Fall 2021 ENVS-4550-001 Syllabus

ENVS  Recreation Use Monitoring and Assessment 4550

Course Description

Recreation Use Monitoring and Assessment is a field-based course designed to teach students the fundamental principles of monitoring and assessing wildland recreation use and impacts. Specifically, students will learn how to collect, analyze, and report both social and biophysical data. As part of this course, students will be exposed to

Syllabus (https://usu.instructure.com/courses/659910/assignments/syllabus)
Modules (https://usu.instructure.com/courses/659910/modules)
Grades (https://usu.instructure.com/courses/659910/grades)

Week 1: 09/03  Week 2: 09/10  Week 3: 09/17  Week 4: 09/24  Week 5: 10/01  Week 6: 10/08  Week 7: 10/15--Fall Break  Week 8: 10/22  Week 9: 10/29  Week 10: 11/05  Week 11: 11/12  Week 12: 11/19  Week 13: 11/26--Thanksgiving Break  Week 14: 12/03  Week 15: 12/10

Course Description

Recreation Use Monitoring and Assessment is a field-based course designed to teach students the fundamental principles of monitoring and assessing wildland recreation use and impacts. Specifically, students will learn how to collect, analyze, and report both social and biophysical data. As part of this course, students will be exposed to
different kinds of data ranging from big data to on-site survey data, and learn how to use software (e.g., SPSS) to analyze and interpret these data. Students will also learn how these data are applied to decisions about recreational use in wildland settings, and the limitations that exist.

Instructor

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

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 collecting, analyzing, and reporting social and biophysical data used to monitor and assess wildland recreation, and how to use software such as Qualtrics, Excel, and SPSS;
- **UNDERSTAND** how/why these data are collected, and how to use these data to make effective, science-informed decisions about visitor use, experience, and resource protection; and
- **CRITICALLY THINK** about how data can, should, and/or should not (i.e., limitations) be used to protect natural resources, reduce conflict, and improve the visitor experience.

Class expectations

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

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

- **Show up:** Not only is this class a learning exercise, we are getting work done and producing a product. The projects you will be working on in this class are provided to us by state and federal land and resource management agencies, and the work you do in this class will be presented to them at the end of the semester. Therefore, we all need to be proactive and productive throughout the semester if we are going to achieve our goals and provide our state and federal partners with quality information.
- **Be prepared:** There are a lot of things you are going to need to be prepared for in this class. A lot of our time will be spent working on specific tasks, and you may need to complete something before we meet if your time in class is going to be productive. We are also going to be spending a good chunk of time outside. Therefore, I ask you to stay engaged and know what we are doing before class—I will be keeping you informed as we go—and please prepare accordingly.
- **Engage:** Our success in this class depends on each of us being engaged. As your instructor, I will provide a framework that will help us achieve our desired outcomes; however, we will all be depending on each other to complete tasks in a safe, timely, and quality manner. Therefore, during this semester, I would like you to think about this class as a job. We are all working toward a common goal and others will be depending on you to do your part if we are going to succeed.

**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 productive. However, this is a very dynamic and hands-on class, and things WILL change. Therefore, I will do my best to stick to the plan and, if things change, I will keep you informed, but I also ask you to be flexible, understanding, and adapt to changes as much as possible. 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.

**Productive and educational environment:** This is a very applied and hands-on class. We will be discussing principals of data collection, analysis, and reporting; then, directly applying what we discussed by doing those very things. By the end of this class you will know, and feel comfortable discussing topics such as operationalization, stratified random sampling, limitations and bias, hypothesis testing, statistical models, etc. I truly believe that it is the applied nature of this class that makes the learning experience so valuable, and by doing, you will come away from this class with a long-lasting knowledge and appreciation for these topics.

**Course procedures**

- At the beginning of this class you will be added to a group that will be focused on studying a specific type of recreation. For example, some of you are going to be studying consumptive types of recreation like fishing and hunting, while others are going to be studying other types of recreation like trail use and camping. You will be guided through a process of collecting, analyzing, and reporting data over the course of the semester. Your final product will be a ‘technical report’ that summarizes your finding, makes management recommendations, and identifies the study’s limitations. You will also present these findings to an audience.

**Learning materials**

- There is no required textbook for this course. The Canvas page 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 engage all assigned learning materials BEFORE our scheduled meetings.

**Assignments**

**My job** in this class is to facilitate learning and guide us through the process of completing our semester project. **Your job** is to learn and work collaboratively, and independently, to complete components of our semester project. The quality of the report we have compiled by the end of the semester will reflect the work all of us put into this class. Given this, there will be individual and group assignments that will culminate into an individual letter grade. It is important to remember that your grade is earned by you, not given by professors. I strive to make all graded assignments as useful, interesting, and meaningful as possible. Below is a list of what we will be accomplishing during this course:

***Assignments will change as we progress through the course***

**Finding answers to your questions assignment**

*Individual; 10 points*

This assignment will require you formulate a specific research question, look for an answer in Google Scholar, and summarize your findings.

**CITI Social and Behavioral Research Investigators Certificate**

*Individual, % of overall grade*
Utah State University requires that all researchers who interact with participants or access their identifiable data must first be certified via CITI. To be certified at Utah State University, researchers must complete the Human Research Curriculum Basic Course. Even though this certificate is only (%) of your grade, you will not be able to participate in other assignments and course activities without it. Therefore, without this certificate you will not pass this class. Instructions on how to get you Social and Behavioral Researcher Investigators Certificate, please go to this link: https://research.usu.edu/irb/training/ (https://research.usu.edu/irb/training/)

Data Collection and Management

(Group; 10% of your overall grade)

The success of this class entirely depends on the data we gather during the class. You will be assigned to a “data collection team” and your homework for much of this class will be going into the field and collecting data each week. As a class, we will design a survey schedule and assign each team to a time and place to survey. These data will be used for the final project: a report summarizing our findings.

Terms and Concepts

(Individual; 10% of your overall grade)

The purpose of this assignment is to build a basic foundation of statistical knowledge. You will be asked to define a list of statistical terms and concepts. This information will be used through the course, so it is incredibly important to know.

Descriptive Statistics

(Individual; 10% of your overall grade)

The purpose of this assignment will be getting you familiar with descriptive statistics. You will summarize a sample dataset using descriptive statistics, and then import this information into a Microsoft Word document that includes summary tables and figures. Then you will write a brief narrative that describes the dataset.

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/659910/modules](https://usu.instructure.com/courses/659910/modules)) of the course to get the most recent course schedule.

### Grading

We will be following the typical grading scheme detailed below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100 % to 93.0%</td>
</tr>
<tr>
<td>A-</td>
<td>&lt; 93.0 % to 90.0%</td>
</tr>
<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>
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<tr>
<td>Grade</td>
<td>Range</td>
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<tr>
<td>-------</td>
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</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>
</tbody>
</table>

**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?catid=12&navoid=3955](http://catalog.usu.edu/content.php?catid=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 ([Links to an external site.](https://studentconduct.usu.edu/studentcode/article5)) for more information.