provide an excellent learning exposure to a wonderful lifetime recreational activity. Map, compass, and GPS (Global Positioning System) computer technology will be introduced. Students will practice collecting pre-trip weather information and locating destinations and directions via computer maps.	30-35 Hours

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

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (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>Students will gather information from a variety of sources and compile this data while planning canoe trips and evaluating skill levels and potential hazards. Student participation in planning class trips. Assignments creating canoeing float plans.</p> <p>While in the field, students will encounter multiple user groups utilizing the same natural resources in different ways. Students will reflect upon these different user groups and how different users affect each other.</p>
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (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>Throughout the course, students will be canoeing with other students working together to reach similar goals. Students will actively be a part of small social group dynamics and recognize their actions will small group consequences. While in the field, students will follow outdoor ethical guidelines such as Leave no Trace principles to minimize their negative social aspect towards other user groups. Teamwork while canoeing with partners and other canoe groups. Follow outdoor ethical guidelines.</p> <p>Students will plan their field experiences to minimize and reduce their impact on the natural environment. While in the field, students will follow outdoor ethical guidelines such as Leave no Trace principles to minimize and eliminate their negative environmental aspect in the natural areas they visit. Introduction of Leave no Trace and Outdoor Ethics.</p>

## Instructional Methods

The instructor should combine large group lecture, small group activities, and one-on-one instruction/coaching. Web search assignments and critiques of reading material should be required.

## Methods of Assessment/Evaluation

Method	% Course Grade
Indoor Classroom assignments [written assignments, web searches, and quizzes]	10-35%
Water Related Skills Testing [rescue techniques, paddling stroke demonstrations]	20-50%
Swimming and Paddling Skills Development and Conditioning	10-30%
Individual Project and Final	10-35%
NOTE: The course instructor, with approval of the program chair, can make changes to evaluation methods.	

## Text(s)

Dillon, P. (2008) Canoeing. American Canoe Association. Human Kinetics.

## Bibliography

Bill Riviere (1969) Pole, Paddle and Portage, Latest Edition,

Blanchard, J., Stong, M., and Ford, P., (2007) Leadership and Administration of Outdoor Pursuits, 3<sup>rd</sup> 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. 2<sup>nd</sup> 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, 6<sup>th</sup> edition. Champaign, IL. Human Kinetics.

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

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

Drury, J. and Holmlind, E. (2006) The Camper's guide to outdoor pursuits, 2<sup>nd</sup> edition: Sagamore Publishing.

## Other Learning Resources

<b>Audiovisual</b> No resources specified
<b>Electronic</b> <a href="http://www.acanet.org/main.htm">www.acanet.org/main.htm</a>  <a href="http://www.dec.state.ny.us/">www.dec.state.ny.us/</a>  <a href="http://www.acacamps.org/career.htm">www.acacamps.org/career.htm</a>
<b>Other</b> No resources specified