

**RHODE ISLAND COLLEGE**  
**Feinstein School of Education and Human Development**  
**Department of Health and Physical Education**

**COURSE TITLE:** Outdoor Pursuits/ PED 323.01/fall 2010  
Tuesday & Thursday 8-9:50 a.m.  
Murray Center Rm. 202 and various off-site locations

**INSTRUCTOR:** Dr. Kerri Tunnicliffe

**OFFICE:** Murray Center 141

**OFFICE HRS:** M, W 1230-130 T, TH 10-11. The best way to see me is by making an appt.

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**E-Mail:** ktunnicliffe@ric.edu

**COURSE INFORMATION:**

Pre Requisites: Last year of coursework prior to student teaching in (H)PE. Completion of HED 300 or PED 301, and a minimum of two practicum courses successfully completed.

Catalog:

An introduction to the field of outdoor pursuits. Facilitating, planning, and implementing alternative physical activities is emphasized. Teaching experiences in selected diverse cooperative settings are included. Two-semester hours. Offered fall and spring

Extended Description

Teacher candidates (TC) will analyze various aspects of adventure education and numerous outdoor pursuits. The role of a facilitator during outdoor pursuits is emphasized along with the planning and implementing of alternative physical education activities. Observations and supervised teaching experiences in school settings are included. Class meets for two, one hour and fifty minute meetings per week.

Relationship to Professional Preparation:

This is one of the last pedagogy class TC take prior to student teaching that is required in the professional program for all physical education majors. This course provides TC with knowledge and skills in a variety of adventure education concepts and outdoor pursuits appropriate for inclusion in physical education programs. This course provides TC with an overview of adventure education concepts; an introduction to program planning and leadership; knowledge for planning and safety implementing outdoor pursuits; various teaching strategies and basic competencies in select outdoor recreation activities.

Relationship to the FSEHD Conceptual Framework:

This course provides students with practical application of planning, implementation, and evaluation of outdoor activities. It introduces students to alternatives for physical education classes that promote lifetime activities for diverse interests and satisfy national physical education standards. This course will provide TC basic knowledge of various outdoor pursuits as well as opportunities to demonstrate leadership qualities that are essential for future professional endeavors in the environment. Through the use of journals, students will also be given the opportunity to reflect on what happened during the activities, how the activities affected them, and how the activity outcomes relate to everyday life.

**COURSE TEXT AND MATERIALS:**

Prerequisites: Required to take just prior to student teaching

Text: Rohnke, K. (1997). *Quicksilver*. Dubuque, Iowa: Kendall/Hunt Publishers.

Course Fee: \$100.00

Other: Various off-site and weekend meetings

## **COURSE SCHEDULE, TOPICS, AND ASSIGNMENTS (This schedule is subject to change)**

Week of:

- August 30 - Syllabus, Introduction to curricular design and concepts of teambuilding  
- Adventure Education vs. Outdoor Pursuits  
- Full value contract and Ice breakers
- Sept. 6 - Camping  
- Brainstorming things needed for camping  
- Checking all camping equipment  
- Setting up and sealing tents  
- Deinhbitizers
- Sept 13 - Camping  
- Making a fire  
- Least impact on the environment  
- Solidify checklist of what to bring camping  
- Deinhbitizers/Trust activities
- Sept 20 - Camping and Rock Gym  
- Rock Gym Tuesday 9/21 730-930 am  
- Thursday: Gather all equipment for camping, Make groups for different responsibilities while camping, Review Comapss reading  
- Trust activities

Saturday, September 25<sup>th</sup> and Sunday September 26<sup>th</sup> @ George Washington Camp Ground and Woodstock Academy.

- Sept 27 - Tuesday: Lesson Plan Writing for Adventure Education and Outdoor Pursuits  
- Goals/Objectives, Outcomes, Content selection based on group dynamics, Scope and Sequence ,Progression, Assessment and Evaluation  
- Thursday: Overview of standards of care for adventure education \*\*Teach HBS 4<sup>th</sup> grade 925-950
- Oct 4 - Group Process  
- 25 year study (The degree of safety associated with adventure education)  
- Start peer teaching ice breakers and deinhbitizers  
- Bike Ride Tuesday, 10/5 730-930 am (rain date is Thursday 10/7)
- Oct 12 - Finish peer teaching
- Oct 14-19 - Student teaching  
- Full value contract  
- Deinhbitizers
- Oct 25 - Debriefing the teaching experience  
- Review trust and debriefing techniques
- Nov 1 - Student teaching  
- Trust
- Nov 8 - Debriefing the teaching experience  
- Review inititatives
- Nov 15 - Student Teaching  
- Initiatives  
- An overview of how cooperation, communication, teamwork, and trust are coming together
- Nov 22 - Deriefing the teaching experience
- Nov 29 - Outdoor Pursuits Activities
- Dec 6 - Final peer teachings

\*\*During the month November/December we will go on a ski trip. The date cannot be determined until we can determine when there will be snow.

## **COURSE OUTCOMES:**

Upon completion of this course, the student will:

1. employ a variety of teaching methodologies in teaching activities in clinical settings (C.F. Pedagogy – RIPTS 2, 3, 4, 6, 8). Assessed through lesson plan writing and K-12 teaching.
2. utilize logical teaching progressions for skills (C.F. Pedagogy – RIPTS 2) Assessed through K-12 teaching
3. have knowledge of alternative outdoor pursuits that promote lifetime activity (C.F. Knowledge; RIPTS 1.1, 1.2, 2.1, 2.3; NASPE 1). Assessed through the multitude of outdoor pursuits completed during the course.
4. demonstrate leadership qualities necessary to take a group on outdoor excursions (C.F. Knowledge, Pedagogy, Professionalism; RIPTS 1.1, 5.1, 5.2, 5.3, 5.4, 5.5; NASPE 6). Assessed through leadership roles teacher candidates are assigned to during various outdoor pursuits.
5. display a heightened sense of and appreciation for the natural world through direct sensory immersion with the environment and participation in sensory awareness activities (C.F. Professionalism; RIPTS 1.1). Assessed through reflections of a variety of outdoor pursuits completed.
6. examine methods for minimizing a person's impact upon the environment (C.F. Knowledge; RIPTS 1.1). Assessed through various reflections and techniques teacher candidates must complete while in the environment and active participation.
7. examine ways to incorporate adventure activities and outdoor pursuits into a physical education curriculum (C.F. Knowledge, Pedagogy; RIPTS 1.2, 5.1; NASPE 6). Assessed through lesson plan writing and K-12 teaching.
8. discover individual problem solving abilities and how they function as a member of a group (C.F. Diversity; RIPTS 2.1, 2.3, 5.1, 5.2, 5.3, 5.4, 5.5; NASPE 1, 6). Assessed through lesson plan writing, reflections and K-12 teaching.
9. demonstrate basic knowledge and skills in select outdoor pursuits which may include hiking and trail techniques, flat water canoeing, biking, rock climbing, and map/compass skills (C.F. Knowledge; RIPTS 1.2, 2.1; NASPE 1). Assessed through skills tests completed during each activity and written examinations.

**COURSE REQUIREMENTS: Students are expected to contact the professor immediately when additional help is needed or when conflicts with class expectations and /or meetings arise. All dates are subject to change.**

### Assignments:

1. **Participation 5%** - Full participation is required in all activities in order to receive full credit for participation. Full participation includes physical, cognitive and emotional support.
2. **Teaching 30%**: You will be assigned a group and you will be responsible for teaching a minimum of five lessons. This portion of the student's grade includes fostering problem-solving and debriefing techniques. Please see blackboard for assignment and rubric. (RIPTS 1.1, 2.1, 2.3, 2.5, 2.6, 5.1, 5.2, 5.3, 5.4, 5.5; NASPE 1, 6)
3. **Lesson Plans 15%**: Students will be responsible for writing lesson plans for each lesson taught. Please see blackboard for assignment and rubric. (RIPTS 1.1, 2.1, 2.3, 2.5, 2.6, 5.1, 5.2, 5.3, 5.4, 5.5; NASPE 1, 6)
4. **Observing 10%**: You will be observing your group throughout the semester in order to chart the class's dynamics. You will document their progress through journal entries. You will be assigned a group. Please see blackboard for assignment and rubric. (RIPTS 1.1, 1.2, 2.2, 2.4; NASPE 1)
6. **Self Reflections 10%** – After each teaching and each outdoor pursuit completed the student will be asked to complete a self reflection based on specific questions. Please see blackboard for assignment and rubric. *The journal will be due 48 hours after the experience.* (RIPTS 10; NASPE 8)
6. **Examinations 30%**: Written as well as practical exams will be administered throughout the semester. Content areas for the practical exam will include but are not limited to knot tying, belaying, back up belaying, setting up and breaking down a high element, setting up and taking down a tent and starting a camp fire. (RIPTS 1.1, 1.2, 2.5; NASPE 1)

**COURSE EVALUATION and GRADES:**

10%	Participation
30%	Teaching
10%	Lesson Plans
20%	Observing/Assisting
10%	Self Reflections
20%	Examinations
100%	TOTAL

**GRADING SCALE**

Letter Grade Earned	Percentage of Points Earned	Description of Learning Accomplished
A	94-100	Exceptional Learning Accomplishment
A-	90-93	
B+	87-89	Above Average/Superior
B	84-86	
B-	80-83	
C+	77-79	Average
C	74-76	
C-	70-73	
D+	67-69	Below Average/Inferior
D	63-66	
D-	60-63	
F	< 60	Inadequate demonstration of learning to pass course

**\*\*\* THERE IS A SPECIFIC GRADE REQUIREMENT FOR THIS CLASS DEPENDING ON WHEN YOU ENTERED RHODE ISLAND COLLEGE.**

\*\* All students going into the public schools to observe or teach MUST have a CURRENT BCI check PRIOR to entering the school. This is a FSEHD requirement. Any issues with BCI's are automatically handled by the dean of the FSEHD. Please see the link provided for details  
<http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/bci.php>.

\*\*You must go to the HPE Department website and click on "Important Information for Students" to download the forms: **HEALTH HISTORY QUESTIONNAIRE and RESPONSIBILITIES OF STUDENTS AND FACULTY IN ACTIVITY COURSES**. These need to be completed, signed and returned to the professor before you can participate in the course.

\*\* To access blackboard see the following steps:

- Go to the RIC main page
- Click on line service in the top right hand corner of the page
- Go down to Blackboard and click on link
- Use your login from your email account

**EXPECTATIONS: Students are highly encouraged to contact the professor immediately when additional help is needed or when conflicts with class expectations and/or meetings arise.**

1. **\*\*Be sure to contact the professor IMMEDIATELY** when any part of the class becomes confusing, extra help is needed or conflicts with class time arise.
2. All electronic correspondence will be done via the RIC email system and/or the home page of blackboard. All assignments will be posted on blackboard from the beginning of the semester.
3. All assignments must be computer generated, double spaced, with one-inch margins (unless otherwise noted). Deductions will be made for spelling errors and grammatical mistakes as well as the assignment not being computer generated double spaced, and/or incorrect margins.
4. Regular and prompt class attendance and ACTIVE participation in class discussions/activities are expected. Be prepared for class. All assignments and readings must be completed BEFORE the class for which they are assigned. Be ready to discuss and debate readings. (See professional development statement on page 8 for expectations.) In case of an absence, check with peers PRIOR to the next class meeting in order to be up to date in all class responsibilities. All assignments that are completed in class cannot be made up.
5. You will be allowed **TWO absences. USE THEM WISELY. Two early departures or late arrivals equal an absence.** \*(late arrival means the professor has taken attendance and class has begun. Early departure is 10 minutes or more before the end of class). For the third and each subsequent absence, FIVE POINTS WILL BE DEDUCTED FROM YOUR FINAL GRADE.  
**\*\*If you miss ONE outdoor pursuit (climbing, biking, camping, letterboxing, canoeing etc.) or any lesson you are teaching you will be required to take the course over again.**
6. Be punctual with all assignments.
  - Your grade will be lowered 10 points a day for each day an assignment is late (including all days we do not meet including weekends). Example: assignment is due Monday and you hand it in Thursday (minus 10 Monday, Tuesday, and Wednesday). The grade for the assignment will start at a 70 before it is even graded.
  - All assignments are due at the **BEGINNING** of class on the date noted in the syllabus or specified by the instructor. **Work handed in after the start of class will be considered late.** Example: an assignment is due Monday at 11 and the assignment is handed in at 1130 will start with a grade of 90.
  - Late assignments **will be accepted no later than one week** following the date due.
7. Assignments that are done in class cannot be made up.
8. ***All assignments MUST BE SUBMITTED to Safe Assign and a HARD COPY to the professor the day the assignment is due in order to receive credit. The submission to Safe Assign is due THE SAME TIME the assignment is due. Failure to submit the assignment to Safe Assign will be the same as the assignment being late.***
9. If you have a question about your grade, you must talk to the professor **no later than one week after the assignment has been returned to you.**

**REFERENCES: (Suggested reading, internet sites, multi-media resources)**

American Canoe Association. (1996). *Introduction to paddling*. Menasha Ridge Press.

Chartrand, M. (1991). *The Audubon society field guide to the night sky*. New York: Knopf: Distributed by Random House Publishers.

Crenshaw, L. (1995). *Outward bound earth book*. Menasha Ridge Press.

Logue, F., & Logue, V. (1995). *Camping in the 90's: Tips, techniques, and secrets*. Menasha Ridge Press.

Rohnke, K. (1990). *Silver Bullets*. Hamilton, MA: Project Adventure Inc.

Rohnke, K. (1991). *Cowstails & cobras*. Hamilton, MA: Project Adventure Inc.

Scheder, C. (2002). *Outdoor living skills program manual: An environmentally friendly guide*. American Camping Association.

[www.pe4life.org](http://www.pe4life.org)

[www.pecentral.com](http://www.pecentral.com)

[www.gameskidsplay.net](http://www.gameskidsplay.net)

[www.greatactivities.net](http://www.greatactivities.net)

[www.pelinks4u.org](http://www.pelinks4u.org)

[www.aaperd.org](http://www.aaperd.org)

**OTHER:**

Students' assignments may be duplicated and utilized anonymously for the Health and Physical Education Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.

**STUDENTS WITH DISABILITIES: Request for Reasonable Accommodations  
(<http://www.ric.edu/disabilityservices/faq.php>)**

Once accepted to the College, students with disabilities who want to request reasonable accommodations MUST contact and make an appointment with the Disability Services Office. The process of registering as a student with a disability includes three elements in order to be considered complete:

- Students are required to make an appointment to meet with the Office of Disability Services, Craig Lee, Room 127, 456-8061.
- Students should bring to this appointment, documentation of the disability from a qualified licensed professional. (See [Disability Verification Documentation](#).)
- A Release of Information form must be signed by the student allowing the Disability Services Office to verify registration and eligibility for accommodations.

**Rhode Island College**  
**3.9 ACADEMIC STANDARDS**

**3.9.1 Academic Dishonesty**

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

(a) Examples of Academic Dishonesty include (but are not limited to):

- Cheating: intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Plagiarism: intentionally or knowingly representation the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:
  - Word-for-word plagiarism: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.
  - Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.
  - Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p. 39)

Many facts, ideas and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "a rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") **but as a general rule, when one is in doubt, it is best to acknowledge the source.**

- Collusion: facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Deception: Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- Sabotage: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
- Multiple Submissions: Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

\*\*All plagiarism offenses will be sent to the vice president for academic affairs.

## PROFESSIONAL DEVELOPMENT STATEMENT

Appropriate candidate dispositions are essential in the making of a quality, beginning teacher. The way one acts, looks, participates, attempts, is prepared, and feels about his/her self and profession are all part of the assessment of a candidate's disposition. These dispositions must be demonstrated on a daily basis throughout the semester. Teacher candidates will be expected to dress in appropriate attire suitable for a professional physical education teacher. Candidates will also be expected to act in a professional manner during each class.

These dispositions will be assessed regularly and point deductions (up to 10 points per occurrence **OFF YOUR FINAL GRADE**) will be given to candidates who are unable to demonstrate basic professional dispositions. The following is a daily checklist candidates should use to demonstrate appropriate dispositions.

**A quality Physical Education Teacher Education Candidate will:**

- \_\_\_\_\_ arrive on time.
- \_\_\_\_\_ make sure electronics will not disturb the class.
- \_\_\_\_\_ **CELLS PHONES SHOULD NOT BE HEARD OR SEEN!** (If this continues you will be asked to leave the class.)
- \_\_\_\_\_ take off hats and make sure attire is appropriate.
- \_\_\_\_\_ be prepared for class by reading assigned readings prior to the day the topic is discussed in class.
- \_\_\_\_\_ be prepared for class with a writing instrument, paper shorts/sweat pants, sneakers, shirt to be active when necessary
- \_\_\_\_\_ **stay attentive and ACTIVELY participate in class** (this means both verbally and physically when we are in the gymnasium).  
It is okay – and expected to ask questions when something is unclear!
- \_\_\_\_\_ be able to link course topics with the profession and realize the importance of mastery of such topics by the professional physical education specialist.
- \_\_\_\_\_ demonstrate complete academic honesty at all times.
- \_\_\_\_\_ not pack up folders, notebooks, or other materials until class is dismissed.
- \_\_\_\_\_ appropriate language

*Observations/Teaching in the public schools/ all of the above as well as...*

- \_\_\_\_\_ always look and act professional.
- \_\_\_\_\_ always wear wind pants or khakis (no jeans or pants rolled over).
- \_\_\_\_\_ always wear a collared shirt (no t-shirts or low cut shirts).
- \_\_\_\_\_ never wear a hat or any nose, eye or tongue piercings into a school.
- \_\_\_\_\_ never bring tobacco, alcohol, or any other substance to a school.
- \_\_\_\_\_ be sure to turn your cell phone off while in the building.
- \_\_\_\_\_ arrive early and stay late.
- \_\_\_\_\_ always smile and be friendly and professional.
- \_\_\_\_\_ always be energetic and willing to help
- \_\_\_\_\_ only say positive things about children, parents, peers, professors, or Programs (you never know where you will find a job).



PED 323.01  
Outdoor Education

Name: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Assignment	Possible Points	Points Earned	Total Points Accumulated to Date
1. Participation 5%	10 points	_____	_____
2. Peer and student teaching 30% 5% per teaching	5 points	_____ _____ _____ _____	_____
3. Lesson Plans 15% 4% each lesson plan	4 points	_____ _____ _____ _____	_____
4. Observing 10%	20 points	_____	_____
5. Journals 10%	10 points	_____ _____ _____ _____	_____
8. Examinations 30%	20 points	_____ _____ _____ _____ _____ _____ _____	_____
<b>DEDUCTIONS</b>			
<b>TOTAL POINTS EARNED</b>	100 points		

- If you would like to figure out you're in class lab grade you need to calculate the average of the grades then multiply by .2. (Example: 98, 67, 80 are you quiz grades. Your average quiz grade is an 82. Then multiply  $82 \times .2 = 16.4$ )
- To get 10% of a grade just move the decimal point one place to the left ( $98 = 9.8$ ).
- At any point in time you can figure out your grade by taking the total number of points and dividing by the maximum number of points completed at that given time. (Total points you earned 56, maximum points to this point 60.  $56/60=93$ ).