

ECOTOURISM

Course Name

NRT2130

Code No.

I. COURSE DESCRIPTION:

This introductory course provides students with an overview of the variety and scope of ecotourism opportunities in Canada. Students will be given the chance to do research on the natural and human history of the Algoma region, and apply their knowledge when conducting day-long guided ecotours in the field. Logistical and safety issues will be experienced and considered in the design of these educational tours. This course directly ties into other courses such as Park Interpretation, as well as other natural history-oriented subjects such as Regional Geology, Animal Diversity, Trees & Shrubs, and Trees & Herbaceous Plants. The Ecotourism (NRT2130) course focusses on introductory guiding skills, which will be expanded on at a more advanced level during Adventure Expeditions (NRT2140) held the following winter semester.

II. AIM AND COURSE OBJECTIVE:

To develop student's outdoor leadership skills for leading day-long guided ecotours, with a strong emphasis on interpreting an area's natural and human history.

III. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Describe and apply the criteria that qualify tourism experiences as ecotourism and as adventure travel.Potential Elements of the Performance:

- explain criteria necessary for an experience to be deemed ecotourism
- state necessary components for an ecotourism experience
- define adventure travel
- discuss the combination of education and adventure travel.

This learning outcome will constitute 2% of the course's grade.

2. Describe the skills and abilities necessary for a person to be successful in the tourism business.Potential Elements of the Performance:

- discuss the skills required of a graduate of the college's proposed Ecotourism program
- identify those skills and abilities that are critical to success in ecotourism and adventure travel.
- demonstrate to the best of the individual's ability, the skills/abilities identified during class time and during tours

This learning outcome will constitute 10% of the course's grade.

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- 3. Describe and identify from selected criteria the types of communities where ecotourism experiences are likely to be successful.**

Potential Elements of the Performance:

- discuss criteria of a community that would be a successful host for ecotourism activity
- discuss selected Northern Ontario communities and their potential as host communities.
- explain how the needs of an adventure travel business may be different.

This learning outcome will constitute 3% of the course's grade.

- 4. Identify the categories of resource materials available to develop knowledge of local history and culture and use these resources to research the local history component of an ecotourism experience.**

Potential Elements of the Performance:

- list the types of libraries most useful in providing resource materials.
- visit local library and listen to librarian explain sources and sections with information on local history and culture.
- do the research necessary to relate local history to the tour site for the student's group tour.
- Use knowledge of local history and culture in ecotourism tour conducted by your group.

This learning outcome will constitute 5% of the course's grade.

- 5. Apply ideas from an instructor-led presentation on the various aspects of an ecotourism experience in an outdoor setting to your ecotourism presentation.**

Potential Elements of the Performance:

- experience one or more tours in outdoor settings to observe how others would educate tour guests about that area
- record ideas from this tour that can be applied to your group's tour area
- research these ideas as related to your area
- apply these ideas to your group tour

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6. List and apply the elements of being “hospitable” as related to a tourism experience.Potential Elements of the Performance:

- define hospitality
- discuss what are the right things to do and the wrong things to do in tourism
- demonstrate a professional image throughout the course and particularly during all tours.

This learning outcome will constitute 10% of the course’s grade.

7. Prepare a plan for a daylong expedition.Potential Elements of the Performance:

- scout out and establish a suitable area for a group ecotour from sites provided
- inventory the area for points of interest geologically and biologically
- prepare a route that is timed and incorporates the important sites and points of interest
- develop a detailed script for the tour which incorporates elements of biology/ecology including impact of abiotic factors such as fire and weather, geology, European history, and native culture
- prepare a brochure which promotes the tour and your company in conjunction with the Computer Applications course
- prepare a lunch plan, which takes advantage of the tour’s theme(s).

This learning outcome will constitute 20% of the course’s grade.

8. Identify appropriate actions/cautions to take to minimize and control physical and economic risk.Potential Elements of the Performance:

- examine various potential risk situations that could be encountered in ecotourism and adventure travel
- through role-playing, act out scenarios to address these risky situations to avert disaster.
- discuss strategies employed to control liability in adventure travel.
- discuss the need for insurance and waiver forms to minimize risk
- discuss how the forming of partnerships can reduce and spread the risk of cancellation or non-payment by clients

This learning outcome will constitute 3% of the course’s grade.

9. Operate tours in an environmentally responsible manner.Potential Elements of the Performance:

- list and describe practices in tourism that maintain environmental quality and ensure the quality of the experience
- apply these practices where appropriate, in the group ecotours

This learning outcome will constitute 3% of the course's grade.

10. Conduct a group ecotour of approximately five hours duration.Potential Elements of the Performance:

- conduct a five hour group ecotour on a pre-selected date using the itinerary and subject script prepared previously
- transfer the tour lead to all group members for a equal period of time
- plan for and implement transportation logistics, timing of the tour route, luncheon for the guests and a full slate of interesting points both educational and recreational
- advise guests of details of departure & return and information on what to bring
- incorporate suitable ways to ensure enjoyment of guests
- ensure guests are treated in a hospitable manner & are kept busy during the tour
- employ appropriate safety and risk control measures
- employ suitable environmental responsibility measures
- critique tours conducted by classmates

This learning outcome will constitute 20% of the course's grade.

11. Explain scenarios in which the dynamics of a tour group are important to the well-being/survival of the group.Potential Elements of the Performance:

- discuss situations which would lead to division in a tour group
- implement strategies to ameliorate these situations through role-playing and discussion
- discuss necessary planning prior to adventure travel tours.

This learning outcome will constitute 5% of the course's grade.

12. Explain the concept of visitor activity management programming and relate to tourism client groups.Potential Elements of the Performance:

- discuss what visitor activity management programming is
- discuss potential areas of interest that may exist in an ecotourism client group
- develop activity plans for client groups that would ensure desired varied experiences and suitable activities for rain-out days

This learning outcome will constitute 2% of the course's grade.

13. Describe value-added business opportunities in the tourism field.Potential Elements of the Performance:

- define and describe the variety of value-added business opportunities that are available/necessary to support tourism ventures
- describe how to encourage/establish these support services

This learning outcome will constitute 2% of the course's grade.

14. Describe the challenges of setting up and operating a small business as seen through the eyes of guest speakers.Potential Elements of the Performance:

- listen to guest speaker(s) with small business interests talk about their experiences
- list challenges/pitfalls in establishing and running small businesses
- state the opportunities for tourism businesses
- describe how establishing partnerships in tourism can make opportunities happen

This learning outcome will constitute 5% of the course's grade.

III. TOPICS:

1. Introduction to the Course
1. Ecotourism in Canada
2. Natural and Human History Research
3. Ecotour Planning
4. Introduction to Liability & Risk Management
5. Guided Ecotour Presentations (Practical)
6. Business Opportunities - Guest Speaker
7. Tourism Operation - Guest Speakers

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IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Hard hat and steel-toed boots must be worn on all field trips.

V. EVALUATION PROCESS/GRADING SYSTEM:

Ecotour Plan	20%
Company Brochure	20%
Guided Ecotour Presentation (in the field)	30%
Final Exam	30%

Components of Tour to be Evaluated:**1. ECOTOUR PLAN (20%)**

- Names of tour leaders
- Topics to be covered by each student and anticipated amount of time needed for each of these topics. Note: Each student should have an equal opportunity to participate.
- A map of the route to be traveled with stops for presentations, **topics to be discussed at each stop, by whom and the arrival/departure times for each stage** of the tour
- **Identify** safety equipment required by all participants as per department policy based on conditions of the route selected
- Proposed **menu for lunches/refreshments**, cost estimates.
- List of references read, other materials used, and persons contacted and from whom information was obtained

2. COMPANY BROCHURE (20%)

Informational brochure developed to promote and inform potential clients of the tour. This will include:

- your company name – come up with a novel idea
- description of the tour including what the guest will see and learn
- what is included and what the guest needs to bring with them including any safety equipment
- date and timing, start location
- the way this is written up and illustrated should clearly convey your intended theme and therefore attract interested clients who will not be disappointed
- several examples of brochures made by company owners will be provided for reference purposes

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3. GUIDED ECOTOUR PRESENTATION (30%)Individual (15%)

- professionalism
- ease and confidence
- appropriate languages
- verbal and body
- enthusiasm and attitude
- clarity
- knowledge of subjects covered
- refer to marking criteria sheet for other points

Group Overall (15%)

- group cooperation
- equalness of individual participation
- overall theme, hospitality, caring
- attitude towards guests
- smoothness of transfers
- timing of trip
- food and refreshments, quality, related to theme
- environmental responsibility
- completeness of experience (i.e. subjects covered)
- ability to handle unplanned events

A+	90-100%
A	80-89 %
B	70-79%
C	60-69%
R	Less than 60%

NOTES: Students must complete each of the following to receive credit in this course:

1. Successfully complete the **individual** component of the tour.
2. Attend at least **four** (4) group tours.

VI. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY:

Students in 3rd semester are expected to use the Sault College Library, Public Library and other area libraries to full advantage without being provided with a listing of resources. The instructor has some additional resources to which you will be referred. Consideration should also be given to Internet sources.

The following may be put on reserve in the library for your use:

Canadian Heritage, Parks Canada. 1997. Draft for Public Review, Sault Ste. Marie National Historic Site, Management Plan - September 1997. Sault Ste Marie (ON), Canadian Heritage, Parks Canada. 49 pp. 3 maps.

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Crawford, C. 1997 (approx.). The St. Marys River Heritage Water Trail. Friends of the St. Marys River, Sault Ste. Marie (ON). np.

Czerwinski, E. 1995. A Birder's Guide to the Sault Ste. Marie Borber Area., Sault Ste. Marie (ON), Sault Naturalists of Ontario and Michigan. 30 pp.

Environment Canada et al. 1988. The Great Lakes, An Environmental Atlas and Resource Book. Toronto, Environment Canada, USEPA, Brock Univ. and Northwestern Univ. 44 pp.

Gutsche, A., B. Chisholm and R. Floren. 1997. The North Channel and St. Mary's River, a Guide to the History. Toronto, Lynx Images Inc. 296 pp.

Harrington, C.J. 1996. Background Study for the Nomination of St. Mary's River to the Canadian Heritage Rivers System. Unpublished report. 125 pages, maps, appendices.

Knight, R. K. 1998. I Remember When, Sault Ste. Marie, 1896-1978. Markdale (ON), Phyllis E. Armstrong. 69 pp.

Lynx Images. 1999. "Superior, Under the Shadow of the Gods", video. 72 min.

May, G. S. 1962. War 1812. Mackinac Island (MI), Mackinac State Historic Parks. 50 pp.

MCTV. approx. 1996. "Our Town, St. Joseph Island/Bruce Mines", video.

Mohamed, G. H. 1999. Non-Timber Forest Products in Ontario: An Overview. Sault Ste. Marie, Ontario Forest Research Inst., For. Res. Info. Pap. 145: 64 pp.

Pope, R. 1998. Superior Illusions. Natural Heritage/Natural History Inc., Toronto. 126 pp.

Rains, J.R. and E. H. Mole. 1988. St. Joseph Island, A Tour and Historical Guide. privately published, St. Joseph Is., 66 pp.

Tourism Canada. 1995. Adventure Travel in Canada: An Overview of Product, Market and Business Potential. Tourism Canada, Canada Directorate (Ottawa) 106 pp, biblio.

Waycik, J. 1998. The Sault Ste. Marie Canal National Historic Site, Ontario, Canada. Friends of the Sault Canal and Canadian Heritage, Parks Canada, Sault Ste. Marie (ON). 32 pp.

Please refer to your Regional Geology course outline for pertinent Geology references.

There are two Resource binders with leaflets and articles in J1140.

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The following reference may be available through the downtown public library:

Moore, C. 1998. Memories of Korah Township.

VII. SPECIAL NOTES:**Special Needs**

If you are a student with special needs (eg. Physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717 or 491 so that support services can be arranged for you.

Plagiarism

Students should refer to the definition of “academic dishonesty” in the “Statement of Students Rights and Responsibilities.”

Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course, as may be decided by the professor. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Advanced Standing

Students who have completed an equivalent post-secondary course should bring relevant documents to the Coordinator, Natural Resources Programs.

Retention of Course Outlines

It is the responsibility of the student to retain all course outlines for possible future use in gaining advanced standing at other post-secondary institutions.

Substitute Course Information

Available at the Registrar’s Office.

Important Note

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner, on the availability of resources, and new opportunities arising.

VIII. PRIOR LEARNING ASSESSMENT:

Please contact the Prior Learning Assessment Office for further information.