

TRAL 456 Planning for Sustainable Recreation
Oregon State University
Winter 2022

Who Am I: Ashley D’Antonio, Ph.D.
Assistant Professor in Nature-Based Recreation Management

**You can call me “Ashley”, “Dr. Ashley”, or “Dr. D’Antonio”
(whichever makes you the most comfortable).**

Where Can You Find Me: Richardson Hall 318

How to Contact Me: Ashley.D’Antonio@oregonstate.edu (DO NOT copy and paste from PDF)

Communication: Email is the best way to contact me. I will check email at least once a day on weekdays. I will do my best to respond to you within 24 hours. If an email is received over the weekend, I will do my best to respond by the next Monday at the latest.

Student Hours: 9:00am to 10:00am on Wednesdays, by appointment, or immediately after class or lab

Lecture: 8:30am - 9:50 am PT Tues/Thurs PFSC 302

Lab: 10:00 am - 12:50 pm PT Wed PFSC 302

Prerequisite: TRAL 251: Managing Outdoor Recreation

What are we going to discuss in this course?

Concepts related to the creation and design of outdoor recreation plans. Techniques for collecting data pertaining to visitor experiences and preferences. Recreation planning at several levels, both for public and private lands, with emphasis on larger scale site planning where recreation is integrated with other resource uses.

On Tuesdays we will focus on components of the planning process while on Thursdays we will focus on designing for outdoor recreation. Our Wednesday lab session will focus on the group work for your Planning Project. Some Wednesday sessions we will not meet to provide you opportunities to visit field sites related to the Planning Project.

Measurable Learning Outcomes:

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

1. Articulate a comprehensive definition of recreation planning.
2. Collect data relevant to visitor experiences and preferences for outdoor recreation.

3. Integrate supply and demand in formulating recreation management plans.
4. Develop a management plan for a tract of land, with consideration to the relationship between people and resources in planning and design processes.
5. Apply informed and critical analysis to contemporary planning issues.
6. Critically evaluate recreation planning problems and find workable solutions.

Textbooks & Readings

The majority of the reading assignments from this course will post posted on Canvas. You are required to read one of the two following books for your Book Reflection Assignment (see “Written and Oral Communication Assignments” in this syllabus):

Reading one of these two books is required – we will pick which one we will read this term during the first week of the term.

[“Under The Stars: How America Fell in Love With Camping” by Dan White](#) (published 2016 by Henry Holt & Company)

Or

[“On Trails” by Robert Moor](#) (published 2016 by Simon & Schuster)

These books are not at the bookstore since I did not know which one, we would choose but these books can easily be found new or used at a local bookstore, Amazon, IndieBound, or requested from a local library.

You may consider purchasing one or more of the following books to use as references for your Planning Project or personal library if you plan on working in outdoor recreation planning, but these are not required texts:

- Molnar, D. J. (2015). *Anatomy of a park: Essentials of recreation area planning and design* (4th ed.). Long Grove, IL: Waveland Press, Inc.
- Bell, S. (2008). *Design for Outdoor Recreation* (2nd Edition) Taylor & Francis

General Course Procedures

Compassion and empathy for ourselves and each other: We have faced many challenges this past year and a half between the COVID-19 pandemic, economic struggles, societal unrest due to social injustices, and wildfires that have burned across the West. This fall term may continue to be full of uncertainties and significant changes to our lives. It is critical that we look out for each other and be sensitive to the strains under which we are all operating. To that end, the format of this class has been designed to be as adaptive and flexible as possible with your well-being and learning in mind.

I care about you as an individual and recognize that we are all facing different and unique challenges. As such, I plan on showing compassion and empathy throughout the term to the students in this class. And I hope that you will show the same level of compassion and empathy for me and for each other.

If you need help coping with anything this fall term, please reach out to me or Counseling and Psychological Services (541-737-2131) and connect with your classmates.

If you are ill or if you are caring for someone who is ill: DO NOT COME TO CLASS IF YOU ARE ILL! If you (or a dependent or a close family member) are ill, please reach out to me directly if you are concerned about your ability to engage in course activities while you are ill. You can do so by sending me an email or Canvas message. You need not disclose private medical information or provide documentation of your illness. This course has been designed for maximum flexibility to allow students to take care of themselves and/or others and still be able to engage in class material and succeed in the course.

Winter Term 2021 lecture recordings: This class was taught in a synchronous, flipped approach in Winter 2021. The lecture material from that class was recorded and posted to Canvas. To allow flexibility and for students to make-up work if they are ill or cannot come to in-person classes – these recordings will be posted this year on Canvas. **These are not meant to replace our 2022 course and the material may not be IDENTICAL, as I update our class each year. These recorded lectures should ONLY be used as a back-up option if you are unable to attend our in-person class.**

Group Work Protocols

This is an interactive class which incorporates a variety of active learning strategies and frequent group work. Please adhere to the following protocols:

- Complete requisite readings and assignments before class to make successful contribution to the group learning task.
- 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.
- Have a positive attitude; provide constructive feedback to group members' viewpoints.
- Weigh the feedback from peers; don't reject it immediately.
- Do not be a passive observer; motivate and help the group to reach an accurate consensus on the group task/product.

Missed class time: If you are unable to attend class (remember, do not come to class if you are not feeling well!), you should view the PPT slides from our class on Canvas, watch the 2021 lecture material, and get notes from a classmate about any active learning activities we engaged in. You can still turn in your Five-Minute Reflection after you have engaged with the class material on Canvas.

Missed or late assignments: All assignments will be submitted via Canvas with an official due date and time. You are encouraged to submit assignments on time so that you maintain your progress in the class and so you can receive timely feedback. Some assignments in this course build on each other, and thus feedback will help you revise assignments before final due dates.

No late points will be deducted for late assignments in this course. This policy is to maximize flexibility. I would rather you do the assignments and turn in something you are proud of – then rush through an assignment out of fear for losing points. There is no need to notify me if you plan to submit regular course assignments up to 1 week after the due date and time. The final paper (due Finals Week) can be submitted up to 48 hours late. If you anticipate a longer delay in submitting assignments, please contact me via email or come speak to me during student hours to request a formal extension. You do not need to explain the reason for the extension if you do not wish to, simply state the assignment to be completed and when you are able to submit it.

Incompletes: Incomplete (I) grades will be granted only in emergency cases. If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

Course Assignments

My job is to facilitate the learning of a particular topic. In our educational system, we gauge how well I've done my job and how well you've put forth effort to learn the material with letter grades and GPAs. Therefore, you will complete several assignments that will be assessed as part of your overall grade for this course. More importantly however, these assignments will help you and I understand the learning process in this course. I strive to make these assignments as useful and interesting as possible and am open to suggestions regarding course assignments.

For this course, I have assigned the following points to your required activities:

Participation Assignments (40% of grade):

- ***Five-Minute Reflection Papers (100 pts – 10% of grade):*** These are low-stakes writing assignments that will be done after you have worked through all of the course material for each day. These assignments are used to gauge your grasp of course content, serve as an indicator of class participation in lectures and group activities, and help me check for understanding. Additionally, with only five minutes to complete your response – you will learn to think clearly and write concisely in a short period of time. We will have a Five-Minute Paper due **every Tuesday and Thursday** on Canvas by Midnight. The Five-Minute Paper will be a reflection of what you have learned from the readings, lectures, and class activities for that day.

To complete the Five-Minute Paper, you will take 5 to 10 minutes to reflect (no writing yet!) on the following:

- 1) **Key Point** – What is the ONE key point that you took away from today's content?
- 2) **Muddiest Point** – What is the one thing that is still most unclear to you from today's content?

After thinking about your response for 5 to 10 minutes, you will set a timer for 5 minutes and write your thoughts down from the above prompts for those 5 minutes. This entire assignment should not take more than 10 to 15 minutes of your time. This written response will then be turned in on Canvas by midnight.

There will be 20 Five Minute Papers total and they will be graded as 0 pts (if you do not turn it in), 3pts if you write something down that is reasonable and makes sense in the context of the assignment, and 5 pts if you show critical thinking and wrote an eloquent response. You will be allowed to drop your lowest Five-Minute Paper score at the end of the term.

- ***Analyze, Reflect, Relate Reading Quizzes (100 pts – 20% of grade):*** The purpose of these quizzes is twofold: (1) to motivate you to complete the assigned readings for the week, and (2) to get you to really think about how these readings apply to your life and the project you are working on in class. For the quizzes, you should respond to the questions while thinking about ALL the readings for that week – Tuesdays and Thursdays combined. Each quiz is worth 10 points. Quizzes will be completed on Canvas and **are due each week by midnight on Thursday of that week**. You will be able to drop your lowest quiz score at the end of the term. For the quizzes you will respond on Canvas and answer the following questions:

1) **Analyze** - Identify one important concept, research finding, theory, or idea that you learned from this week's reading.

2) **Reflect** - Why do you believe that this concept, research finding, theory, or idea is important?

3) **Relate** - Apply what you have learned from this week's reading to some aspect of your life.

- **Project Logs (100 pts - 10% of grade):** The biggest component of this class is your group Planning Project. You will not succeed in this class if you do not make continual progress on this project throughout the term. Therefore, each Planning Team (see description below) will be required to keep a shared project log in Google Drive that I will check each week for completeness. Each week's Project Log is worth 10 points. In your project log you should document:

1) What your team has accomplished that week related to your Planning Project and who did what to accomplish those tasks.

2) Any challenges or limitations you ran into while trying to make progress on your planning project.

3) Goals for the next week and who will do what to accomplish those goals.

Written and Oral Communication Assignments (50% of grade):

- **Book Reflection Assignment (50 pts):** Although this course is heavily focused on working in a Planning Team, you will have one individual assignment – a reflection on a book you read throughout the term. You will be given the choice of two books related to outdoor recreation (see “Textbook” section of syllabus), and tangentially planning for outdoor recreation, to read during the term. At the end of the term you will turn in a paper that shares your reflection of the book you chose, how the content and the perception of outdoor recreation presented in the book compares to what you have learned at OSU, and how – if at all – the book has changed your perceptions about outdoor recreation management and planning. One of our last lab meetings will involve a “Book Group” where you will discuss with your classmates your reflection on the book. Details on what you will be expected to write for your paper and a rubric can be found on Canvas. There are also discussion boards on Canvas that you are free to utilize to discuss the book during the term.
- **Final Project Proposal (50 pts):** In order to help you make progress, to receive some feedback from me early on in the term – you will turn in a project proposal to me during week 4 of the course. This will be a group assignment that you work on with your Planning Team. Details of what I expect to see in the proposal and a rubric can be found on Canvas.
- **Final Planning Paper (100 pts):** The main assignment for this course will be a group paper where you outline a recreation management plan with your Planning Team. This paper will include sections commonly found in recreation planning documents used by federal land management agencies. Details of what I expect to see in the Final Planning Paper and a rubric can be found on Canvas.

- **Final Group Presentation (30 pts):** In addition to written communication, oral communication is a very important part of recreation management. Therefore, during our last lab session together this term, you will present your Planning Project to the rest of the class via a group presentation. Details for what I expect to see in the Group Presentation and a rubric for the presentations can be found on Canvas.
- **Group Evaluation (25 pts):** A component of your grade for the final Planning Project will involve evaluating your Planning Team members on their contribution to the Planning Project. Your grade for this assignment will be a combination of completing your evaluation of your group members and how your group evaluated your contribution to the team. Details will be provided on Canvas.

Professionalism (20 pts – 10% of grade): As you continue to transition to a profession within a natural resource field, you will be expected to be prepared for each workday. I expect the same in this class. I also expect you to act professionally and respectfully to me, guests in our classroom, and your peers. If I find that you conduct yourself in an unprofessional way during my course, points will be deducted from your grade.

Percentage of total points earned	Grade
95 - 100%	A
90 - 94%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
68 - 69%	D+
66 - 67%	D
64 - 65%	D-
Less than 60%	F

Project Planning Teams

Planning for outdoor recreation is a team effort, as you will quickly learn in class. Therefore, a major component of this class will be working in a group across the entire term of a recreation planning case study. A significant amount of lab time will be devoted to you working in your Planning Teams to ensure that you

are able to meet in person as much as possible. Some lab times will be canceled throughout the term to allow you opportunities for field site visits. Each Planning Team will keep Project Logs in Google Docs that will allow me to monitor group progress and to help the Planning Teams stay organized.

Paper Guidelines

Writing and critical thinking are essential elements of your education. As such the highest standards of quality will be expected in this class for written work. I believe that every one of you can achieve these high standards, and to help you, below are some elements to keep in mind when writing.

- 1) ***Always*** cite your sources of information. A point that is backed up with a credible source carries much more weight than a random claim.
- 2) All papers in this course should emphasize analysis and the application of class material. An excellent way to go about this is to begin your paper with a framework (or outline of the structure of your paper) explaining how you will analyze the topic or approach the problem.
- 3) Personal experience is an important component of this class. However, **do not** ONLY include personal experience in your writing – please frame personal experience in the context of the literature and class material.
- 4) While you may have experienced a variety of styles in your studies at OSU for this course utilize standard American Psychological Association (APA) format for citing your sources. As such, the Author-Date format is suggested for citations of works in the text and reference list at the end of your papers. APA Sources of information on the most recent APA style will be provided on Canvas. (Note: I do not expect your entire paper to be in APA format just your in-text citations and reference lists).
- 5) Consider the following for a well-organized paper: begin and end the body of your paper with concise and clear introduction and conclusion sections, use headers to organize your paper, use tables and figures in your papers to support your arguments or make information more clear.

Additional Course Policies & Student Resources

Diversity, Equity and Inclusion: The College of Forestry strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Given the challenging nature of some of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own.

I (like many people) am still in the process of learning about diverse perspectives and identities. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your TA, academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue - if you are more comfortable remaining anonymous, you may provide feedback by contacting staff at OSU Institutional Diversity office (<http://leadership.oregonstate.edu/diversity>), at the OSU Equal Opportunity and Access office (<http://eoa.oregonstate.edu/>), or at the OSU Diversity and Cultural Engagement program (<http://dce.oregonstate.edu/>).

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official OSU records, please let me know!
- If you have religious holidays that are in conflict with any of the requirements of this class, please see me so that we can make alternative arrangements.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, please see the resources listed in point 3 above.

Mental Health & Personal Well-being Statement: Take care of yourself. Do your best to maintain a healthy lifestyle this term by eating well, incorporating movement into your day, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, drug/alcohol abuse, or a personal struggle or crisis can also contribute to decreased academic performance. OSU provides mental health services to support the academic success of students. Counseling and Psychological Services (CAPS) offers free, confidential services to help you manage personal challenges. Getting help is a smart and courageous thing to do - for yourself and for those who care about you. All of us benefit from support during times of struggle. Asking for support sooner rather than later is almost always helpful.

CAPS website: <https://counseling.oregonstate.edu/main/about-us>; Phone number: 541-737-2131

Reach Out for Success: University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's 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 oregonstate.edu/ReachOut. 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)

Basic Needs Statement: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Human Services Resource Center (HSRC) for support (hsrc@oregonstate.edu, 541-737-3747). The HSRC has a food pantry and other programs to help. Additionally, the HSRC Textbook Lending Program offers eligible students the opportunity to check out required textbooks for the academic term. Furthermore, please notify the professor about your concerns if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

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>

Expectations for Student Conduct: Students are expected to comply with all regulations pertaining to academic honesty and student conduct. <https://beav.es/codeofconduct>

Academic Integrity Statement: Integrity is a character-driven commitment to honesty, doing what is right, and guiding others to do what is right. Oregon State University 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.

Academic misconduct, or violations of academic integrity, can fall into seven broad areas, including but not limited to: cheating; plagiarism; falsification; assisting; tampering; multiple submissions of work; and unauthorized recording and use.

It is important that you understand what student actions are defined as academic misconduct at Oregon State University. The OSU Libraries offer a [tutorial on academic misconduct](#), and you can also refer to the [OSU Student Code of Conduct](#) and [the Office of Student Conduct and Community Standard's website](#) for more information. More importantly, if you are unsure if something will violate our academic integrity policy, ask your professors, GTAs, academic advisors, or academic integrity officers.

If you are found responsible for academic misconduct, the College Hearing Officer (or other hearing body) will make a determination of 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](#).

Statement Regarding 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.

Statement on 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 eo.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 phone (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 the Course The online Student Evaluation of Teaching system opens to students the Monday of dead week and closes the Monday following the end of finals. Students will receive notification, instructions, and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help 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 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.