TRAL 251 – Recreation Resource Management

Term: Fall 2021
Credits: 4
Time: Tuesdays & Thursdays 12:00 – 1:50 p.m.

Locations: In-person class sessions: Peavy Forest Science Center (PFSC) room 117
Zoom class sessions: https://oregonstate.zoom.us/j/96450210788   Password: Mark

Professor: Dr. Mark Needham (*He / Him / His*)   541 737 1498   email: mark.needham@oregonstate.edu
Office Hours: Tuesdays & Thursdays 4:00 – 5:00 p.m., other times by appointment
In-person: Richardson Hall room 204
Zoom (use "waiting room" function): https://oregonstate.zoom.us/j/578533528   Password: Mark

Teaching Assistant: Kristen McAlpine (*She / Her / Hers*)   email: kristen.mcalpine@oregonstate.edu
Office Hours: By appointment

Course Description

TRAL 251 is a 4 credit undergraduate course that provides an overview of major issues, concepts, and management approaches related to natural resource based recreation. This course introduces aspects of recreation management in terrestrial and marine settings including a historical overview, the role of various agencies and other interest groups, issues currently confronting these stakeholders, ecological impacts of recreation, and contemporary management approaches for addressing topics such as satisfaction, crowding, and conflict.

This course is predicated on the assumption that the best way to learn and be successful is for all of us to become actively involved in this class. A considerable amount of time, therefore, is devoted to reviewing and debating lecture material, actively listening to lectures and videos, participating in class discussions and illustrating ideas from personal experiences, and seeking and sharing interesting new information related to outdoor recreation. On a day to day basis, therefore, everyone is expected to be active by:

(a) attending class with body and mind, paying attention, and showing a keen desire to learn; and

(b) asking pertinent questions and challenging your own ideas and other student ideas and assumptions through thoughtful and considerate communication.

Learning Outcomes

After completing this course, students will be able to successfully:

(a) define recreation and recall trends and historical events that shaped the field of recreation management;

(b) list agencies and other interest groups involved in natural resource based recreation, and describe their roles in the provision and management of recreation in outdoor settings;

(c) describe and provide examples of positive and negative social (i.e., recreationists, communities) and ecological (i.e., biophysical, environmental) impacts associated with natural resource based recreation;

(d) explain and provide applications of concepts / constructs, theories, and tools related to natural resource based recreation and its management (e.g., satisfaction, constraints, carrying capacity, norms, specialization, conflict, recreation opportunity spectrum, limits of acceptable change, indirect and direct management strategies); and

(e) think critically about issues related to outdoor recreation and its management, and share opinions and experiences with others to strengthen understanding and comprehension.

Readings

There is no textbook and there are no required readings for this course. Please carefully review the lecture slides and any supplemental materials both in advance of lectures and in preparation for quizzes and assignments.

Class Format

<u>***Tuesdays***</u>: Tuesdays will typically consist of covering important concepts through a lecture. Lecture slides are available on Canvas (https://canvas.oregonstate.edu).

<u>***Thursdays***</u>: Thursdays will consist of a quiz, roundtable discussion, video, supplementary lecture, or guest speaker.

What you get out of this course depends on what you put into it. My role is to facilitate you gaining knowledge and skills, but whether or not you learn anything is up to you. You will need to ask questions, actively participate in the discussions, complete the quizzes and assignments on time, and regularly attend class lectures.

Learning should be an enjoyable process. If you have questions, ask. If you are confused, let me know. If you are concerned about your grade, contact me. If you are having difficulty in the course, visit my office hours or email me to make an appointment to meet as soon as possible. Most difficulties, if detected early, can be overcome.

In consideration of others, during in-person class sessions you must ***<u>turn all cell phones off or to vibrate mode and turn all other electronic devices (e.g., laptop, iPad, smartphone, MP3) off</u>***.

Course Requirements

(a) <u>***Quizzes***</u>: <u>***Timed***</u> *(25 minutes) written quizzes will be given on most Thursdays*. Written quizzes will be <u>***open book***</u> ***(i.e., lecture slides, notes)*** *and based on material from the previous lecture(s)*. ***I will drop the one written quiz for which you received your lowest grade*** so that it does not count toward your overall grade. Each quiz will contain a mix of multiple choice and short written answer questions. There will be ***no midterm or final exams***. An advantage of this approach is that a high level of comprehension and achievement can be obtained through examining smaller amounts of material at frequent intervals rather than a mass written memory / brain dump once or twice per term.
In-person class sessions: I will put the quiz questions up on a slide at the beginning of class. Write your answers on a piece of paper and **submit in-person** at the end of 25 minutes.
Zoom class sessions: I will put the quiz questions up on a slide at the beginning of class. Type your answers in a MS Word file and **submit that file on Canvas** at the end of 25 minutes. Name your file: **Firstname_Lastname_Quiz #**.

(b) <u>***Roundtable Discussions***</u>: On a few Thursdays, we will have an informal class seminar / discussion of the course topics. We will use Zoom for these discussions. Students will be assigned to smaller "breakout rooms" in Zoom and I or a TA will pose questions about class topics. Students are expected to raise their hand (using "raise hand" or "chat" functions in Zoom) and will be chosen at random to respond. You will get credit for raising your hand and responding to questions. If you do not raise your hand and respond to any questions, your grade will be reduced.

(c) <u>***Article Review and Presentation***</u>: You must find ***one*** interesting recent (within the last 1-3 years) article from a credible mass media source that discusses an issue directly related to nature-based outdoor recreation (e.g., newspaper, magazine, reputable website [e.g., *New York Times, National Geographic, High Country News, Backpacker, Outside*]). If you are also enrolled in TRAL 353 this term, you must select a different article from the one for that class. Find and read the article, and then attend class on the designated day and give a brief (i.e., 1-2 minutes) verbal summary and critique of the article, including one sentence or passage from the article that struck you or provoked you the most. Do not read the article to the class. We will use Zoom for this session. Turn on your video camera and unmute yourself when you are called on to present.

You must also write a short (no longer than 1 page, double spaced, 1 inch margins, Times New Roman 12 point font, typed) summary and critique of the article. You must include <u>***all***</u> of the following:

   (i).   a brief summary / overview of the article (about 1/3 page),
   (ii). your own critique (good and bad) of the article (about 1/3 page),
   (iii). how you think the issues discussed in the article would impact managers of nature-based outdoor recreation or parks (about 1/3 page), and
   (iv). a quote of one sentence or passage from the article that struck you or provoked you the most, and briefly say why (just 1-2 sentences).

Be sure to reference your article both in-text and at the end using proper APA format (see below).
Some of the grade will be for spelling, punctuation, grammar, and neatness, so proofread before submitting.
Submit on Canvas by the <u>start</u> of class on the designated due date.
Late articles will <u>not</u> be accepted; exceptions (e.g., severe illness) must be discussed well in advance with me.
Save as a MS Word file and name your file: **Firstname_Lastname_Article Review**.

(d) *__Movie Review and Presentation__*: You must watch ***one*** of the following movies (***pick one you have __not seen__***):

    (i).   *Wild* (https://www.imdb.com/title/tt2305051)
    (ii). *Free Solo* (https://www.imdb.com/title/tt7775622)
    (iii). *The Way* (https://www.imdb.com/title/tt1441912)
    (iv). *A Walk in the Woods* (https://www.imdb.com/title/tt1178665)

The movies can be watched online (some are free, but most are low cost such as $3.99) from sources such as YouTube, Google Play Movies, Amazon Prime Video, Hulu, Netflix, Comcast Xfinity On Demand, etc.

Attend class on the designated day and give a brief (i.e., 1-2 minutes) verbal summary and critique of the movie, and discuss some issues in the movie that you think would impact managers of nature-based outdoor recreation or parks, and what managers could do to address these issues. Also, discuss one thing in the movie that struck you or provoked you the most. We will use Zoom for this session. Turn on your video camera and unmute yourself when you are called on to present.

You must also write a short (no longer than 1 page, double spaced, 1 inch margins, Times New Roman 12 point font, typed) summary and critique of the movie. You must include *__all__* of the following:

    (i).   a brief summary / overview of the movie (about 1/4 page),
    (ii). your own brief critique (good and bad) of the movie (about 1/4 page),
    (iii). discuss a few issues in the movie that you think would impact managers of nature-based outdoor recreation or parks, and what managers could do to address these issues (about 1/2 page), and
    (iv). one thing in the movie that struck you or provoked you the most, and briefly say why (just 1-2 sentences).

Some of the grade will be for spelling, punctuation, grammar, and neatness, so proofread before submitting.
Submit on Canvas by the __start__ of class on the designated due date.
Late articles will __not__ be accepted; exceptions (e.g., severe illness) must be discussed well in advance with me.
Save as a MS Word file and name your file: **Firstname_Lastname_Movie Review**.

(e) *__Site Case Study Research Video__*: For this assignment, your tasks will be to:

- Choose ***one*** site close to you where nature-based outdoor recreation is common. Examples of possible sites close to Corvallis include Mary's Peak, Avery Park, Bald Hill, Willamette Park / Crystal Lake, Finley National Wildlife Refuge, Black Rock Mountain Bike Park, Silver Falls, and Oregon Dunes National Recreation Area. You cannot do the McDonald-Dunn College Forest. ***You must let us know early in the term what site you have chosen.***

- Visit the site in person at least once during the term.

- Examine the following issues:

  - history of recreation and management in the area,

  - past and current activity group usage (i.e., what activities are common),

  - on-site *__environmental__* conditions focusing on both positive and negative conditions / impacts related to resource factors (e.g., fire rings, litter, erosion, trail braiding, impacts on wildlife, trail shortcuts, vegetation breakage and trampling, human waste, water pollution, air pollution),

  - on-site *__social / visitor__* conditions focusing on both positive and negative conditions / impacts related to visitors and their experiences (e.g., crowding, conflict, noise, constraints, satisfaction, displacement), and

  - *__managerial__* issues focusing on both positive and negative conditions / impacts related to what managers are doing to manage the site (e.g., plan, fees, zoning [ROS], education, maintenance, prohibited activities, LAC).

  There are various ways for examining these, but students must do *__all__* of the following:

  - on-site visit observations and photographs of conditions, especially environmental impacts;

  - examine visitor reviews online (e.g., Google Reviews, TripAdvisor, Alltrails.com, blogs);

  - examine any relevant manager / agency websites or "friends of" group websites about the site;

  - research other literature about the site online (e.g., managerial plans, previous research, newspaper articles, magazine articles, blogs).

- Prepare a video presentation with you talking while showing slides containing text, photographs, and any other relevant information and graphics *__in the following order of sections and subsections__*:

  - *__Introduction__*: give an overview of the location (i.e., include a map) and brief history of your site.

  - *__Your objectives or research questions__*: what you are examining and why this is important.

- **Methods**: details about how you collected information about your site (e.g., on-site observations and photographs; onsite reviews from visitors / recreationists; management plans for the site; researching articles about the site in books, newspaper articles, magazine articles, online blogs).

- **Findings**: what you found in the following subsections and order, and **must integrate numerous concepts from class**:

  - Activity groups that are using the site.

  - **Environmental** (i.e., biophysical) conditions and concerns focusing on both positive and negative conditions / impacts (e.g., fire scars, litter, water pollution, vegetation breakage, trampling, erosion, trail braiding and shortcutting, campsite damage, recreation impacts on wildlife populations). You must include photographs to prove your findings.

  - **Social** (i.e., visitors) conditions and concerns focusing on both positive and negative conditions / impacts (e.g., conflict, satisfaction, constraints, crowding, use levels, displacement, noise). You must include some example quotes from visitor online reviews to prove your findings.

  - **Managerial** issues and regulations focusing on both positive and negative issues (e.g., fees, zoning, maintenance, use restrictions, education / interpretation / signs, management plan).

- **Recommendations**: how you think managers should address the issues you found to improve conditions in the future, and **must integrate numerous concepts from class**.

Your video presentation must:

- Be no longer than 10 minutes long.

- Show maps, photographs, quotes, text, or other materials supporting your findings on slides (e.g., PowerPoint).

- Be as professional as possible (e.g., dress nicely, maintain eye contact, good verbal delivery, clear slides).

- Use Zoom (with the recording function) to make a video that shows you and your slides.

- No written documents need to be handed in for this assignment.

- Be submitted on time; **late videos will not be accepted**.

- Submit on Canvas as a video file (e.g., mp4). Using Zoom, hit the record button in Zoom, and when finished recording your video, wait for an email from Canvas / Kaltura, go into Canvas to the assignment submission area, click the filmstrip icon, and select your file from My Media. More help: https://oregonstate.teamdynamix.com/TDClient/1935/Portal/KB/ArticleDet?ID=78164&SIDs=3142. For assistance, contact the Service Desk at: https://is.oregonstate.edu/td-service/service-desk.

(f) **Attendance**: Attendance will be taken in every class session. **One Tuesday class absence, for whatever reason, will be allowed. A second Tuesday class absence will drop your final grade by 5%. Any absences on Thursdays will drop your final grade by 5% (plus no points for the written quiz and roundtable on the Thursday class if you miss them)**. Exceptions (e.g., severe illness) must be discussed **well before class** (i.e., at least a few hours before) with me.

Grading (I do not offer any extra credit assignments for grade increases):
To see our grading comments, go to the assignment in Canvas, click "submission details," and click "view feedback."

	Points	% of Grade
Quizzes (top 8 of 9 @ 10 points each)	80	40%
Roundtable discussions	30	15%
Article review and presentation	20	10%
Movie review and presentation	20	10%
Site case study research video	40	20%
Attendance	10	5%
Total	200	100%

Grades will be allocated as follows:

Grade	Total points	Percent (%)	Grade	Total points	Percent (%)
A	187 – 200	94 – 100	C	147 – 152	74 – 76
A –	179 – 186	90 – 93	C –	139 – 146	70 – 73
B +	173 – 178	87 – 89	D +	133 – 138	67 – 69
B	167 – 172	84 – 86	D	127 – 132	64 – 66
B –	159 – 166	80 – 83	D –	119 – 126	60 – 63
C +	153 – 158	77 – 79	F	< 119	< 60

Course Content

Date	Day	Topic	Assignment / quiz due
Week 0			
Sept 23	Th	In-person: Course and syllabus overview (lecture)	
Week 1			
Sept 28	T	In-person: What are we talking about? Issues and overview of recreation (lecture)	
Sept 30	Th	In-person: "Pedal-driven: A bikeumentary" (video)	Quiz 1
Week 2			
Oct 5	T	In-person: Where have we been? Land ethic, history, and visionaries (lecture)	
Oct 7	Th	Zoom: Roundtable discussion 1	Quiz 2 & Roundtable 1
Week 3			
Oct 12	T	In-person: Agencies in recreation management (lecture)	
Oct 14	Th	Zoom: Article review presentations	Quiz 3 & Article review / presentation
Week 4			
Oct 19	T	In-person: Ecological impacts of recreation and Leave-No-Trace (lecture)	
Oct 21	Th	In-person: "In the light of reverence": Indigenous perspectives (video)	Quiz 4
Week 5			
Oct 26	T	In-person: Demographics, constraints, and specialization of recreationists (lecture)	
Oct 28	Th	Zoom: Roundtable discussion 2	Quiz 5 & Roundtable 2
Week 6			
Nov 2	T	In-person: Satisfaction, motivations, experience-based management, ROS (lecture)	
Nov 4	Th	Zoom: Movie review presentations	Quiz 6 & Movie review / presentation
Week 7			
Nov 9	T	In-person: Carrying capacity, crowding, norms, and planning frameworks (lecture)	
Nov 11	Th	No class! (Veterans Day holiday)	
Week 8			
Nov 16	T	In-person: Recreation conflict, displacement, and substitutability (lecture)	Quiz 7
Nov 18	Th	Zoom: Roundtable discussion 3	Quiz 8 & Roundtable 3
Week 9			
Nov 23	T	In-person: Indirect and direct practices and principles of management (lecture)	
Nov 25	Th	No class! (Thanksgiving holiday)	
Week 10			
Nov 30	T	In-person: Last child in woods: Nature deficit disorder, youth, recreation (lecture)	
Dec 2	Th	In-person: Jenna Baker (OSU): Recreation at the College Forests (guest lecture)	Quiz 9
Dec 3	F	Site case study research video due by 5:00 pm	Site case study research video

Mask Policy

All students ***must*** wear a face covering (i.e., mask) over their nose and mouth at all times indoors, including during class. Currently, this is OSU policy and State law. Face coverings are available at the library, Memorial Union, and Student Health Services. The OSU Department of Public Safety will be contacted and a report will be submitted to the OSU Office of Student Conduct and Community Standards for anyone who violates this policy and law.

Communication

You have ongoing access to me and a TA throughout the course. Email is the primary form of communication with us (our email addresses are on the first page of this syllabus). Email will be checked daily on weekdays. We will do our best to respond to questions within 24 hours or, if sent on the weekend, the following Monday. Through emails, class sessions, the material in this syllabus, and Canvas announcements, we will maintain ongoing communication with you. Office hours will be held both in-person and on Zoom (details are on the first page of this syllabus). If you need to schedule a time to chat outside these days / times, please email us directly.

Learning During COVID-19

Covid-19 continues to impact our lives and provide uncertainties. It is critical that we look out for each other and be sensitive to the strains under which some of us are still operating. If you need help coping, please reach out to us or Counseling and Psychological Services (https://counseling.oregonstate.edu, 541-737-2131) and connect with classmates.

If you (or a dependent or close family member) are ill, follow guidance issued by the University about next steps (https://covid.oregonstate.edu). If you have symptoms (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html), the recommendations are to self-isolate and call your health provider, Student Health Services (https://studenthealth.oregonstate.edu), or an emergency medical care provider.

We are also here to support your success. Please reach out to us directly if you are concerned about your ability to engage in course activities. You can do so by sending us an email. The Office of the Dean of Students (https://studentlife.oregonstate.edu/student-info) can also assist if you are navigating a range of extenuating life circumstances including, but not limited to, prolonged illness, hospitalization, or financial concerns. They can be reached via Zoom chat or audio Monday through Friday from 9 a.m. to 5 p.m. at support.odos@oregonstate.edu.

Technical Assistance and Learning Resources

For some parts of this course, you will need access to a laptop, desktop, or tablet with a full keyboard, and updated internet browser. Parts of this course will be delivered via Zoom and Canvas where you will interact with your classmates, the professor, and the TA. Within the course Canvas site, you will access the learning materials, such as the syllabus and lecture slides. Canvas has a variety of technical requirements (e.g., specific browsers) to function properly. Please review the following page and take the necessary steps to make sure your system is working properly prior to the beginning of class: https://guides.instructure.com/m/4214. Additional help with Canvas and Zoom can be found at: https://covid.oregonstate.edu/keep-learning.

Technical competence should include basic knowledge of the internet and Microsoft Word and Power Point. Additionally, participation in Zoom requires basic knowledge of how to access the Zoom link for the synchronous class sessions, as well as access to a computer, microphone, video camera (when possible), and speakers (or telephone). See the Keep Learning webpage (https://covid.oregonstate.edu/keep-learning) for Canvas and Zoom tutorials, and contact information for OSU technical support. There, you will also find information about ways to access a free or low-cost internet connection to support your learning.

Zoom Protocols

Everyone should participate in the parts of our class that involve synchronous (live) meetings in Zoom. I recognize there may be reasons you may not be able to use your video camera such as not having reliable internet access, internet problems at any particular moment, or reasons pertaining to where you are sitting. You may also not have a good video camera or microphone on your computer (e.g., if you have an older machine). In addition, with the large class size, if everyone turns on their video camera, it can dramatically slow down the connection and crash Zoom. If everybody also turns on their microphone, the background noises can be distracting. As a result, **please turn your video camera and microphone off** unless directed by me or a TA. However, there will be several times during class (e.g., roundtable discussions, article and movie review presentations) when I will ask you to turn on your video camera and / or microphone.

When participating, please consider the following tips, as these will help us have a smooth and enjoyable session:
- Find a quiet place without a glare on your screen.
- Set your name and add pronouns or pronunciation.

- You will enter the class session with your video and microphone feeds automatically turned off. Keeping these off will save bandwidth and improve audio, as discussed above.
- When your video is turned off, please add your name and a photograph under settings. It will help when you ask a question or share a response to be able to use you name.
- Always mute / turn off your microphone when you are not contributing.
- Make eye contact with the video camera when directed to turn on your video camera.
- Find your light! Make sure there is a light source in front of you, not behind.
- Speak in a conversational tone, as you will not need to raise your voice.
- Alternatively, you may ask questions or add comments in the chat function.
- Use the "raise your hand" function (under "participants") in Zoom if you want to share or say something.
- Be respectful in your spoken words, chat, and videos.
- Do not screen-share unless you have permission.
- Do not annotate on the whiteboard unless you have permission.
- Be kind online.

This is an interactive class. Student-to-student interaction will be encouraged, especially during the roundtable discussions. You will notice that these discussions, as well as the article and movie review presentations, constitute a considerable amount of the instructional activities and assessment components of the class. You may ask, can small group discussions exist in a remote environment where students are not physically in the same room? Yes, they can. Fortunately, Zoom's "breakout room" functionality allows me to split the class into smaller groups for discussions or other assigned work, and then bring the groups back together. You may also ask, how will the instructor provide timely feedback and answers to our questions when we work in smaller groups in these breakout rooms? Rest assured that both the TA and I are there with you all of the time. As the hosts, we can move between breakout rooms to provide any needed support and listen in on your deliberations and conversations on group learning tasks. To ensure that small group discussions in breakout rooms are productive and beneficial to everyone's learning, please consider the following instructions and protocols:

- I may assign you to groups manually or have Zoom assign rooms randomly.
- If you arrive late to class when breakout sessions have already started, Zoom does not automatically assign you to a room; I must manually assign you to a breakout room, so please wait for me to do that.
- Attend breakout room discussions regularly and be on time.
- Review the lecture slides before class to make successful contributions to the small group learning tasks.
- Be mindful of the expectations of your role in the group and be intentional about moving the group toward accurate task completion.
- Listen actively to the viewpoints of group members; listen more than you talk, encourage equal participation.
- Practice reflective listening; restate and clarify what a group member is saying, if necessary.
- Have a positive attitude; provide constructive feedback to group member viewpoints.
- Weigh the feedback from peers; do not reject it immediately.
- Do not be a passive observer; motivate and help the group on the task or product.

Student Wellbeing and Academic Support: https://experience.oregonstate.edu/resources

Academic Calendar

All students are subject to the registration and refund deadlines as stated in the Academic Calendar: https://registrar.oregonstate.edu/osu-academic-calendar

Students with 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.

Inclusivity Statement

OSU and the College of Forestry strive 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 Holidays

OSU strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please contact me immediately so that we can make alternative arrangements.

Reach Out for Success

Students encounter setbacks from time to time. If you encounter difficulties and need assistance, it is important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about resources that assist with wellness and academic success at https://counseling.oregonstate.edu/reach-out-success. If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

Reporting

Please be aware that I need to report incidents you disclose to me inside or outside the classroom that involve gender or sex-based harassment, violence, or discrimination (including your name) to the Office of Equal Opportunity and Access (EOA). For more information on how EOA responds to reports, please visit their website at https://eoa.oregonstate.edu. However, if you wish to make a confidential disclosure and receive information on resources and services, please contact the Survivor Advocacy and Resource Center (SARC) by telephone (541-737-2030), by e-mail (survivoradvocacy@oregonstate.edu), or visit them in the Plageman Building. EOA and SARC can assist with academic accommodations.

Student Evaluation of Course and Instruction

The online Student Evaluation of Teaching system opens to students the Wednesday of Week 8 and closes the Sunday before Finals Week. Students will receive notification, instructions, and the link through their ONID account. Students may also log into the system via Online Services. Course evaluation results are extremely important and used for helping to improve courses and the learning experience of future students. Responses are anonymous (unless a student chooses to "sign" their comments agreeing to relinquish anonymity) and unavailable to instructors until after final grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.

Student Conduct Expectations

Student conduct is governed by the university's policies, as explained in the Code of Student Conduct at https://beav.es/codeofconduct. Students are expected to conduct themselves in the course in compliance with the university's regulations regarding civility. Students are not allowed to post inappropriate material, SPAM the class, use offensive language, or engage in online flaming.

To facilitate quality discussion and a positive, safe, and friendly learning environment, it is important that all of us communicate respectfully to each other. Disagreeing and sharing critical remarks is welcomed, but personal attacks and otherwise disrespectful behavior will not be tolerated. An essential part of good communication and respecting others is being a good listener and helping others learn and articulate their thoughts.

Integrity is a character-driven commitment to honesty, doing what is right, and guiding others to do what is right. OSU students and faculty have a responsibility to act with integrity in all of our educational work, and that integrity enables this community of learners to interact in the spirit of trust, honesty, and fairness.

The OSU Code of Student Conduct prohibits Academic Misconduct and defines it as "Any action that misrepresents a student or group's work, knowledge, or achievement, provides a potential or actual inequitable advantage, or compromises the integrity of the educational process." To support understanding of what can be included in this definition, this Code further classifies and describes examples of Academic Misconduct. Prohibited behaviors include, but are not limited to doing or attempting the following actions:

Cheating: Unauthorized assistance, or access to or use of unauthorized materials, information, tools, or study aids. Examples include, but are not limited to, unauthorized collaboration or copying on a test or assignment, using prohibited materials and texts, unapproved use of cell phones, internet, or other electronic devices, etc.

Plagiarism: Representing the words or ideas of another person or presenting someone else's words, data, expressed ideas, or artistry as one's own. Examples include, but are not limited to, presenting someone else's opinions and theories as one's own, using another person's work or words (including unpublished material) without appropriate source documentation or citation, working jointly on a project and then submitting it as one's own, etc.

Falsification: Fabrication or invention of any information. Examples include, but are not limited to, falsifying research, inventing or falsely altering data, citing fictitious references, falsely recording or reporting attendance, hours, or engagement in activities such as internships, externships, field experiences, clinical activities, etc.

Assisting: Any action that helps another engage in misconduct. Examples include, but are not limited to, providing materials or assistance without approval, altering someone's work, grades or academic records, taking a test or doing an assignment for someone else, compelling acquisition, selling, bribing, paying or accepting payment for academic work or assistance that contributes to academic misconduct, etc.

Tampering: Interfering with an instructor's evaluation of work by altering materials or documents, tampering with evaluation tools, or other means of interfering.

Multiple submissions of work: Using or submitting work completed for another or previous class or requirement, without appropriate disclosure, citation, and instructor approval.

Unauthorized recording and use: Recording or dissemination of instructional content without the express permission of the instructor(s), or an approved accommodation coordinated via Disability Access Services.

You must write in your own words. Cutting and pasting blocks of text from sources is plagiarism. You may quote from source material, but the quote must be brief (i.e., less than a couple of sentences), enclosed within quotation marks ("…"), and cited in the text and reference section in APA format (see below). Ask in advance if you are uncertain regarding the appropriate use of material from other sources.

It is important that you understand what student actions are defined as Academic Misconduct at OSU. The OSU Libraries offer a tutorial on misconduct (https://guides.library.oregonstate.edu/c.php?g=286121&p=3896378), and you can also refer to the OSU Code of Student Conduct (website is listed above) and the Office of Student Conduct and Community Standard's website (https://studentlife.oregonstate.edu/studentconduct/student-info) for more information. More importantly, if you are unsure if something will violate the academic integrity policy, ask your professors, TAs, academic advisors, or academic integrity officers.

If you are found responsible for Academic Misconduct, it may result in an "F" grade for the assignment and / or the entire course. In addition, the College Hearing Officer (or other hearing body) may make a determination of additional sanctions that are appropriate to the violation and the surrounding context. College Hearing Officers are authorized to assign Academic Sanctions as described in the Code of Student Conduct.

Copyright and Fair Use

The Public Statement of Library Copyright Specialists (https://tinyurl.com/tvnty3a) on fair use and emergency remote teaching states: "It is evident that making materials available and accessible to students in this time of crisis will almost always be a fair use. As long as we are being thoughtful in our analysis and limiting our activities to the specific needs of our patrons during this time of crisis, copyright law supports our uses. The fair use doctrine accommodates the flexibility required by our shared public health crisis, enabling society to function and progress while protecting human life and safety."

APA Formatting Style

You must use APA style for formatting and referencing in your written work. Here are some hypothetical examples; ***pay close attention to punctuation, spacing, italics, capitalization, etc.***:

In-text citations:

Single author:	Ecotourism is an important component of the global tourism industry (Weaver, 2001). Weaver (2001) stated that ecotourism is an important component of the tourism industry. Ecotourism is "vitally important to the tourism industry" (Weaver, 2001, p. 95). Weaver (2001) stated that ecotourism is "vitally important to the tourism industry" (p. 95).
Two authors:	There are positive impacts of nature-based tourism (Smith & Jones, 2000). Smith and Jones (2000) stated that there are positive impacts of nature-based tourism. *page numbers and quotation marks for direct quotes formatted the same as for single author.
Three + authors:	Certification is becoming more popular (Stevens et al., 1998). Stevens et al. (1998) noted that certification is becoming more popular. *page numbers and quotation marks for direct quotes formatted the same as for single author.
Multiple citations:	Certification is common for ecotourism, but not nature-based tourism (Smith & Jones, 2000; Stevens et al., 1998; Weaver, 2001). *note that citations are listed in *alphabetical order*.

References section at end (book chapter, journal article, book) should be in *alphabetical order* and *double-spaced*:

Smith, J. B., & Jones, M. R. (2000). The importance of nature-based tourism. In C. Roberts (Ed.), *Advances in tourism research* (pp. 123-205). New York, NY: Academic Press.

Stevens, R., Babock, K. B., & Hunt, W. (1998). The role of certification in tourism environments: From fact to fiction. *Journal of Travel Research, 18*, 219-225.

Weaver, D. (2001). *Ecotourism*. Sydney: John Wiley & Sons.