ENVS 3300 FUND OF REC RESOURCE MGMT

Syllabus (https://usu.instructure.com/courses/639329/assignments/syllabus)

Modules (https://usu.instructure.com/courses/639329/modules)

Grades (https://usu.instructure.com/courses/639329/grades)
Course Description

Principles of wildland recreation management including: characteristics of recreation use and users, introduction to planning concepts, management of wildland recreation facilities and infrastructure, and integration with other natural resource uses.

Instructors

**Chase Lamborn**
- Teacher
- chase.lamborn@usu.edu (mailto:chase.lamborn@usu.edu)
- ENVS
- Thurs. 12-2PM; or by appointment

**River Johnson**
- Undergraduate Teaching Fellow
- river_johnson@outlook.com (mailto:river_johnson@outlook.com)
- Mondays 1-2PM; or by appointment

Week 1: 01/18
Week 2: 01/25
Week 3: 02/01
Week 4: 02/08
Week 5: 02/15
Week 6: 02/22
Week 7: 03/01
Week 8: 03/08
Week 9: 03/15
Week 10: 03/22
Week 11: 03/29
Week 12: 04/05
Week 13: 04/12
Week 14: 04/19
Week 15: 04/26
Course Objectives

I want you to come away from this course and be able to think like a recreation resource manager. To achieve this, we will work towards the following learning objectives:

- **KNOW** the fundamental principles of recreation resource management, especially related to social, ecological, and managerial considerations.
- **UNDERSTAND** how to apply the above knowledge of principles and frameworks to make effective and science-informed decisions about visitor use, experience, and resource protection common to wilderness, parks, forests, and other protected areas.
- **CRITICALLY THINK** about how to use your knowledge and understanding of recreation resource management to address real world issues and challenges, including emerging issues relevant to the field.

Class expectations

Learning is a collaboration, and I expect you to an active participant in the process.

**Here is what I expect from you:**

- **Engage with your course materials:** I will provide resources online, but simply reading is not a substitute for actually engaging with course materials in a thoughtful way. I understand that we are all juggling school with work, family, kids, and other aspects of life. So, if something serious or unavoidable comes up or you are ill and need accommodations, please let me know as soon as possible. I want you to be able to think critically in this course about the concepts and topics that we cover in class. Therefore, I expect you to think and ask questions. There is a distinct difference between arguing and discussing a topic with civility and respect. I will be absolutely intolerant of any kind of intolerance. In sum: be a good person.
- **Read and review assignments before completing assignments:** Your success depends on being prepared by self-motivated and engaging in your assigned learning materials beforehand.
- **Complete all assignments to the best of your ability and turn them in on time:** This is an upper level course and I expect all formal written assignments to be clean, concise, well-organized, well-thought out, and contain minimal errors. Good writing skills are important and valued in all work environments. I expect all assignments to be turned in on their due date.
Understand that this school year is NOT NORMAL: Yes, things are frequently weird, but that does not make them normal. We are all trying to adapt and adjust to what this all means from a personal, professional, and scholastic view. So, show some patience and compassion to your instructors and each other. We are going to have some technology errors. Conditions related to the COVID-19 pandemic may change, and we will need to adjust. Overall, please be patient and understanding as we all muddle through this journey together.

Here is what you can expect from me:

- **Organized and prepared for class:** I spent many hours preparing this class so that it is organized, informative, valuable, and clear in an online format. I will answer all student questions to the best of my ability in a timely manner. I will ensure that material for class is posted on Canvas in an organized and timely fashion. I understand that this is not your only class and that you have a life outside of this course, therefore I will do my best to make the course load reasonable while still striving for excellent outcomes.

- **I will facilitate learning:** Do not hesitate to ask questions. I will be in my office during office hours to help students in any way necessary via Zoom. Please contact me if you are feeling confused about a topic, overwhelmed with class materials, are concerned about your grade, have a question about an assignment, or just want more information about a topic. Also, do not hesitate to email me as well. I check my email frequently and will respond to any question or concern in a timely manner.

- **Grading will be fair and completed in a timely fashion:** I will do my best to ensure that grades are assigned fairly. I will also try to make it as clear as possible why you received the grade you did. If you have any questions about an assignment or grades, please talk to me. If you do not understand what is expected of you for an assignment, please ask!

Course procedures

- It is okay to be human! Unforeseen circumstances will arise for you and for your instructors. This is especially true this semester. I will communicate with you in advance as best as possible and expect that you will please do the same.

Learning materials

There is no required textbook for this course. The Canvas site provides a variety of learning materials you will be responsible for reviewing, including videos, news articles, science articles, podcasts, and other media. I fully expect you to have reviewed all learning materials **BEFORE** the day they are due.

Assignments

**My job** in this class is to facilitate learning. **Your job** is to decide how deeply you want to learn. The effort you put forth in this course is gauged by letter grades on assignments. The grades are earned by students, not given by professors. You will complete numerous assignments that will contribute to your overall grade in the course. I strive to make these assignments as useful, interesting, and meaningful as possible, and I am always open to suggestions regarding course assignments.

**Learning materials quizzes** (15% of your overall grade)
The purpose of these quizzes is to motivate you to use the assigned learning materials. Quizzes will be available on Canvas for students to complete at any time. The following rules to the quizzes are below:

- Quizzes must be completed by each student on their own without help from others. **Violating this rule will be considered cheating, and students caught cheating will earn a 0 on all their learning material quizzes for the entire semester.**
- Quizzes must be completed within 20 minutes once started, so prepare before you take them.
- Quizzes can only be taken once.

**Photo elicitation exercise** (5 % of your overall grade)

What does outdoor recreation mean to you? Share a photograph and narrative that you feel addresses an important issue or concept in outdoor recreation/recreation resource management. You can find full details about the assignment on Canvas.

**Critical thinking assignments** (15% of your overall grade)

Several times throughout the semester, students will have opportunities to synthesize what they are learning through critical thinking assignments. Students will need to log into Canvas and complete an assignment online. Additional details for each assignment can be found on Canvas.

**Site visit exercise** (10% of your overall grade)

How can we study outdoor recreation without actually going outside? In this assignment, you will visit a local recreation site and prepare a 500-word reflection paper. You can find full details about the assignment on Canvas.

**Issue analysis and webpage design** (20% of your overall grade)

You will be presented with a number of current issues in recreation resource management. Your task will be to pick a current recreation resource issue that interests you and research both sides of the issue. Using what you learned in class and in your own research, you will make management recommendations. Instead of summarizing this information in a final term paper, you will make a website analyzing the issue. Part of this assignment is also to review and assess the websites of your peers. Do not worry if you have not designed a website before, it is fairly easy and there will be resources posted online. More details will be provided in Canvas.

**Exams** (20% of your overall grade)
There will be two exams in this class (excluding the Final). These exams will help to assess your progress in the class. These exams will be a mixture of short answer and multiple-choice questions and will be administered online. Prior to the exams, we will have a review day. Questions will cover ALL course content, including lectures, readings (including those not discussed in lectures), and any other content covered in the course. Make-up exams WILL NOT be scheduled except in the cases of verified emergency. **If you know you will be missing the exam ahead of time, please inform me well in advance of the exam day.**

**Final (15% of your overall grade)**

The Final exam will be an open-note, practical exercise that requires you to apply principles, techniques, and tools that you have learned throughout the semester.

**Writing and grammar**

Written work and communication is expected to be concise, well-organized, and contain minimal errors. Grammar and professional writing will be criteria for grading on all assigned written materials. For writing resources or assistance, visit the USU Writing Center: [www.writing.usu.edu](http://www.writing.usu.edu/)

**Academic integrity**

**Bottom line: Don’t cheat!** School is stressful and I know you are trying to balance many aspects of your life at one time: work, other classes, relationships, families, and yes, recreation! The internet and ever-advancing technologies can make it really tempting and sometimes easy to claim someone else’s work as your own. **DO NOT** give in to this temptation. It will not benefit you in the long run. I would much rather you come talk to me and turn an assignment in late than cheat. **If I discover you have plagiarized all or part of an assignment, you will fail the entire course.**

The following are considered academic dishonesty in this course:

- **Submitting substantially the same work** for an assignment in this class as you turned in for credit in another class
- Representing, by paraphrasing or direct quotation, the published or unpublished work of another person as one's own without giving full acknowledgement (including phrases lifted from websites and materials prepared by anyone who sells term papers)

**Accommodation for disabilities**

This university helps students with disabilities participate fully in its programs, activities, and services. If you have a disability that has been documented by USU’s Disability Resource Center, you can work with the Center and with me to ensure that you get whatever assistance you need.

**Course schedule**

Students should check the modules section ([https://usu.instructure.com/courses/639329/modules](https://usu.instructure.com/courses/639329/modules)) of the course to get the most recent course schedule.
Grading

We will be following the typical grading scheme detailed below:

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100 % to 93.0%</td>
</tr>
<tr>
<td>A-</td>
<td>&lt; 93.0 % to 90.0%</td>
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<tr>
<td>B+</td>
<td>&lt; 90.0 % to 87.0%</td>
</tr>
<tr>
<td>B</td>
<td>&lt; 87.0 % to 83.0%</td>
</tr>
<tr>
<td>B-</td>
<td>&lt; 83.0 % to 80.0%</td>
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<tr>
<td>C+</td>
<td>&lt; 80.0 % to 77.0%</td>
</tr>
<tr>
<td>C</td>
<td>&lt; 77.0 % to 73.0%</td>
</tr>
<tr>
<td>C-</td>
<td>&lt; 73.0 % to 70.0%</td>
</tr>
<tr>
<td>D+</td>
<td>&lt; 70.0 % to 67.0%</td>
</tr>
<tr>
<td>D</td>
<td>&lt; 67.0 % to 60.0%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.0 % to 0.0%</td>
</tr>
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Nonattendance Policy

Students May Be Dropped For Nonattendance
If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. *(This does not remove responsibility from the student to drop courses which he or she does not plan to attend.)* This option is typically used for classes that are full and the instructor is trying to make a seat available for another student, but may be considered for other courses. Requests must be made during the first 20 percent of the course and will be considered on an individual student basis. Students who are dropped from courses will be notified by the Registrar’s Office through their preferred e-mail account (see 2018-2019 General Catalog [http://catalog.usu.edu/content.php?catoid=12&navoid=3955]).

**Classroom Civility**

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read Student Code Article V Section V-3 [https://studentconduct.usu.edu/studentcode/article5] for more information.

**University Policies & Procedures**

**COVID-19 Classroom Protocols**

In order to continue to provide a high standard of instruction at USU, and to limit the spread of COVID-19 during the pandemic, students are asked to follow certain classroom protocols. These protocols are in place not only for your safety but also the safety of the rest of the campus community. You will be asked to clean your desk area at the start of each class, sit in designated seats, wear face coverings, and follow dismission instructions. There may be individual medical circumstances that prevent some students from using face coverings. These circumstances will be rare, but if they do exist, we ask that everyone be respectful. It is imperative that we each do our part so that on-campus instruction can continue.

**Academic Freedom and Professional Responsibilities**

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 [http://www.usu.edu/hr/files/uploads/Policies/403.pdf] further defines academic freedom and professional responsibilities.

**Academic Integrity – "The Honor System"**

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
Is a welcomed and valued member of Utah State University.

**Academic Dishonesty**

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University’s Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.

- **Falsification**: altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism**: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity](https://studentconduct.usu.edu/studentcode/article6)

**Sexual Harassment/Title IX**

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 ([http://www.usu.edu/policies/339](http://www.usu.edu/policies/339)) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU’s Office of Equity ([https://equity.usu.edu/](https://equity.usu.edu/)) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment ([USU Policy 305](http://www.usu.edu/policies/305/)), and has designated the Office of Equity Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

**Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term ‘extenuating’ circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the
immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

**Students with Disabilities**

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) (http://www.usu.edu/drc/) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu (mailto:drc@usu.edu)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

**Diversity Statement**

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: https://studentaffairs.usu.edu (https://studentaffairs.usu.edu/), (435) 797-1712, studentservices@usu.edu (mailto:studentservices@usu.edu), TSC 220
- Student Legal Services: https://ususa.usu.edu/student-association/student-advocacy/legal-services (https://ususa.usu.edu/student-association/student-advocacy/legal-services), (435) 797-2912, TSC 326,
- Access and Diversity: http://accesscenter.usu.edu (http://accesscenter.usu.edu/), (435) 797-1728, access@usu.edu (mailto:access@usu.edu); TSC 315
- Multicultural Programs: http://accesscenter.usu.edu/multiculture (http://accesscenter.usu.edu/multiculture), (435) 797-1728, TSC 315
- LGBTQA Programs: http://accesscenter.usu.edu/lgbtqa (http://accesscenter.usu.edu/lgbtqa/), (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: https://www.usu.edu/provost/diversity (https://www.usu.edu/provost/diversity/), (435) 797-8176

You can learn about your student rights by visiting:
The Code of Policies and Procedures for Students at Utah State University: https://studentconduct.usu.edu/studentcode (https://studentconduct.usu.edu/studentcode/)

**Grievance Process**

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: Article VII (https://studentconduct.usu.edu/studentcode/article7).

**Full details for USU Academic Policies and Procedures can be found at:**

- Student Conduct (http://www.usu.edu/studentconduct)
- Student Code (https://studentconduct.usu.edu/studentcode/)
- Academic Integrity (https://studentconduct.usu.edu/studentcode/article6)
- USU Selected Academic Policies and Procedures (http://www.usu.edu/provost/faculty-life/syllabus.cfm)
Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at Counseling and Psychological Services (CAPS) (https://counseling.usu.edu).

Students are also encouraged to download the “SafeUT App” (https://healthcare.utah.edu/uni/programs/safe-ut-smartphone-app) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.