

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** OUTDOOR RECREATION

**CODE NO. :** NRT 210                                                         **SEMESTER:** 4

**PROGRAM:** PARKS & OUTDOOR RECREATION TECHNICIAN

**AUTHOR:** John Clement

**DATE:** JAN. 2008    **PREVIOUS OUTLINE DATED:** JAN. 2007

**APPROVED:**

	_____ Chair	_____ DATE
<b>TOTAL CREDITS:</b>	3	
<b>PREREQUISITE(S):</b>	NONE	
<b>HOURS/WEEK:</b>	3 HRS x 16 WEEKS = 48 Credit Hours	

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**COURSE DESCRIPTION:**

- I. This course will examine the significance of outdoor recreational activities and how they impact on the Ontario tourism industry. Weather, climate change, population distribution, travel patterns and topography, as they impact the Ontario tourism industry will be discussed. Practical, outdoor recreational programming experience for both children and adult groups will be gained in the practical placement at Bon Soo and by planning and implementing the Snow Canoeing at Bon Soo. This is a specific skills-oriented course, where students will be trained to work as outdoor recreation programmers for work with a variety of different employers including: parks, outdoor education centers, children's camps, recreational resorts, and a host of other related facilities. During this semester as part of this course, students will perform a 16 hour volunteer work placement with a recreational business or facility, to gain further hands-on experience.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

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

1. **Explain the significance of outdoor recreation activities on Ontario's tourism industry.**

Potential Elements of the Performance

- Produce a list of outdoor recreational activities in the province .
- Research the impact of outdoor recreation from a past and present perspective.
- Research the impact of outdoor recreation on the future of Ontario's tourism industry.
- Describe how outdoor recreational programming fits into the adventure travel and ecotourism business .

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

2. **Describe weather, climate change and geography as they impact on outdoor recreation and tourism in Ontario.**

Potential Elements of the Performance:

- Describe the paths taken by cyclones (lows) in winter and summer.
- Generally set out on an Ontario map areas with the greatest snowfall and explain why the Great Lakes are the major reason for this

- Identify and access local weather information
- Using familiar signs make reasonable predictions about the weather to be expected in the ensuing 24 hours
- Describe weather conditions in winter and summer that may develop into potentially dangerous conditions for recreational activities including remote touring
- Describe early travel patterns by explorers in the Great Lakes region and how these influenced the locating of towns and cities
- Describe the role of railways and canals in opening up the hinterland.
- Describe how resource extraction activities have contributed to the opening up of the northland
- Describe existing land travel patterns in the Great Lakes region and how these influence the tourism market in the region
- Describe the limitations of air travel in accessing the Northern Ontario region.

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

**3. Plan and deliver an outdoor recreation program for children and family audiences.**

Potential Elements of the Performance:

- Work with Bon Soo administrators to implement outdoor recreational programming
- Develop and deliver a Snow Canoeing Event at Bon Soo for families.
- Describe the various types of games and activities commonly associated with this type of programming
- Explain and demonstrate the importance of enthusiasm, creativity, and good oral communication when entertaining such groups
- Review the event in your reflective logs.

This learning activity will constitute 20% of the course grade.

**4. Obtain practical experience in the outdoor recreational field by completing a 16 hour placement.**

Potential Elements of the Performance:

- Research the various types of positions within Ontario's outdoor recreation field and apply to volunteer.
- Explain the different opportunities available for recreation business development, in working as a provider of instructional courses
- Perform 16 hours of related work with a local outdoor recreation organization. (Includes work at Bon Soo)

This learning activity will constitute 10% of the course grade.

**5. Investigate and report on an outdoor recreation business or organization that you would like to work for.**

Potential Elements of the Performance:

- Research and produce a report of an outdoor recreation establishment that you would like to work at.
- Research employment opportunities at an outdoor recreation establishments.
- Identify potential certification required for various positions.
- Research costs and logistics of the certifications.
- Present findings to classmates.
- Identify the major operational components of local ski resorts, and the different types of activities that can occur at these facilities
- Demonstrate and understanding of the operations of a variety of outdoor recreation businesses as experienced on scheduled field trips

This learning activity will constitute 30% of the course grade.

**III. TOPICS:**

- 1 Introduction to Outdoor Recreation
- 2 Climate Change/Meteorology and tourism in Ontario – 2 weeks
- 3 Ontario geography and tourism -½ week
4. Employment Opportunities in Outdoor Recreation
5. Bon Soo Outdoor Recreational Activities
- 6 Snow Canoeing -Team Building Initiative
- 7 Rock & Ice climbing
- 8 Dog Sledding
- 9 Snowmobiling
- 10 Snowshoeing
- 11 Nordic Skiing –Trail Grooming
- 12 Alpine skiing
- 13 Rock & Ice Climbing
- 14 Horseback Riding
- 15 Snow Boarding
- 16 ATV operation

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

**None.**

**Recommended Resources****RESOURCES Will Be Put on Reserve in the library as required.**

Cole, F.W. 1980. Introduction to Meteorology. Toronto, John Wiley & Sons. 505 pp.(on reserve)

Drake, J., and A. Love. 1996. The Kids Campfire Book. Toronto, Kids Can Press.128 pp.

Government of Canada and United States Environmental Protection Agency 1995. The Great Lakes, An Environmental Atlas and Resource Book, 3<sup>rd</sup> Edition. Toronto, Government of Canada and Chicago, U.S. Environmental Protection Agency. 46 pp. (available in reference section).

Meteorological Branch, Department of Transport, Canada. 1968. Weather Ways, Ottawa, Queen's Printer. 145 pp. (in reference section)

**Several other weather books are available in the library in Section QC 600.**

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Theory Test on Meteorology/Climate/Geography	10%
Mandatory Work Placement	10%
Bon Soo Outdoor Recreation Programming	20%
Field Trips \ Guest Speaker Reports\ quizzes	20%
Investigative Report / Presentation	30%
Reflective Journal	<u>10 %</u>
	100%

1. All field trips occurring during this course are **mandatory**. Students missing a field trip without prior consent of the instructor or without good reason will be **penalized 5%** of their overall course mark per trip.
2. **Students will perform a mandatory work placement of 2 days in length (16 hours) or more** in the outdoor recreation industry, working as an Assistant Outdoor Recreation Programmer or Instructor for a local business or facility. Students wishing to put in additional hours in this mandatory work placement are encouraged to do so. Other requirements for the placement are listed in the specific handout for this component.
3. Assignments will be handed in on time, or be **penalized 10% of the reports overall mark per school day**.

The following semester grades will be assigned to students in postsecondary courses:

<b>Grade</b>	<b>Definition</b>	<i>Grade Point Equivalent</i>
A+	90 – 100%	
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	

X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 493 so that support services can be arranged for you.

### Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student 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/program, as may be decided by the professor/dean. 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.

### Course Outline Amendments:

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

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.