I. Course Description:
An introduction to a variety of outdoor adventure activities and basic outdoor skills. In addition to skill acquisition and assessment, this course will cover such topics as history and philosophy of outdoor adventure programs, risk and legal liability, and trip planning. Materials fee required.

II. Rationale: Leisure is playing an even more important role in our hectic, stressful lives. It is important to take time out to replenish and energize an exhaustive mind and body. Participation in adventure activities is a great way to strive for balance and enjoy life.

III. State Adopted Proficiencies for Teachers

1. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

2. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

3. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.

4. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

5. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

IV. TExES Competencies
Competency 004: The teacher understands and applies knowledge of individual, dual, and team sports and activities.

- The beginning teacher knows key elements of successful performance in individual, dual, and team sports and activities and strategies for improving students’ performance, teamwork, and skill combinations.

Competency 005: The teacher understands principles, skills, and safety practices for dance, personal performance activities, cooperative and nontraditional games, recreational activities, and outdoor pursuits.

The beginning teacher:

- Demonstrates knowledge of strategies, techniques, skill progressions, conditioning programs, and types and uses of equipment for recreational activities and outdoor pursuits.

- Analyzes the importance of rules, discipline, cooperation, etiquette, and safety practices in personal performance and other activities.

- Applies knowledge of issues and procedures involved in engaging students in personal performance activities, fitness and outdoor activities, and nontraditional and cooperative activities.

- Applies knowledge of principles and procedures for selecting, adapting, and modifying activities and games based on student characteristics, instructional goals, skill levels, range of individual variation, and exceptional needs.

Competency 011: The teacher understands factors relevant to learning and performance in physical education and uses this knowledge to create learning environments and opportunities that promote students development in various domains (e.g., cognitive, social, emotional).
• Applies knowledge for methods for promoting students development of self-management skills in relation to physical activity and health-related lifestyle decisions (e.g., self-assessment, self-monitoring, responsibility, self-control, perseverance, the ability to manage stress, failure, and challenge).

• Demonstrates knowledge of principles and techniques for promoting students goal-setting, problem-solving, and decision-making skills in physical education contexts.

V. Course Objectives and Learning Outcomes: At the end of the semester, the student should be able to:

1. Demonstrate a broader knowledge base for the numerous outdoor adventure activities discussed in class.
2. Demonstrate positive attitudes and values towards a safe, active, and adventurous lifestyle.
3. Demonstrate proficiency in the skills related to the outdoor adventure activities performed in class.
4. Demonstrate effective teaching of one adventure game, initiative problem or trust activity to the class.

VI. Course Topics

Why Adventure-Based Activities?
History, Risk and Liability
Becoming a Facilitator
Essential Leadership Functions
Going beyond Recreation
Strategies for your Leadership Style
Numerous Adventure Activities

VII. Instructional Methods and Activities

1. Lecture - Discussion
2. Role Playing
3. Small-Group Discussion
4. Guest Speakers
5. Brainstorming
6. Buzz Groups
7. Field Trips
8. Demonstrations
9. Cooperative Learning
10. Multi-Media Presentations
11. Outdoor Adventure Activities

A Word from your Instructor:
The focus of this class is active, experiential learning. Much of the value that you attain from
this course will depend on what you are willing to put into the course: academically, emotionally,
and socially. While there are always some risks in such an investment, there are also ample
rewards. For some of you, the format, structure, and learning techniques utilized in this class will
be new to you and may be somewhat difficult to adjust to initially. Experiential learning provides
an extremely relevant method for examining the field of outdoor adventure. I hope you will
approach this course with an open mind and a willingness to learn and overcome fear in a new
way. I think you will be richly rewarded, both personally and academically.

VIII. Evaluation & Grade Assignment

1. One final exam worth approximately 200 points.

2. One term paper worth 100 points over an Outdoor Adventure Program.
   (Details forthcoming).

3. The facilitating of at least one adventure game, initiative problem or trust
   activity worth 50 points. (Details forthcoming).

4. Outside class "missions" to aid in the learning process such as readings and written assignments (5 pts. each).

5. Participation in outdoor adventure activities. (20 pts. each).

6. Class diary worth 10 points each (details forthcoming).

7. Internet assignment worth 50 points. (details forthcoming).

8. **Attendance:** 10 pts for each class.

9. **Safety is a major issue in this class.** Each adventure activity comes with some risk. Please be careful!

10. **Activities.** Each activity you participate in is worth 10 points. The camping trip is worth 100 points. It is expected that you will participate in all activities, even if you are afraid of or are proficient in some of these activities. If you miss two activities for **any reason**, your grade will automatically be lowered by one. If you miss the camping trip for **any reason**, the best grade you can possibly make is a B.
11. Alcohol consumption or use of any mind-altering drug before, during or right after any of the activities or during the camping trip is **strictly forbidden**!

Consequences for alcohol/drug use: you will receive an F for the class and will not be allowed to retake the class at TAMUCC. Please take this seriously - it will be enforced for your personal safety and the reputation of the university, the department, and the instructor.

**Grading**

- 90% - 100% of all possible points = A
- 80% - 89% of all possible points = B
- 70% - 79% of all possible points = C
- 60% - 69% of all possible points = D
- <60% of all possible points = F

**VII. Course Schedule & Class Policies**

Due to the nature of the class, the Course Schedule will be available during the 2nd week of class.

**Attendance/Tardiness:** Your class attendance is **very important**. When you're in class, we learn from you as much as you learn from us. Your knowledge, experiences, attitudes and values, and behaviors will all help in the learning process. You're rewarded for participating in class with 30 points and penalized 30 points for missing class with an unexcused absence. Only three **excused** absences are acceptable: 1) illness, 2) death in the family, and 3) class field trip. If you miss class because of an **excused** absence, simply write your own note and turn it in on your return to class. On your note, identify the **date you missed, why you missed, and sign it yourself**. Tardies are a reflection of character. Three tardies will result in a one-letter grade reduction.

**Late Work and Make-Up exams:** Late assignments **will not** be accepted. If you miss class, you are responsible for turning in the work when it is due. If you miss the due date because of an **excused** absence, the work will be accepted with an **excused** note **attached** to the work. No Make-up exams.

**Extra Credit:** No extra credit is allowed.

**Cell Phone/Electronic Device Usage:** Cell phones and other devices are strictly forbidden unless approved by instructor.

**Academic Integrity/Plagiarism:** University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit
possession of examinations or examination materials, falsification, forgery, complicity, or plagiarism.  (Plagiarism is the presentation of another as one’s own work). Disciplinary action of academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand.
2. Requirement to re-do work in question.
3. Requirement to submit additional work.
4. Lowering of grade on work in question.
5. Assigning a grade of “F” to work in question.
6. Assigning a grade of “F” for course.
7. Recommendation for more severe punishment, such as dismissal from the program or from the University.

See the University Catalog for more information.

Dropping a Class
I hope you never find it necessary to drop this or any other class. However, events can occur that make dropping a class necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check with the calendar to determine the last day to drop a class with an automatic grade of “W” this term.

Preferred methods of scholarly citations
Classroom/professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified,
respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**X. Textbook**
Seiger, Lon. (2007). *Adventure-Based Education: Creating*
XI. Bibliography

