TOL 130  Introduction to Outdoor and Adventure Professions
Course Syllabus  3 Credits Fall Term
Oregon State University – Cascades

Class meets: Tu/Th 09:30-10:50    Instructor: Michael Gassner, Ph.D.
Classroom: TBA             327 Tykeson Hall  (541) 322-3131
Office Hours: By Appointment    michael.gassner@osucascades.edu

COURSE DESCRIPTION:  Outdoor and adventure professions will be explored. Introduces students to practical and conceptual aspects of land and water trips in outdoor tourism, adventure, and educational settings. Innovative people and products will be examined in the context of outdoor and adventure professions and their impact; past, present, and future.

COURSE PREREQUISITES
None

LEARNING RESOURCES – REQUIRED TEXT/S
There is no single text that adequately covers the content of this course. Therefore, a collection of readings will be used.

RECOMMENDED TEXT/S

LEARNING OUTCOMES
Upon successful completion in this course, students will:

Knowledge – the student will be able to:

1. Understand the outdoor and adventure professions (quizzes, class discussions, participation)
2. Distinguish between the variety of disciplines in which individuals lead in the outdoors (assignments, class discussions)
3. Explore land and water based specialization within the outdoor and adventure professions (class discussions, assignments, guest lectures)
4. Understand the impact of innovative and influential people on the professions (influential/innovative person paper)
5. Examine various outdoor products utilized in the professions (outdoor products site visits, guest lectures)
6. Analyze how to improve a specific outdoor product or part of a product used in the professions (product review and recommendation)
7. Understand the need for professional training for outdoor leaders and pathways to get there (class discussions, advising session, assignments)
Skills – the student will acquire skills to:

1. Present ideas for improving a particular outdoor product (product review presentation, product review paper)
2. Articulate in writing a possible area of interest in leading others in the outdoors (reflection paper)

CONCISE TOPIC OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction, syllabus, course overview, learning resources</td>
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<tr>
<td>2</td>
<td>The professions and sub-disciplines</td>
</tr>
<tr>
<td>3</td>
<td>The professions its sub-disciplines</td>
</tr>
<tr>
<td>4</td>
<td>Outdoor products – site visits and/or guest lectures</td>
</tr>
<tr>
<td>5</td>
<td>Outdoor products – site visits and/or guest lectures</td>
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<tr>
<td>6</td>
<td>Influential people and their impact on the profession</td>
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<tr>
<td>7</td>
<td>Influential people and their impact on the profession</td>
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<tr>
<td>8</td>
<td>Advising session, overview of pathways and degree program</td>
</tr>
<tr>
<td>9</td>
<td>Land and water specializations, outdoor log books</td>
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<tr>
<td>10</td>
<td>Land and water specializations, outdoor log books</td>
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COURSE REQUIREMENTS

Quizzes (10% of grade)
Three quizzes will be given during the term. Because unexpected things happen in life, the lowest quiz will be dropped. Quizzes will cover material scheduled to that point in the course, including both reading and classroom material. Quizzes will be handed out at the start of class and designated to a specific time interval.

Influential/Innovative person paper (30% of grade)
Students will choose or be assigned an influential/innovative person that made or is making an impact on the outdoor and adventure professions. The paper will explain how and what kind of impact the person made or is making. More specifics on what is to be included in the paper and how it will be assessed will be on a rubric on Canvas.

Product review and recommendation (30% of grade)
Students will examine/analyze a product used in the outdoor and adventure professions by conducting site visits and/or examining it when brought in by an industry expert. After viewing and examination, students will write a paper describing the product, any flaws with it, and make a recommendation how to improve a specific aspect of it concerning, but not limited to, design, construction, marketing, or other. More specifics on what is to be included in the paper and how it will be assessed will be on rubrics on Canvas.
Assignments (30% of grade) could be changed to a ‘pairing/shadowing with industry’
There will be three assignments in the term. These may be a short reflection paper, product or person review, summary paper of a guest presentation or site visits, summary of an in class advising session, development of an outdoor log, or other. Students will know what these assignments will be and how they will be evaluated well ahead of time.

EVALUATION OF STUDENT PERFORMANCE
Student work will be evaluated according to rubrics developed for each individual assignment. Your grade will be comprised of the following requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes x 3 (low score quiz dropped)</td>
<td>10%</td>
<td>5 points each, 10pts</td>
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<tr>
<td>Influential/Innovative person paper</td>
<td>30%</td>
<td>20</td>
</tr>
<tr>
<td>Product review and recommendation</td>
<td>30%</td>
<td>40</td>
</tr>
<tr>
<td>*Assignments</td>
<td>30%</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100</strong></td>
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*Assignments may be a short reflective paper, summary of a guest presenter, presentation or written response to a question or topic, or other as needed.
**At the end of the semester, grades will not be rounded up or down.

Grades will be based on the following numerical scale:

<table>
<thead>
<tr>
<th>Final percentage</th>
<th>Final percentage</th>
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<tbody>
<tr>
<td>A  = 93%-100%</td>
<td>C  = 73%-76.99%</td>
</tr>
<tr>
<td>A-   = 90%-92.99%</td>
<td>C-   = 70%-72.99%</td>
</tr>
<tr>
<td>B+   = 87%-89.99%</td>
<td>D+   = 66%-69.99%</td>
</tr>
<tr>
<td>B    = 83%-86.99%</td>
<td>D    = 60%-65.99%</td>
</tr>
<tr>
<td>B-   = 80%-82.99%</td>
<td>F    = &lt; 60%</td>
</tr>
<tr>
<td>C+   = 77%-79.99%</td>
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CLASS POLICIES

Assignment Due Dates
Completed assignments will be accepted before or on their due date.

Submission deadlines: All due dates refer to the start of the class period on the date due or as specified by restrictions on Blackboard. Papers turned in late will be reduced 10% per day they are late. Readings are to be done before the day they are listed as ‘read’. For example, if in the schedule for Wednesday April 1st it states Read Adventure programming chpt 6, 14, plus choose one from 7, 9, 10, 11, or 12 then those particular readings should be done before class to give you background information for discussion.

Projects/papers
I will keep projects and papers one quarter then they will be discarded. If you would like to retain a project or paper it is your responsibility to get them.

Incompletes: No incompletes will be given unless there is a family death or similar emergency.
Presentation/Quality of work
When evaluating your work, I will look for quality, clarity, completeness and professionalism.
Please note that all assignments must be typed and double-spaced in 12-point Times New Roman font with 1 inch margins in Microsoft Word. The majority of your papers will be submitted electronically. If I cannot open the file, I will not grade it. Handwritten papers WILL NOT BE ACCEPTED OR GRADED – unless otherwise specified.

For guidance on writing, refer to the paper or web versions of The Elements of Style by William Strunk, Jr. (http://www.bartleby.com/141/), material on the OSU Writing Intensive Curriculum (WIC) web site (http://wic.oregonstate.edu/wic_stdnt_writ_help.html), and/or other sources. APA format must be used for referencing. The APA publication manual is on reserve in the OSU-Cascades/COCC library. Tips are also available at the OSU WIC site above.

COC has a writing lab and OSU has writing tutors. Unless you already are a strong writer, we strongly encourage you to take advantage of these resources. Check with the CAP Center and the OSU front desk for more information.

Expectations for student conduct
This course conforms to the Oregon State University Administrative Rules Relating to Student Conduct. Put simply, you are expected to do your own work. The following comes from OSU documents: Academic Integrity – students are expected to be honest and ethical in their academic work. For more information see the student code of conduct at: http://studentlife.oregonstate.edu/studentconduct/offenses-0

Academic dishonesty is defined as an intentional act of deception in one of the following areas:
• Cheating: use or attempted use of unauthorized materials, information or study aids
• Fabrication: falsification or invention of any information
• Assisting: helping another commit an act of academic dishonesty
• Tampering: altering or interfering with evaluation instruments and documents
• Plagiarism: representing the words or ideas of another person as one's own.

You must write your own papers/journals/exams in your own words. “Cutting and pasting” blocks of text from other sources is considered plagiarism. Of course, you may quote from source material, but the quote must be brief (usually less than a paragraph), enclosed within quotation marks, and correctly cited in the text and in the reference section. Please ask in advance if you are uncertain regarding the appropriate use of material from other sources. The maximum penalty for academic dishonesty in any form will be a failing grade for the course and/or expulsion from the university. Plagiarism will not be tolerated. In this course students are encouraged to collaborate, but the notion of using the same answer for several people is not acceptable. Work that has obviously been plagiarized is easily determinable. Students who are detected plagiarizing will receive a zero (0) for the assignment with no opportunity to make it up and will receive an automatic "F" for the course.

Remember that tolerating or assisting others who violate the norms of academic honesty is also a violation. IT IS YOUR OBLIGATION as a student to find out and know what constitutes academic dishonesty. Students are expected to be familiar with the contents of this course outline and other class requirements and with relevant OSU rules and regulations.
Exceptions
Any exceptions to these policies will be handled on a case by case basis with the interest of fairness as the primary concern.

Students with documented disabilities
“Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.”

Diversity statement
The College of Forestry strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

Religious holiday statement
Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

OSU-Cascades ethos statement
The guiding vision of OSU-Cascades is to contribute significantly to intellectual, cultural, ecological, social and economic vitality. To achieve that goal, the OSU-Cascades community will strive to model principles and practices of a thriving, equitable and sustainable society. A culture of learning and exploration provides significant rewards to its members; those rewards are best achieved when all community members (faculty, staff, administrators, students and Board of Advisors) strive to honor the following principles:
1. Respect the dignity and uniqueness of individuals. This principle applies to a diversity of cultures, belief systems, academic ranks and academic/ professional disciplines.
2. Aspire to excellence and integrity in every endeavor.
3. Consider current and future generations in every deliberation.
4. Demonstrate leadership in service to community.