

**NRRM 432: Wilderness and Protected Area Management  
(3 Credits, Writing Intensive)  
Course Syllabus – Fall, 2018**

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<b>Instructor:</b>	David A. Graefe, Ph.D.	<b>Class Meets:</b>	Tuesday	4:00 – 6:20
<b>Office:</b>	201 Prichard Hall	<b>Classroom:</b>	Morrow Library Commons	
<b>Phone Number:</b>	(304) 696-2608	<b>Office Hours:</b>	Monday	9:00 – Noon
<b>E-Mail:</b>	graefe@marshall.edu		Wednesday	10:00 – 1:00
				Or by appointment

**Course Description (from catalog):**

This course will examine the historic and current philosophies of wilderness and protected area management as applicable to NGSs, local, state and federal land management programs.

**More Description:**

This course builds on previous knowledge of outdoor recreation planning and management. Subjects include dispersed recreation planning, visitor management, carrying capacity, site management, role of dispersed recreation in the recreation opportunity spectrum, current research for wilderness recreation, wilderness legislation, and the principles and problems of wilderness recreation planning and management. Written assignments are based on textbook readings and published research on wilderness management.

**Course Format:**

Class will meet on Tuesday each week from 4:00 to 6:20 PM, unless otherwise specified by the instructor or course schedule. Materials will be presented and discussed using lectures, in-class discussions, and class projects and presentations. Students will be expected to attend each and every class and participate in class discussions, complete written homework assignments, participate in a field trip to a nearby wilderness area, and prepare and present a final paper and/or presentation.

**Required Texts, Additional Reading, and Other Materials:**

The following textbooks are required for the course:

- Dawson, C. P. & Hendee, J. C. (2009). *Wilderness management: Stewardship and protection of resources and values* (4<sup>th</sup> ed.). Golden, CO: Fulcrum Publishing.
- Other readings as assigned and provided by the instructor.

Assigned readings are an essential component of this course and provide students with a baseline of knowledge that will be expanded upon through more detailed and complex in-class lectures and discussions. Students will be required to complete assigned readings prior to the class period in which the material will be discussed.

Supplemental course materials (e.g., handouts, reading assignments, etc.) will be posted to Blackboard (<http://www.marshall.edu/muonline/>). I will be sending class announcements, updates, etc. to your Marshall University email address, so be sure to check your account daily.

**Course Objectives / Student Learning Outcomes:**

Students who complete this course will have the ability to accomplish the following:

<b>Student Learning Outcomes</b>	<b>How Practiced in this Course</b>	<b>How Assessed in this Course</b>
Enhance student writing and critical thinking skills and strategies, with an emphasis on technical/scientific writing.	Lectures, discussions and readings, writing assignments	Class participation, low, medium and high-stakes written assignments, class project
Demonstrate the ability to identify natural resource and/or recreation management problems, propose appropriate management actions to address those problems, and evaluate the potential implications of proposed management actions.	Lectures, discussions and readings, writing assignments	Class participation, low, medium and high-stakes written assignments, class project
Understand the policies and framework of the 1964 Wilderness Act and subsequent legislation.	Lectures, discussions and readings, writing assignments	Class participation, low, medium and high-stakes written assignments, class project
Describe the evolution and current status of the U.S. Wilderness Preservation System.	Lectures, discussions and readings, writing assignments	Class participation, low, medium and high-stakes written assignments, class project
Understand different human perspectives and values associated with wilderness.	Lectures, discussions and readings, writing assignments	Class participation, low, medium and high-stakes written assignments, class project
Articulate direct and indirect management strategies that are appropriate in dispersed recreational settings.	Lectures, discussions and readings, writing assignments	Class participation, low, medium and high-stakes written assignments, class project
Identify threats to wilderness and potential corrective / preventative management actions.	Lectures, discussions and readings, writing assignments	Class participation, low, medium and high-stakes written assignments, class project
Describe the role of indicators, standards, and monitoring in natural resource management.	Lectures, discussions and readings, writing assignments	Class participation, low, medium and high-stakes written assignments, class project
Describe wilderness visitor use trends and identify approaches for managing various types of visitor use.	Lectures, discussions and readings, writing assignments	Class participation, low, medium and high-stakes written assignments, class project

**University Policies:**

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to [www.marshall.edu/academic-affairs](http://www.marshall.edu/academic-affairs) and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to [http://www.marshall.edu/academic-affairs/?page\\_id=802](http://www.marshall.edu/academic-affairs/?page_id=802)

Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

**Attendance Policy and Make-up Work:**

In-class participation is an essential component of this course and students will be expected to attend each and every class unless they have a valid excuse (see university excused absence policy). I will be happy to meet with students who miss class with a valid university excused absence to discuss course material and how missed work can be made up. However, I will not re-lecture to students who miss class during office hours, and it will be the students’ responsibility to catch up on missed material (e.g., readings, in-class exercises, etc.).

In-class discussion is absolutely essential for the successful completion of this course (especially since we only meet once a week). Therefore, students who miss more than one class without a valid excuse will lose one letter grade per additional absence (-10% off final course grade for each unexcused absence beyond one). This means that you may miss one class period without penalty. However, if you miss a second class period without a university approved excuse, the highest grade that you could earn would be 90% (three unexcused absences = 80% highest possible grade, four unexcused absences = 70% highest possible grade, etc.). I will take attendance each class period to enforce this policy.

**Course Requirements / Grading Policy:**

Students will be evaluated in this course based on their performance in the following categories:

- Class Participation – Students are required to attend and actively participate in each and every class throughout the semester. Students will earn participation points by showing up for class, asking relevant questions during lectures, completing in-class writing assignments, and contributing to classroom discussions and assignments. Contrarily, participation points will be deducted from students who make a habit of skipping or disrupting class (e.g., arriving late or leaving early, using cell phones or other distracting devices, intentionally distracting other students, etc.). Individual class participation grades will be awarded at the discretion of the instructor. A large proportion of this course is based on in-class discussion and participation. Therefore, students who miss classes due to university excused absences may be asked to complete written assignments (in addition to the regularly scheduled homework assignments) in order to make up for work / discussion missed during those classes.
- Written Assignments – Students will be required to complete several written assignments throughout the semester. These assignments will range in their intensity and weight, and will be categorized as low-stakes, medium-stakes, or high-stakes assignments:
  - a. Low-stakes: Students will be required to write three discussion questions pertaining to each week’s reading assignment. These questions must be turned in at the beginning of each class period, and will serve as stimuli for meaningful in-class discussion of the course material. To receive full credit, the three questions must be typed, printed, and handed in at the beginning of class (emailed questions will not be accepted). In addition, a variety of short in-class writing activities will be assigned as low-stakes assignments. All low-stakes

writing assignments will be graded using a ✓- (70%) / ✓ (85%) / ✓+ (100%) system. In order to receive a ✓+ for discussion questions, students must provide thoughtful, discussion-provoking questions that are typed and printed (this helps me to confirm that readings are completed and reflected upon before coming to class). Students who provide thought-provoking discussion questions but fail to type and print them will receive a ✓, while students who provide closed-ended surface-level questions (i.e., trivia questions) will receive a ✓-. Finally, students who fail to submit discussion questions will receive a zero. **Emailed discussion questions will not be accepted.**

- b. Medium-stakes: Students will be required to complete three medium-stakes written assignments throughout the course of the semester. The content and format will vary and will be specified for each assignment. Grading of written assignments will be based both on what is presented (content) as well as the style and adequacy of the presentation (process). Written assignments should be neat, succinct, and clear. All homework assignments must be typed, (12 –point font, double-spaced, one-inch margins), printed and handed in at the **beginning** of class on the date the assignment is due (see Late Policy for more detail). Students will also have the opportunity to revise medium-stakes assignments after they have been graded and returned. Revised assignments will be re-graded so that the student may earn up to half of the points originally deducted from the assignment (i.e., if a student earns a 70% on a medium-stakes writing assignment, they may revise the assignment and earn up to 85 % total on that assignment based on the corrections/revisions). Revisions must be completed and turned in no later than one week after the graded original is returned to the student. **Students will be required to revise all three individual medium-stakes writing assignments, and will earn 2% toward their final grades just for completing each revision (for a total of 6%). This 6% that you will earn toward your final grade is in addition to the adjusted grade that you will earn for the actual assignment.**
  - c. High-stakes: Students will be required to produce a professional report for the final assignment in this course. This assignment will be related to a field trip in which students will observe management conditions in a specific wilderness or protected area (see below for more information on the field trip). This field trip is highly encouraged, but not mandatory. Students who choose not to participate will be given an alternative high-stakes assignment that will likely take the form of a comprehensive literature review on a topic relevant to the course material (topic must be approved by instructor).
- Blackboard Outcomes Submission – You are required to upload one graded assignment from this class into Blackboard. The assignment that you will be required to upload is focused on risk taking in wilderness areas. **Your grade for this assignment will not be counted in your final grade until you complete the upload.** This is required in all writing intensive courses for the purpose of assessing the university’s Communication Fluency outcome. Students must bring an electronic copy of their revised assignment #3 to class (we will visit a computer lab during class so that you will have an opportunity to upload this assignment).

- Field trip and final project – A field trip will be taken to the Daniel Boone National Forest (or another site to be determined within the first few weeks of the semester) to observe and discuss field management situations. Students will be required to observe field conditions and prepare a report reflecting on the trip and the field conditions experienced during the trip. The final report and presentation will be considered a high-stakes writing assignment, and will be completed in lieu of a final exam. This trip is highly encouraged, but is not required. Students who opt out of the trip will be given an alternative final assignment. **Alcohol, drugs, and/or firearms will not be permitted on this trip.**
- Group Assignment – Students will be placed into groups and tasked with creating a field guide and presentation that will assist the class in preparing for the field trip. Assigned topics will be focused on knowledge and skills that are important for safe backcountry travel.

The evaluation categories listed above will contribute to your overall course grade as follows:

Class participation	20%
Low-stakes writing	14%
Group Assignment	10%
Medium-stakes writing assignments (three at 10% each)	30%
Medium-stakes assignment revisions	6%
Final management report	20%
<b>Total</b>	<b>100%</b>

This class will employ a weighted grading system. To determine your grade in this course, fill in your percentage score for each evaluation category below, multiply each score by its weight, and then add the values in the final grade column to find your overall grade out of 100. In addition to handing graded assignments back to you in class, I will post grades for individual assignments and exams on blackboard. However, please remember that you **must** use the weighted grading system shown below to accurately calculate your overall course grade. I am happy to meet with you to discuss your course progress/grade during office hours throughout the semester.

Evaluation Category	Your Score (out of 100)	Weight	Contribution to Final Grade
Participation	_____	X .20	= _____
Low-stakes writing	_____	X .14	= _____
Medium-stakes #1	_____	X .10	= _____
Medium-stakes #2	_____	X .10	= _____
Medium-stakes #3	_____	X .10	= _____
Medium-stakes revisions	_____	X .06	= _____
Group Assignment	_____	X .10	= _____
Final management report	_____	X .20	= _____
<b>Final Grade (out of 100)</b>			<b>= _____</b>

Final letter grades are determined based on the following grading scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60	F

The instructor reserves the right to change these values depending on the overall class performance and/or extenuating circumstances.

### **Assignment Submission and Late Policy**

All assignments must be turned in **at the beginning of class** on the specified due date. Except under special circumstances with written justification, assignments turned in after the due date will be penalized with a 10% reduction in points for each day late, including Saturdays and Sundays (i.e., one day late = 90% highest possible score, two days late = 80% highest possible score, etc.). University excused absences do not excuse the student from turning in course assignments on time (email them if you have to, or in cases where it is absolutely impossible to get your assignment to me, call me and leave a message explaining the situation).

### **Communication:**

I will post course content on Blackboard (e.g., syllabus, assignments, readings, etc.), so be sure to check for new materials regularly. Your MU e-mail address will be used to make any general announcements, last minute schedule changes, etc. I recommend that you monitor your MU email and Blackboard accounts at least once a day. I will not check email through blackboard during the semester, so please refrain from trying to contact me this way. Instead, send all messages to my official MU email address ([graefe@marshall.edu](mailto:graefe@marshall.edu)).

In most cases, I will respond to emails within 24-hours. If emailed after 4:00 PM on a weekday, you should not expect a reply until at least 10:00 AM the next day (on weekends you should not expect a reply until Monday morning). I am happy to correspond with you concerning course-related matters via email, but I expect you to practice professionalism in your email messages. Below you will find a general template for composing emails:

*Subject: Regarding [Course name/number and a brief description of the issue or question]*

*Dear Dr. Graefe,*

*[Here is where you state your issue or express your concern in a professional tone and with academic diction. Be brief and be clear, so that I may respond to you in the same manner.]*

*Respectfully,  
[Your Name]*

Sending email messages without a subject or any text in the body of the message is unprofessional and is often perceived as rude. Please avoid sending attachments without clear information in the subject line and a brief message.

**Classroom Learning Environment:**

To maintain the best possible environment for learning, the following standards for acceptable behavior will be followed by all students in this class:

- Turn off all cell phones and pagers before entering class.
- Be on time for class and don't leave early.
- Don't have conversations during class that distract others.
- Don't disparage other students – treat all class members respectfully.
- Don't use profanity in class.

Students who violate these standards and policies will be asked to leave class and will lose participation points.

## Course Schedule and Due Dates:

The following outline delineates the tentative class schedule with topics to be addressed during the course. Please note this is a tentative schedule and it may change as the class progresses:

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
8/21	Course intro, syllabus intro, definitions, anthro-bio quiz	
8/28	Wilderness perspectives and philosophy, historical evolution of the wilderness concept, <b>Introduce written assignment #1</b>	Dawson & Hendee, Ch.1 and Ch.2,
9/4	Wilderness Act and classification, wilderness legislation through 2000	Dawson & Hendee, Ch.4 and Ch. 5, The 1964 Wilderness Act (pg. 495-499 in textbook), <b>written assignment #1 due</b>
9/11	National Wilderness Preservation System, Principles of wilderness management, <b>Introduce group assignment</b>	Dawson & Hendee, Ch.6 and Ch.7,
9/18	Planning Concepts	Dawson & Hendee, Ch.8, <b>assignment #1 revision due</b>
9/25	Carrying Capacity and LAC, <b>introduce assignment #2</b>	Dawson & Hendee, Ch.9
10/2	Wildlife in Wilderness, field trip prep	Dawson & Hendee, Ch.12, <b>Assignment #2 due</b>
10/9	<b>Group presentations</b>	<b>Group assignment due</b>
10/13	<b>Field trip</b>	
10/16	<b>No class, make up for time in the field</b>	
10/23	<b>Field Trip</b>	
10/30	Risk in recreation (Mt. Everest example), <b>Introduce written assignment #3</b>	Readings to be determined and provided on blackboard, <b>assignment #2 revision due</b>
11/6	Wilderness ecosystems, fire in wilderness (Yellowstone)	Dawson & Hendee, Ch.10 and Ch. 11, <b>assignment #3 due</b>
11/13	Wilderness use and user trends, wilderness visitor management	Dawson & Hendee, Ch. 14 and Ch. 16,
11/20	<b>No Class – Fall Break</b>	
11/27	International Wilderness	Dawson & Hendee, Ch.3, <b>assignment #3 revision due, GEAR upload due</b>
12/4	Potential threats to wilderness resources and values, future issues and challenges	<b>Final papers due</b>

Every student is responsible for all materials presented in class, including lectures, notes, and handouts. In case you are not present for a class, you should contact me to receive information about the material presented in that class. Class attendance is extremely important.