

COURSE DESCRIPTION:

- I. This course will examine the significance of regional outdoor recreational activities and how they impact on the Ontario tourism industry as well as investigate how to grow the Sault Ste Marie and region to become a world class destination for Outdoor Adventure Recreation. Weather, climate change, population distribution, travel patterns and topography, as they impact the Ontario tourism industry will be discussed. 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. 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.

III. TOPICS:

- 1 Introduction to Adventure Recreation
- 2 Climate Change/Meteorology and tourism in Ontario
- 3 Ice climbing
- 4 Snowshoeing
- 5 Nordic Skiing
- 6 Alpine skiing / Snow Boarding
- 7 Ice Fishing

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, 3rd 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:

Weather Portfolio	10%
Book Report	5%
Work Placement	20%
Field Trips Attendance and Participation	40%
Video Assignment	20%
Certification Report	<u>5%</u>
	100%

1. You may sign up for field trips outside of J1202.
2. Assignments will be handed in on time, or be **penalized 10% of the overall mark per school day.**
3. Failure to attend your scheduled class without 2 days' notice by email or a doctor's note will result loss of 10% of your final mark.

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

Grade	Definition	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	
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:

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Communication with Instructor

All communication with instructor may be done by using email or in person.
Lawrence.Foster@saultcollege.ca
705 759 2554 extension 2463
Office J1202

Emails must contain a subject heading and reference the course code or they will be deleted without response.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. 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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. *<Optional: It is the departmental policy that once the classroom door has been enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.>*

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *March* will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default.

Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

Updates and Inclement Weather

Students are expected to check LMS and their Sault College email for updates and changes to classes and field trips prior to any outing.