

PLS (NRRM) 480/580 Park/Recreation Ecology
Spring 2012, 3 Credits, SEC 201 (CRN 4781, 4782)
Thursday: 4:00 – 6:20 pm
Room: Morrow Library Common Area

Instructor

Min Kook Kim, Ph.D.

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Office Hours: W: 01:00 – 03:30 pm, T/R: 10:50 – 11:50 am,

Other times by appointment

Required Texts and Readings

- 1) Main Text: Weekly reading materials will be assigned by the instructor.
- 2) Recommended, but not required: (1) Manning, R. (2009). *Parks & People: Managing Outdoor Recreation at Acadia National Park*. Burlington, VM: University of Vermont Press, (2) Cole, D.N. & Yung, L. (2010). *Beyond Naturalness: Rethinking Park and Wilderness Stewardship in an Era of Rapid Change*. Washington, DC: Island Press.

Course Description

Park/Recreation Ecology refers to the scientific study examining recreational impact on the environment: vegetation, soil, water, and wildlife. Specifically, it could be defined as the field of study that examines, assesses and monitors visitor-induced impact in a national park or protected area, and the relationship to influential factors. Therefore, the course is designed to help students identify and evaluate the level of resource impact, understand factors that cause impact, and suggest appropriate management actions to minimize impact under given conditions. Various studies in professional journals will be reviewed and analyzed by each student during the semester.

Course Student Learning Outcomes and Assessment Measures

Upon completion of this course, the student will be able to answer the following questions:

- 1) What types of recreation impact exist?
- 2) What is the magnitude and significance of recreation impact?
- 3) What is the relationship between amount of visitor use and intensity of impact?
- 4) What social and biological factors contribute to impact problems?

- 5) How do we know how much impact is acceptable or unacceptable?
- 6) What types of social and biological monitoring methods exist?
- 7) What types of visitor and site management exist, and how can they be effectively applied for controlling impact under given conditions?
- 8) What kinds of future research and impact assessment methods will be required to minimize impact and enhance recovery?

Each student learning outcome will be assessed in the following manner:

- 1) Classroom lecture
- 2) Student led discussion and group activity
- 3) Individual reading and article review
- 4) Research question analysis and presentation (including peer-evaluation)

Course Requirements

- 1) **Research Question Analysis Presentation**: A total of six different research questions, which will be provided by the instructor later this semester, will be analyzed by each student group (1 group = 2 students). The research questions will be assigned to each group later this semester (March, 27) and presentation schedule will be arranged (April 17 and 24). Each group is expected to prepare max. 30 minute power point presentation about the research question assigned.
- 2) **Research Question Analysis Paper**: In addition to the research question analysis presentation, each group will be required to submit an analysis paper about the research question (approximately three pages, paper due: April 24)
- 3) **Journal Article Review**: Students will be required to review two journal articles assigned by the instructor during the semester. The instructor will provide instructions for the expected content of assignment (Jan 17).
- 4) **Attendance and Group Discussion/Activity**: Almost every week, students will be required to have a group discussion based on the questions that the instructor or peer students provide. The instructor will provide instructions for the group discussion, but individual students must perform the responsibilities of presenter and writer at least more than five times, in order to obtain full class participation point(s).

Grade

Research Question Presentation (30 pts.: instructor 25 pts., peer-evaluation: 5 pts.)

Research Question Paper (10 pts.)

Journal Article Review (15 × 2 = 30 pts.)

Attendance (10 pts.)

Group Discussion/Activity (20 pts.)

Total: 100 pts.

Grading Scale

100 – 93	A
92.9 – 85	B
84.9 – 77	C
76.9 – 70	D
69.9 – 0	F

Policies and Expectations

- 1) ***Attendance and Group Discussion/Activity***: Attendance will be part of your grade as noted above. If students miss more than 30 percent of the lectures, the instructor reserves the right to summarily assign you a failing grade for the course. In addition, 20 percent of the grade for this course is comprised of group discussions and activities, most of which will be completed in class. Student will not be allowed to make-up in class discussions and activities missed due to unexcused absences. Absences will only be excused if they have been pre-approved by the instructor or if the student is able to document a valid reason for their absence (i.e. illness, death in family, automobile accident, the Dean of Students, etc.).
- 2) ***Class participation*** is essential for the successful completion of the course. Students are expected to read the assigned papers prior to class and to come to class ready to discuss what they have read. **If students provide a quality group discussion question based on the assigned paper prior to class, the instructor will assign extra credit.**
- 3) ***Class materials*** can be found at MU-online (<http://www.marshall.edu/muonline>). The instructor will upload all lecture and class discussion files (pdf format) at MU-online in a timely manner. It is mandatory that students monitor the MU-online for updated class materials at least once a week.
- 4) ***Assignment*** (research question analysis + two journal article reviews) is expected to be professionally presented according to the following guidelines:
 - Type all papers, strictly following the content and length requirements for that assignment.
 - Double space all papers unless the assignment instructions specifically state otherwise.
 - Indent each paragraph.

- Use one-inch margins.
 - Use 12-point Times New Roman or Arial font.
 - The first page should include your name, the date, name of the assignment, and the course and section number single-spaced and left justified (Unless otherwise stated in the assignment instructions.)
 - Each page of an assignment should contain your last name and the page number in the header.
 - Spell-check and proofread your papers and exams. Spelling and grammar, as well as content, will be considered in assigning grades.
 - For more detailed information, please check the samples of the article review assignment that will be provided by the instructor (Jan. 17).
- 5) **Late Submission** is strongly discouraged. Assignment not submitted to the instructor on the specified due date will be considered late. Late assignment will be accepted with a penalty of 25 percent for each day that the assignment is late. Exceptions to this policy will be made only for extraordinary circumstances that are cleared with the instructor ahead of time or with documentation when advance notice is not possible (Assignment placed in my campus mailbox or slid under my office door will not be accepted after the deadlines).
- 6) **Classroom Etiquette**: Students are expected to exhibit proper classroom etiquette. This means, among other things, that classroom discussions should be appropriate and respectful, cell phones should be turned off and put away at all times, newspapers and other non-class related reading materials should not be on desks, and students should not pack-up to leave until class has been dismissed. Failure to exhibit proper classroom behavior will affect your participation grade.
- 7) **Academic Integrity /Dishonesty Policy**: Dishonesty of any kind with respect to examination, course assignments, alteration of record, or illegal possession of examinations shall be considered cheating. Offering the work of someone else as one's own is plagiarism. Anyone found cheating or violating these policies is subject to failure for the course. All students should be familiar with the university's policy concerning academic dishonesty. This policy can be found on pp. 67 – 69 of the undergraduate catalog http://www.marshall.edu/catalog/undergraduate/ug_11-12_published.pdf. or on pp. 48 – 50 in the fall 2011 online graduate catalog http://www.marshall.edu/catalog/graduate/F2011/Gr_2011-2012_published.pdf.
- 8) **Students with disabilities**: Marshall University is committed to equal opportunity in education for all students, including those with physical, learning, and psychological disabilities. University policy states that it is the responsibility of students with

disabilities to contact the Office of Disabled Student Service (DSS) in Prichard Hall 117, phone 304-696-2271, to provide documentation of their disability. Following this, the DSS Coordinator will send a letter to each of the student's instructors outlining the academic accommodation he/she will need to ensure equality in classroom experiences, outside assignment, testing and grading. The instructor and student will meet to discuss how the accommodations requested will be provided. For more information, please visit <http://www.marshall.edu/disabled> or contact Disabled Students Services Office at 304-696-2271.

- 9) **University Computing Services' Acceptable Use Policy:** All students are responsible for knowing this policy, which can be found on the web at <http://www.marshall.edu/ucs/CS/acceptuse.asp>.
- 10) **Affirmative Action Policy:** This course will follow Marshall University's policy on Affirmative Action, which can be found on p. 64 of the 2011– 2012 undergraduate catalog http://www.marshall.edu/catalog/undergraduate/ug_11-12_published.pdf, or on p. 36 of the fall 2011 graduate catalog http://www.marshall.edu/catalog/graduate/F2011/Gr_2011-2012_published.pdf. Specifically, all students will be afforded equal opportunity without regard to race, color, sex, religion, age, disability, national origin, or sexual orientation.
- 11) **Inclement Weather Policy:** Students can find information concerning Marshall's policy regarding inclement weather on pp. 65 – 66 of the 2011 – 2012 undergraduate online catalog http://www.marshall.edu/catalog/undergraduate/ug_11-12_published.pdf, or on pp. 37 – 38 of the fall 2011 graduate catalog http://www.marshall.edu/catalog/graduate/F2011/Gr_2011-2012_published.pdf.
- 12) **Resources:** Students who find themselves in need of additional assistance are reminded that the instructor is available during office hours. Again, the instructor's office hours during the spring 2012 semester are as follows: W: 01:00 – 03:30 pm, T/R: 10:50 – 11:50 am.
- 13) **Course Evaluation:** Final student course evaluation will be conducted during the last two weeks of the semester in a manner that maintains the integrity of the process and the anonymity of evaluators.

***** For more details about the University Policy, please visit**

http://www.marshall.edu/academic-affairs/?page_id=802.

Tentative Course Outline

PLS 480/580 (NRRM 480/580) Park/Recreation Ecology		
Date	Topic	Assignment
Jan. 12	Introduction & Overview: What is Park/Recreation Ecology (PRE)? <u>Group discussion #1</u>	
Jan. 19	Significance & Implication: Why do we need PRE? <u>Group discussion #2</u>	<i>Guideline for “Journal Article Review”</i>
Jan. 26	Type of Impact: Four main natural resource components <u>Group discussion #3</u>	
Feb. 02	Factor/Degree of Impact: What is resistance and resilience? <u>Group discussion #4</u>	
Feb. 09	Pattern of Impact: Spatial & temporal impact patterns <u>Group discussion #5</u>	
Feb. 16	Impact Management: How much impact is too much impact? <u>Group discussion #6</u>	<i>1st Journal Article Review Due</i>
Feb. 23	Multidisciplinary Nature of PRE <u>Group discussion #7</u>	
Mar. 01	Impact Monitoring: Social & biological monitoring methods <u>Group discussion #8</u>	
Mar. 08	Impact Management: Visitor & site management strategies <u>Group discussion #9</u>	
Mar. 15	Research trends & future research in PRE <u>Group discussion #10</u>	<i>2nd Journal Article Review Due</i>
Mar. 22	NO CLASS – Spring Break	
Mar. 29	Research Question Allocation / Presentation Schedule / Q & A / Reading & Literature Review	
Apr. 05	Research Question Presentation Preparation The instructor will be in the lecture room during the class times.	
Apr. 12	Research Question Presentation Preparation The instructor will be in the lecture room during the class times.	
Apr. 19	Research Question Presentation I	

	(2 or 3 groups)	
Apr. 26	Research Question Presentation II (2 or 3 groups)	<i>Research Question Paper</i> <i>Due</i>