

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

**Course Discipline and Number: RECR 274**  
**Course Title: Outdoor Recreation Pursuits**

**Year: 2024-2025**  
**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**

Provides basic knowledge for outdoor recreation and adventure recreation activities. Topics include hands-on outdoor adventure activities, skills, theories, and leadership practiced under the guidelines of current outdoor and adventure ethics. Prerequisites: MATH 090 and RDNG 116 if required by placement testing; ENGL 101 with a C or better grade. 3 Cr. (3 Lec.) Fall semester.

### **Course Context/Audience**

This core course in the Outdoor Recreation degree program contributes to student mastery of the following program outcomes.

Upon successful completion of the Outdoor Recreation program requirements, the students will be able to

1. Plan and implement developmentally appropriate outdoor activities for various groups of individuals. This includes developing an in-depth knowledge of the nature and diversity of outdoor recreation and leisure activities, developing an ability to analyze activities for participation requirements, and developing leadership techniques, skills, and strategies to enhance experiences while being safe and practicing a strict code of Outdoor Ethics.
2. Demonstrate an understanding and be able to analyze the history, development, and value of leisure, recreation, and parks for individuals, society, and the environment.

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

**Writing:** WC College level writing skills are required. See course co-requisites or pre-requisites.

**Math:** M2 Completed MATH 090 (if needed) - Course requires only the use of basic mathematical skills.

**Reading:** R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

### **Course Goals**

1. To learn and practice a set of base outdoor recreation skills that can be applied to a variety of settings. a. Students will explain and demonstrate the proper use and care for equipment that is used for outdoor recreation activities. b. Students will 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. c. Students will explain in detail basic skills, theories and practices pertaining to outdoor recreation, including, but not limited to, one of the following: skiing, snowshoeing, stream trout fishing, white water rafting, rock or ice climbing, kayaking, ultra-light camping canoeing, hunting, backpacking, etc.

2. To learn and explain different theories and models relevant to outdoor recreation activities. a. Students will establish an awareness of risk management in outdoor programming and adventure travel and apply these principles to an outdoor adventure. b. Students will explain the value, meaning, and benefits of leisure in their life, specifically as it relates to outdoor adventure. c. Students will explain different models of outdoor theory and practices as covered in class and apply them to an outdoor adventure. d. Students will demonstrate and explain the value, meaning, and benefits of outdoor recreation experiences through their exploration of various outdoor adventures.
3. To learn, take part in, and plan a variety of outdoor recreation activities, pursuits and adventures. a. Students will outline various outdoor recreational areas and opportunities in upstate New York and around the country. b. Students will demonstrate and explain the knowledge of and comfort in the outdoor environment of upstate New York. c. Student will demonstrate safe and effective back county travel and camping techniques for group and individual trips. d. Students will be introduced to wilderness travel in a variety of outdoor adventure opportunities. e. Students will explore a variety of outdoor adventures options with hands-on guided experience. f. Students will apply and practice skills learned in the classroom on various instructor- approved outdoor adventures.
4. To be introduced to and practice effective and safe outdoor recreation leadership. a. Students will organize, plan and implement an outdoor recreation adventure following guidelines set forth in class. b. Students will demonstrate, practice, and role model the Leave-No-Trace ethics and up-to-date guidelines for outdoor recreation throughout their lives.
5. To learn, apply and promote outdoor recreation ethics. a. Students will explain and implement the “leave no trace” outdoor ethics in class and during outdoor recreational activities. b. Students will explain and demonstrate an appreciation of environmental ethics, safety skills and their importance in backcountry travel and recreation use. c. Student will demonstrate respect for the communities visited on class trips.

#### Course Objectives/Topics

Objective/Topic	% Course
Students will learn and practice a set of base outdoor recreation skills that can be applied to a variety of settings.	10-40%
Students will learn and be able to explain different theories and models relevant to outdoor recreation activities.	5-20%
Students will learn, take part in, and plan a variety of outdoor recreation activities, pursuits and adventures.	10-40%
Students will be introduced to and practice safe, effective outdoor recreation leadership.	5-25%
Students will learn, apply and promote outdoor recreation ethics.	10-30%

#### 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>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 participating in field experiences, 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.</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. 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.</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>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. 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.</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.</p> <p>Traveling into environmentally sensitive areas such as the Adirondacks requires a heightened environmental awareness as not to leave an impact. Students will follow Leave No Trace Guidelines and take all necessary steps to minimize environmental impact.</p>

### 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
Professional Development Examples: 1. Demonstrate and display a professional demeanor and respect while on field exercises. 2. Take steps in developing a personal outdoor philosophy.	5-15%
Final exam: Comprehensive	5-10%
Projects Examples: Plan a week long outdoor recreation activity / trip Plan an one day outdoor recreation activity / trip Plan a weekend 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: Class Trips: at least 1 weekend campout or backpacking trips or approved equivalent.	15-30%
Written Reports and Presentations Examples: What are you outdoor goals Outdoor Resume Discuss in detail aspects of and elements necessary to safely participate in an outdoor recreational activity.	10-25%
Outdoor Recreational Activity Skills Development Examples: In class lab development, out of class practice.	10-25%
NOTE: The course instructor, with approval of the program chair, can make changes to evaluation methods.	

### Text(s)

Dury, J. and Holmlund, E (2006) (or Latest Edition). The Camper's Guide to Outdoor Pursuits: Finding safe, nature-friendly, and comfortable passage through wild places. Sagamore Publishing, Champaign, IL

## **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.

Goldenberg, M. and Martin, B. (2008) Hiking and backpacking. 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 Fulsas (2003) Mountaineering: The freedom of the hills. Seattle WA. The Mountaineers.

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

### **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.

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.