



## **COURSE OBJECTIVES:**

At the completion of this course students should be able to:

1. Select and demonstrate appropriate paddle strokes and maneuvers to paddle a canoe in flat water at the intermediate level.
2. Demonstrate the rules/actions involved in canoeing and expedition safety.
3. Demonstrate wilderness camp-craft skills, including use of stoves, cooking, setting up a camp, and living in a wilderness environment.
4. Demonstrate use of a map and compass as a navigational aid and plotting a route.
5. Describe the process and steps for planning and executing a multi-day wilderness canoe trip.
6. Explain the functions of a group leader and act in that role on a wilderness expedition.
7. Research and give a presentation on an environmental topic related to the Everglades ecosystem.

## **REQUIRED READINGS:**

American Canoe Association (1996), Introduction to Canoeing: Canoeing Basics for Lakes and Rivers, Birmingham, AL: Menasha Ridge Press.

Thomas, L. & Douglas, M.S. (1996), The Everglades Handbook: Understanding the Ecosystem, Boca Raton, FL: CRC Press.

Handouts and website sources provided by the instructor on canoeing, wilderness travel, navigation, and the Everglades ecosystem.

## **EVALUATION:**

### **Research Paper (20%)**

Select and research a natural or human history topic related to the Everglades. Write a 3-5 page research paper on the topic. Topic examples include the human impact on the environment, endangered species of the region, reptiles, bird life, marine fishes, shellfish, mangrove habitat, Native American inhabitants of the region, etc. The paper should be word-processed and double spaced, with a minimum of two references cited. Use Thomas and Douglas text as a reference.

### **Presentation (10%)**

Prepare an outline of your research paper and give a 15-30 minute presentation to the class on your topic during the expedition phase of the course. Develop notes, handout(s) and use visual aids. Consider having students actively involved in the presentation. Use Thomas and Douglas text as a reference. The instructor will provide a handout on guidelines for the assignment.

### **Practical – canoeing skills acquisition (25%)**

Students will be evaluated on performing correct paddle strokes, boat control, and maneuvers.

### **Practical – wilderness travel/living skills (25%)**

Students will be evaluated on their performance with map/compass; navigation skills; equipment use and set up; group leadership; and safety.

### **Group Journal (5%)**

Each student will make a minimum of 2 entries, noting what they learned, their reactions and observations during the course.

**Written Exam (15%)**

Canoe expedition management and safety.

*Grading Scale*

A 91-100

B 81-90

C 71-80

D 61-70

F 60 and below

**TENTATIVE COURSE SCHEDULE**

(This area may be omitted, altered, or some other material may be included instead)

DATE	TOPIC	READINGS/ASSIGNMENT DUE
	<u>Classroom:</u> Overview of course, expectations, safety considerations, trip planning and logistics; living and traveling in the Everglades environment. Clothing and personal equipment. Research topic and presentation. Video on the Everglades ecosystem.	
	<u>Classroom:</u> meal planning; equipment; route selection; developing a float plan; developing an emergency plan; maintaining personal hygiene. Video and discussion on canoeing skills/safety.	Malloy, pp. 4-31.
	<u>Classroom:</u> final meeting on logistics/preparation before departure. Clothing & personal equipment check. Instructor review of assignments. Assignment of small groups.	Complete 1 <sup>st</sup> draft of presentation outline on environmental topic. Guerrant, sections 1-13.
	Depart for Florida	Meet at _____ Final draft of presentation outline. Landry & McNair, pp.1-18, 55-98, 119-126.
	<u>Flamingo Base Camp, Everglades National Park:</u> Presentation by Park Service Ranger and instructor – Everglades natural & human history; past & current threats to the ecosystem; Tour of Coe Visitor’s Center; interpretive hike on the Anhinga Trail Canoe skills – terms; equipment; paddle strokes; maneuvers; water safety, handling tides, wind, weather; packing and trimming canoes.	

DATE	TOPIC	READINGS/ASSIGNMENT DUE
	Food preparation/cooking/storage. Setting up camp.	
	<u>Flamingo Base Camp:</u> Navigation: Introduction to map/compass; route selection and route finding.  Group leadership: Managing group travel and safety.  Review of environmental hazards Canoe skills – review of skills from previous class and practice. Plan route for expedition.	
	Expedition-Days 1-6*: Everglades back country.  Each day will involve instruction on canoeing skills, wilderness travel, navigation, safety, and camp craft while canoeing from camp to camp.  Student pairs assigned to lead group each day and manage navigation.  Two students present environmental research topics to group each day.	Student presentations. Make at least 2 entries in the group journal.
	Flamingo Base Camp: Service project for National Park Service.	
	Flamingo Base Camp Cypress and Pineland ecosystems; hike on Gumbo Limbo Trail  Written exam	Written exam
	Return to GMU	
	DATE TO BE DETERMINED	Turn in research paper to instructor

\* The final route for the expedition will be selected after arrival in Everglades National Park as determined by the current weather/environmental conditions.



- ❖ All students are held to the standards of the George Mason University Honor Code [See <http://www.gmu.edu/catalog/apolicies/#Anchor12>]
- ❖ University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor
- ❖ Students with disabilities who seek accommodations in a course must be registered with the Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester [See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc)]
- ❖ For additional School of Recreation, Health, and Tourism information, please visit the website at <http://rht.gmu.edu>