



Course title and number	RPTS 316
Term	Fall 2014
Meeting times and location	T-Th, 3:55 p.m. – 5:10 p.m., AGLS 116

Course Description and Prerequisites: Historical development, current policies and management of public areas for outdoor recreation, including natural areas and historic sites; systems and techniques for dealing with management problems in outdoor recreation. Prerequisite: RPTS 307 or approval of instructor.

Course Objectives: Upon completion of this course, you will be able to:

- 1) **Identify** important management concepts and issues in wildlands and other types of recreation areas on public lands;
- 2) **State** major milestones in the historical development of wildland recreation in the U.S.
- 3) **Describe** the missions of important public and private wildland recreation providers in the U.S.
- 4) **Recognize** the most common ecological and social impacts of outdoor recreation in wildlands;
- 5) **Identify** best practices in wildland recreation management.

Professor Information: James Gramann, AGLS 409Q, 845-4920, jgramann@tamu.edu
Office hours: 10:00 a.m. – 11:30 a.m. Wednesday (or by appointment)

TA Information: Anna Pechenik Mausolf, AGLS 118 (HDNR Lab), mausolf@tamu.edu
Office hours: 3:00 – 3:45 p.m., Tuesday and Thursday

Required Readings: Readings available on eCampus.

Student Evaluation and Grading Policies:

Two midterm exams, one final exam, one video assignment, and five quizzes on lectures and readings. *Your lowest quiz score will be discarded.*

First midterm exam:	100 points
Second midterm exam:	100 points
Final exam (comprehensive):	100 points
Video assignment:	60 points
Essay assignment:	40 points
5 quizzes on readings & lecture:	40 points (lowest quiz score discarded)
Total Points:	440 points

Bonus points:

- 9 points (for three or fewer unexcused absences)
- 3-5 points (guest speaker questions)
- 10 points (for state park video uploaded to State Park Ambassador program)

Grading: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=below 60%.

Academic Dishonesty: Penalties are as follows: zero for the work if it is a first offense; F for the course if files indicate that this is a repeat offense. Rules of the AGGIE HONOR CODE are strictly enforced in this class. Please refer to <http://aggiehonor.tamu.edu/Students/Sanctions.aspx>.

Make-up Exams/Quizzes: Exam make-ups will be given to students who have legitimate university excuses for absences. In most cases, exam make-ups will not be given unless arrangements are made *prior to the date* of the exam and *no later than one week after the original date*. Quiz make-ups will not be given *more than one week* after the original quiz date. Quiz make-ups are usually done right before or after the regular class meeting.

Late videos: Late videos will receive a 6 point (10%) deduction. Late essay will receive a 4 point (10%) deduction.

Tentative schedule:

	Topic	Required Reading
9/2	Course Introduction	None
9/4	Key Concepts	None
9/9	NO CLASS (World Leisure Conference)	None
9/11	Benefits of Leisure & Recreation	Moore & Driver, Ch. 2, "Benefits of Leisure in General"
9/16	Benefits of Leisure & Recreation (cont.) (*QUIZ 1* (Key Concepts and Benefits))	Moore & Driver, Ch. 2, "Appendix A: Recreation Experience Preference Scales"
9/18	Wildland Recreation Providers	Web pages, National Park Service, U.S. Fish and Wildlife Service
9/23	Wildland Recreation Providers (cont.)	Web pages, U.S. Forest Service, Texas Parks & Wildlife
9/25	Wildland Hospitality Providers	Web page, Xanterra Parks and Resorts
9/30	History of Wildland Recreation *QUIZ 2* (Recreation and Hospitality Providers)	Moore & Driver, Ch. 3, "Historical Context"
10/2	History of Wildland Recreation (cont.)	None
10/7	*FIRST EXAM*	Study Guide for First Exam
10/9	Approaches to Managing Recreation	None
10/14-16	NO CLASS (NRPA Conference)	None
10/21	Wildland Recreation & Health	Q&A: NPS Director Jarvis: "Outdoors is good for you"
10/23	Recreation Opportunity Spectrum (ROS)	None
10/28	Impacts on Soil *QUIZ 3* (Managing Recreation, Recreation & Health, and ROS)	Hammitt & Cole, Ch. 2, "Soil"
10/30	Impacts on Vegetation	Hammitt & Cole, Ch. 3, "Vegetation"
11/4	Guest Speaker	Extra credit opportunity
11/6	Impacts on Water	Hammitt & Cole, Ch. 5, "Water"
11/11	Impacts on Wildlife *QUIZ 4* (Vegetation and Water Quality Impacts)	Hammitt & Cole, Ch. 4, "Wildlife"
11/13	Impacts on Wildlife (case)	None
11/18	*SECOND EXAM*	Study Guide for Second Exam
11/20	Impacts on Natural Lightscapes	Nordgren, Ch. 12 (excerpt), "Starry Sky National Park;" USA Today, "10 Great Places to Stargaze"
11/25	Impacts on Natural Soundscapes	None
11/27	NO CLASS (Thanksgiving)	None
12/2	Monitoring Recreation Impacts & Use	None
12/4	Cultural Resources Management	None
12/9	Influencing & Managing Visitor Behavior *QUIZ 5* (Cultural Resources Management and Controlling Visitor Impacts)	Moore & Driver, Ch. 16, "Influencing and Managing Visitor Behavior" Gramann, "Protecting Park Resources Using Interpretation"
12/16	*FINAL EXAM* (Tues., 1 – 3 p.m.)	Study Guide for Final Exam

Americans with Disabilities Act

The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For more information visit

<http://disability.tamu.edu>

Reading List (All readings are available on the RPTS 316 website on eCampus)

Gramann, J. H. 2000. Protecting park resources using interpretation. *Park Science* 20(1): 34-36.

Hammit, W. E. and D. N. Cole. *Wildland Recreation: Ecology and Management*. 1998. John Wiley and Sons (selected chapters).

Moore, R. L. & B. L. Driver. 2005. *Introduction to Outdoor Recreation: Providing and Managing Resource Based Opportunities*. State College, PA: Venture (selected chapters).

Nordgren, Tyler. 2010. *Stars Above, Earth Below: A Guide to Astronomy in the National Parks*. Chester, UK: Praxis (Chapter 12, excerpts).

The Nation's Health (Sept. 2011). Q&A with National Park Service Director Jarvis: "The outdoors is good for you."

USA Today. 2012. "10 Great Places to Stargaze." (Nov. 7)

Essay Assignment: Your Special Wildland Place (40 pts.)

Objective

Write a 400-600 word formal essay about a natural area with special meaning or personal importance to you. This could be an area on campus, a city park, a summer or church camp you attended or worked at, or a state or national park or forest. Your essay must contain the information listed below under "Content." If you're unsure if the place you've chosen is appropriate, ask your professor or TA. This assignment is worth 40 points.

Due Date

Your project is due **Friday, October 17**. By that date you should upload your 400-600 word essay as a Microsoft Word .docx file to the specified location on the RPTS 316 eCampus webpage. (As a general guide, this page of the syllabus has a little over 400 words.)

Format

Use proper grammar and spelling (not text-message spelling). Your essay should be double-spaced in Times New Roman or Arial font, 12-point, with one-inch page margins.

Content

Your essay should:

- 1) Describe the area's name, location, brief history, management agency, and recreation and educational programming (if any).
- 2) The area's personal importance to you: what are your favorite memories or why do you feel connected to the area?

- 3) A current management issue (human dimension or natural resource dimension) that the area is facing. This could be one you notice, or it could be one the management of the area is currently dealing with. What is being done about the issue, or what do you suggest could be done? Justify your personal suggestions.
- 4) Provide a working hyperlink to a contemporary media article about the area.
- 5) Describe why you or others should care about the future of this place and how the management could improve the area in the future.

Grading

A detailed rubric describing how the essay is graded is provided in the "Essay Assignment" folder in eCampus. Briefly, you will be graded on:

- 1) Your description of the area, its importance to you personally, current management issues, and possible solutions,
- 2) Relevant active hyperlink.
- 3) Suggestions for future improvement.
- 4) Quality of writing and conformity to the allotted length (400-600 words), format, and submissions requirements. (As a general guide, this page has a little less than 500 words.)
- 5) **Late essays** will have 4 points (10%) deducted from their score.

KEY DATE FOR ESSAY ASSIGNMENT:

Oct 17 (Friday): Essay uploaded to RPTS 316 eCampus webpage.

Video Assignment: Analysis of Benefits & Impacts in Recreation Areas (60 pts.)

Objective

Make a 3-minute YouTube video about: (1) the benefits people get from visiting parks and other green spaces; **AND** (2) one or more natural resource management problems in the park or green space (soil, vegetation, water, wildlife, lightscape, soundscape, etc.) This assignment is worth 60 points.

Due Date

Your project is due **Friday, November 21**. By that date you should upload your **3-minute video** onto YouTube. Use the following format for your video file name:

RPTS 316 Resource Impacts *your unique title here*. We'll view a few of the videos in class.

Getting Started

- 1) Work in teams of two or three. You may select your own team members (no fewer than two and no more than three). **Email team member names to Ms. Pechenik Mausolf by Friday, October 24.** Students who don't appear on teams will be assigned to one by us (you don't want this to happen).
- 2) RPTS 316 lectures and readings are references for this assignment.
- 3) Locate a video recording device that records at a file size easily uploaded to YouTube. Flip video cameras are available for checkout at the TAMU library. Please limit yourself to 2 hours per check-out period. Search "using Flip video" at YouTube for videos about using these cameras; <http://www.youtube.com/watch?v=yUNSNwWuyd8> is a good example.
- 4) One team member will have to set up a YouTube account if you don't already have one.

Method

- 1) In lectures and readings we discuss many types of mental and physical benefits people receive from parks, such as stress reduction and physical fitness, **PLUS** impacts on natural resources from recreation, including impacts on *soil, vegetation, water, wildlife, dark night*

skies, and *natural soundscapes*. These are the types of benefits and impacts to present in your video.

- 2) Select an area in the B-CS region and show or discuss benefits and one or more natural resource impacts. Nearby areas include city parks, campus green spaces, Lake Bryan, and some state parks.
- 3) Your video must discuss possible management approaches to reducing the impact(s) on natural resources and/or enhancing benefits to visitors.
- 4) Your video must be narrated. *Each team member must make an appearance in front of the camera contributing to this narration.*
- 5) **WARNING:** Don't put this off until the last moment. Equipment and weather problems (rain, wind interference with audio), difficulty uploading videos to YouTube, and not being able to get team members together are common issues experienced by previous classes. If you wait until the last moment, you won't have time to deal with these problems.

Product

Once you have completed and uploaded your video to YouTube:

- 1) Send an email with the html link AND the name of your video to both Ms. Pechenik Mausolf and Dr. Gramann.
- 2) The email should also contain a brief description (3 to 4 sentences) of the **video content** (not just "RPTS 316 video").

Grading

A detailed rubric describing how video is graded is provided in the "Video Project" folder in eCampus. Briefly, you will be graded on:

- 1) The recreation area and the benefits and impact(s) chosen, including how well you describe the benefits and impacts and discuss or illustrate possible ways to increase benefits and reduce negative impacts.
- 2) Conformity to the allotted time (approximately 3 minutes).
- 3) Quality of the video (is it easy to see and hear?).
- 4) Team member participation in the video.
- 5) Creativity and originality.
- 6) **Late videos** will have 6 points (10%) deducted from their score.

Video Extra Credit

All team members will receive **10 extra-credit points** for making their video in a **Texas state park** and uploading the completed video to the America's State Park Ambassadors program (**in addition** to YouTube). You need to register on the Ambassador website before you can upload a video there. Instructions are included in the "Video Project" folder in eCampus. You will also find a list of state park areas closest to Bryan-College Station in this folder.

KEY DATES FOR VIDEO ASSIGNMENT:

Oct. 24 (Friday): Email team member names to your TA.

Nov. 21 (Friday): Videos due and uploaded to YouTube.