

West Virginia University
Davis College of Agriculture, Forestry, and Consumer Sciences
Department of Recreation, Parks, and Tourism Resources

Course Information and Title: Section: 029; CRN: 86246, RPTR 140, Outdoor Orientation

Credits, Days/Time, Location: 3 credits

Location: PER 335

Days/Time: Selected Thursdays, 5-6:50pm

Faculty Information: TBA

Course Description:

This course consists of a week-long, intensive summer outdoor orientation trip experience and four Fall classroom meetings. Combined, the two academic components allow for students to develop a deeper understanding of themselves and their relationships, as well as information and tools for making a successful transition from high school to college. The course explores students' goal setting strategies, internal motivations, and relationships with others and the world around them. The course also provides students with practical knowledge to assist them in becoming active, responsible members of the WVU community, including WVU history, resources, culture, policies, services, and traditions. Engaging students in critical thinking skills, this course explores common challenges to first-year college students (academic, social, emotional), and identifies concrete strategies and WVU resources to assist in overcoming these challenges. It is also part of WVU's GEC and focuses on the knowledge and critical perspectives area 6: *The Individual in Society*. To fulfill GEC 6: *The Individual and Society*, students must successfully complete this course (3 credits) AND a freshman seminar (1 credit) for a total of 4 credits. This course does not count as a freshman seminar.

Method of Instruction:

The Summer component will be largely experiential, with more formal evening classes incorporating lecture and discussion. The Fall component will include lecture, discussion, and activities.

Expected Learning Outcomes:

Upon successful completion of the course, students will be able to:

1. Engage in critical self-analysis and reflection; learn about oneself through direct experience and guided reflection.
2. Identify personal sources of and obstacles to motivation and develop strategies for maintaining motivation.
3. Build strong and lasting social relationships.
4. Identify the building blocks of strong, positive social relationships.
5. Relate how diverse backgrounds and experiences provide for an optimal educational experience.
6. Set personal first-year goals and identify strategies for meeting these goals.
7. List and describe at least five (5) historical facts and/or traditions relating to West Virginia University.
8. Identify WVU campus resources and services to address specific student needs, including physical, social, emotional, and academic needs.
9. Employ time management strategies and demonstrate the strategies throughout this course.
10. Demonstrate an understanding of the major selection and career planning processes.
11. Demonstrate an understanding of the components and importance of the advising process and plan an academic schedule for the upcoming semester.
12. Identify and explain behaviors that are considered risky and/or unhealthy and negatively affect academic progress.
13. Demonstrate knowledge of real statistics regarding drinking and other potential risky behaviors at WVU.
14. Name and describe alternatives to risky behaviors.
15. Engage in service in the local community.
16. Identify and explain benefits of engaging in community service.

Required Materials and Tools:

-
- Academic planner

- Journal

Course Expectations

Participation and Attendance

Attendance and participation are required in this course. Attendance will be taken each class session and points will be given for being present in class. All in-class activities are graded and **cannot be made up**.

- For the summer orientation trip experience, students are expected to attend the entirety of the trip, and make a reasonable effort to engage with the activities and with others, and to follow the rules and instructions of the program.
- For the Fall classroom sessions, a student is considered **tardy** if he/she is not present and seated at the beginning of the class session. A tardy becomes an absence if the student misses greater than 5 minutes at the beginning or the end of the class session.
- Students are allowed only **ONE** absence *without* receiving a final letter grade reduction (attendance points for that absence will still not be given). Each additional absence will result in a final letter grade reduction—**no exceptions**.
- Prior notification of an absence (e-mailed or written) **is required for an excused absence**. *The instructor will determine whether the absence is excused or unexcused. Please see your instructor for clarification or concerns.*

***Remember to contact the respective instructor immediately if you miss any class regardless of the reason.**

Sentence Structure & Grammar:

- The grades for all written assignments will include attention to sentence structure, spelling, punctuation, and grammar.

Late Work:

- If you ever have a problem with an assignment deadline, talk to your instructor well in advance of the deadline and you **may** be able to negotiate a special arrangement.
- Keep in mind, however, that late work is generally unacceptable and that deadlines are not usually negotiable after you have missed them. Late work will normally result in a minimum of one letter-grade reduction (10%).

Extra Credit

- There will be **NO** extra credit available in this course.

Classroom Etiquette Statement

College students are responsible for their own learning, goal setting, and success, and for recognizing that the college classroom is a community. So that all community members may learn, students should behave respectfully (e.g., turn off cell phones and other electronic devices; remove headphones; be punctual; turn exclusive attention to class activities; and interact appropriately with other students and the instructor).

Overview of Course Assignments ***STUDENTS ARE REQUIRED TO KEEP ALL PAPERS AND ASSIGNMENTS*** ***UNTIL THEY RECEIVE THEIR FINAL GRADE.***

| Course Grading: | Points |
|--|---------------|
| Participation and Attendance (Summer) | 200 |
| Field Journal | 200 |

| | |
|--|-----|
| Adventure WV Reunion Attendance | 50 |
| Participation and Attendance (Fall) (4 meetings @ 50pts each) | 200 |
| Post Trip Reflection Paper | 125 |
| Goal Letter and Reflective Analysis Paper | 125 |
| Service Learning Project | 100 |

Course Work Total **1000**

Total Points

| A Range | B Range | C Range | D Range | F Range |
|-------------|------------|------------|------------|-----------|
| 900-1000pts | 800-899pts | 700-799pts | 600-699pts | 0- 599pts |

Academic Integrity Statement

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, the instructor will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see the instructor before the assignment is due to discuss the matter. (Statement approved by the WVU Faculty Senate on February 11, 2008.)

Course Assignment Details

Participation and Attendance (Summer): (200 pts)

Attendance and active participation are the easiest things students can do to facilitate learning and complete their classes successfully. Therefore your attendance and *active* participation are required on the summer expedition. Participation will be evaluated by your instructors during the expedition.

Field Journal: (200 pts)

You will need to bring a journal on the summer expedition. Time will be allotted each day for you to reflect and write about the day's events and the evening discussions. Journal entries should be a critical reflection of the day's events – not a description of what was done, but a discussion of your thoughts and feelings experienced during the days' activities. Additionally, journals should be brought to each class meeting on the trip to be used for note-taking and written class activities. Journals will be collected and graded the last day of the expedition. Journals will be utilized in the Fall semester class meetings so be sure to bring it with you to campus.

While the order and/or content of classes while on the summer expedition may be subject to change based on the unpredictable and/or extenuating circumstances of being outside, generally all students may expect the following classes and the following prompts (with or without slight modification) during their trip:

- Night 1: Making the Transition
 - Journal Prompt: Reflection on transition to WVU: Why did you choose WVU? What traditions are you excited about? How do you think WVU is going to be different from high school?
- Night 2: Goals & Goal Setting
 - Journal Prompt: Goal Letter & Reflection (see below)
- Night 3: Diversity & Inclusion
 - Journal Prompt: From listening to others' "If you really knew me" poems or from viewing/sharing post-it notes, discuss the diversity on your trip. How does this diversity affect our trip? How do you think diversity will affect your experience at WVU?
- Night 4: Strategies for Success
 - Journal Prompt: Name at least one on-campus resource each to help you with each the following challenges you might encounter during your time at WVU: physical, social, emotional, and academic. Which of these resources do you think you'll be likely to use? Which less likely? Are there other resources we discussed in class you are excited to use or learn more about?
- Night 5: Healthy Decisions

- Journal Prompt: How do the actual statistics about drinking and sexual activity at WVU compare to your perceptions about the prevalence of these behaviors on campus? What is a value that you hold that you think can help guide your decisions about drinking and sexual activity? How will this value help guide your decision-making?
- Night 6: Final Meeting
 - Journal Prompt: What were the highlights and lowlights of the trip for you? What is something you'll be taking away from the trip? Do you plan to maintain any of the relationships from the trip? Why or why not?

Adventure WV Orientation Trips Reunion: (50 pts)

Wear your Adventure WV shirt!

The reunion is a chance to meet up with your whole Adventure group. We will be showing a slideshow from your trip along with other Adventure WV orientation trips.

This event will take place the evening of Sunday, August 23rd (after the first week of classes). Stay tuned to your mix email for details and for assistance with transportation from Evansdale campus.

Participation and Class Attendance (Fall): (200pts total, 50pts x4 class meetings)

- ◆ Attendance and participation are required in this course. Attendance will be taken each class session. All in-class activities count as part of the student's participation grade. **In-class activities cannot be made up.**
- ◆ A student is considered **tardy** if he/she is not present and seated at the beginning of the class session. A tardy becomes an absence if the student misses more than 5 minutes at the beginning or the end of the class session.
- ◆ Students are allowed only **ONE** absence *without* receiving a final letter grade reduction (attendance points for that absence will not be given). Each additional absence will result in a final letter grade reduction—**no exceptions.**
- ◆ **Excused absences** include prior, e-mailed (or written) notification of an absence from an appropriate WVU official. *Please see your instructor for clarification or concerns.*
- ◆ **Classes will be held the weeks of August 24, September 21, October 19, and November 16**

**** Note: Remember to immediately contact the respective instructor if you miss any class regardless of the reason.**

Post Trip Reflection Paper: (125 pts)

Upon completion of the summer expedition, you are required to write a 3-4paper on the experience. The paper should be written after your summer trip and turned in at your first class session.

Format:

- 3-4 pages long (no more than 4 pages), 12 point Times New Roman font, 1.5 line spacing
 - Be sure to answer the prompts that are listed below.
- 1" top and bottom margins and 1" side margins
- At the top *right* corner of your paper, please include a heading, single-spaced, with the following information:
 - Your name
 - Your instructor's name
 - Your trip name and number (e.g. Habitat 11, Explore 4, Wilderness 21)
 - Assignment title- Post Trip Reflection Paper
- Your paper should have an introduction, at least three body paragraphs and a conclusion.
- **Description:**
 - The paper should be a reflection upon your Adventure West Virginia experiences with an analysis the Adventure West Virginia program's effectiveness or ineffectiveness in helping you adjust to WVU and college life.
 - Be specific in describing aspects of the program most important to you, as well as aspects of the experience, if any, that did not help or may have hindered your adjustment.
 - What did you learn about yourself (if anything) from your participation on your Adventure WV trip? Be specific. Describe specific things that happened, how you may have reacted to these things, and what you can learn about yourself from how you felt and behaved in these situations.
 - Reflect on the relationships you formed during the trip (you may reference your final journal entry, in which you wrote about these relationships). Have you, thus far, remained friend and/or in touch with the

other students and leaders from your trip? Why or why not, do you think? Are you planning to see these people throughout the semester? Why or why not?

- In general, describe how you feel now about starting WVU, and how it compares to how you felt before your Adventure trip? If the trip changed how you felt about starting at WVU, explain why you think so. What was important; the information? The people? If not, what might have made a difference for you?

Goal Letter and Reflective Analysis: (125 pts)

The goal letter will be written during the summer expedition. This assignment requires you to write a letter to yourself outlining your first semester goals at WVU. These goals could address academics, personal development, social skills, and anything else that you want to accomplish. This letter should also address the steps you will take to ensure you achieve these goals. The goal letter will be returned to you in the fall semester by your instructor in the third class. One of your final assignments for the class will be to review the goals you had set during the summer expedition and write a paper that discusses how far you have come in accomplishing your first semester goals. This paper is due at the last class session. Guidelines and directions for the paper are below.

- **Format:**

- 3-4 pages long (no more than 4 pages), 12 point Times New Roman font, 1.5 line spacing
 - Be sure to answer the prompts that are listed below*.
- 1" top and bottom margins and 1" side margins
- At the top *right* corner of your paper, please include a heading, single-spaced, with the following information:
 - Your name
 - Your instructor's name
 - Your trip name and number (e.g. Habitat 11, Explore 4, Wilderness 21)
 - Assignment title- Goal Letter Reflective Analysis Paper
- Your paper should have an introduction, at least three body paragraphs, and a conclusion.

- **Description:**

- Within your paper you should critically analyze your goal letter using the questions below as a guide.
 - Describe how you have or haven't met your goals.
 - What have been some unexpected difficulties you have faced?
 - Have you been able to maintain your motivation to reach your goals so far this semester?
 - If yes, why do you think so? What strategies have you employed to maintain motivation in the face of challenge?
 - If not, why do you think not? What circumstances and/or behaviors do you think have caused you to lose motivation towards your goals? What are some strategies you can employ to re-establish and/or maintain motivation in the face of challenge in the future?
 - Have your goals changed? If so how?
 - If your goals have changed, create a new set of goals for yourself.
 - What have been some of your major accomplishments this semester?
 - What have been some areas in which you need to improve?

Center for Service and Learning (CS&L) Service-Learning Project: (100 pts)

This project consists of 2 components – the service-learning project itself and a reflection paper, which are worth a combined 100 points. Both components will be due at the last class in November (**students who have not completed all requirements for both components will receive zero (0) points**). Waiting until the last minute to complete this assignment is not recommended! Your instructors will keep you up to date on the service opportunities that are specifically organized by Adventure WV throughout the semester, as well.

- **Service-Learning Project:**

Students are required to complete a service-learning project (3 hour minimum) in the community through the CS&L's online service management system- **iServe**. See last two pages of syllabus for instruction.

****It is very important to know that when you are reporting your service hours in iServe, you need to select **Adventure WV** as the 'Reason for Service'. If you do not do this, your name will not be included in the list instructors receive with students who have completed service hours and you may not receive the appropriate points for the assignment.

- **Service-Learning Reflection Paper:**

In addition to the service hours, students are required to complete a 1-page (1 inch margins, 1.5 line spaced, 12-point Times New Roman font) reflection on their service experience. Please respond to both prompts. Answer each question completely.

1. Explain what the below quote means to you. Give an example of a new experience that occurred during your volunteer hours and how it changed you. *"A mind that is stretched by a new experience can never go back to its old dimensions."* -Oliver Wendell Holmes
2. Discuss your past experiences with volunteering. When you think about volunteering, how do you feel? Describe the service project you participated in for this course. Did your experience with this project give you a better understanding of the community needs and the importance of civic engagement? Will you continue to do volunteer work, why or why not?

WVU's Social Justice/Disability Statement

West Virginia University is committed to social justice. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. The instructor of this course concurs with that commitment and expects to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise the instructor and make appropriate arrangements with Disability Services (293-6700).

Week by Week

Summer Trip

The following topics will be covered during the summer portion of the course and will be assessed in journal entries:

WVU Programs and Resources, Traditions, and Campus Opportunities, Healthy Decisions; Goal Setting, WV State History, Culture, and Resources; Diversity and Inclusion.

Fall Semester

| | |
|------------------|---|
| Class 1 | Topic: Introduction to the Course, Syllabus Review, Time Management |
| August | Topics Covered & Assessed during the class period Introduction & Syllabus Review The Purpose of Higher Education (discussion & written reflection) Time Management (discussion & creation of Fall semester schedule in planner) DUE: Post Trip Reflection Paper |
| Class 2 | Topic: Major & Career Planning |
| September | Topics Covered & Assessed during the class period Major Selection Process (discussion and sharing of WVU resources) Advising at WVU (tour of relevant websites, Q & A, discussion of the role of the advisor) Planning a Matriculation Schedule (filled out and checked in class) |
| Class 3 | Topic: Check in—Health & Wellness |
| October | Topics Covered & Assessed during the class period Review of campus resources (discussion and Q & A session) Activities to reflect on the first half of the semester Written reflection on the first half of the semester *Goal Letters returned in class* |
| Class 4 | Topic: Diversity at WVU and beyond |
| November | Topics Covered & Assessed during the class period Diverse backgrounds & the education experience (activity& discussion) The importance of a global perspective (discussion) Study abroad and other international resources at WVU (discussion) DUE: Goal Letter Reflective Analysis Paper Service Learning Project and Reflection Paper |

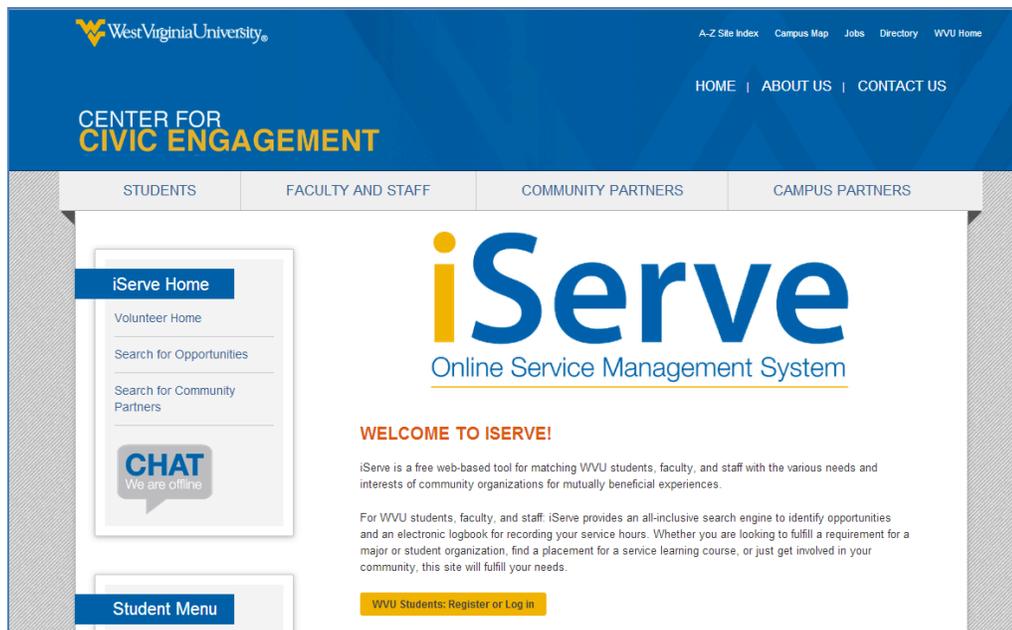
iServe

Online Service Management System

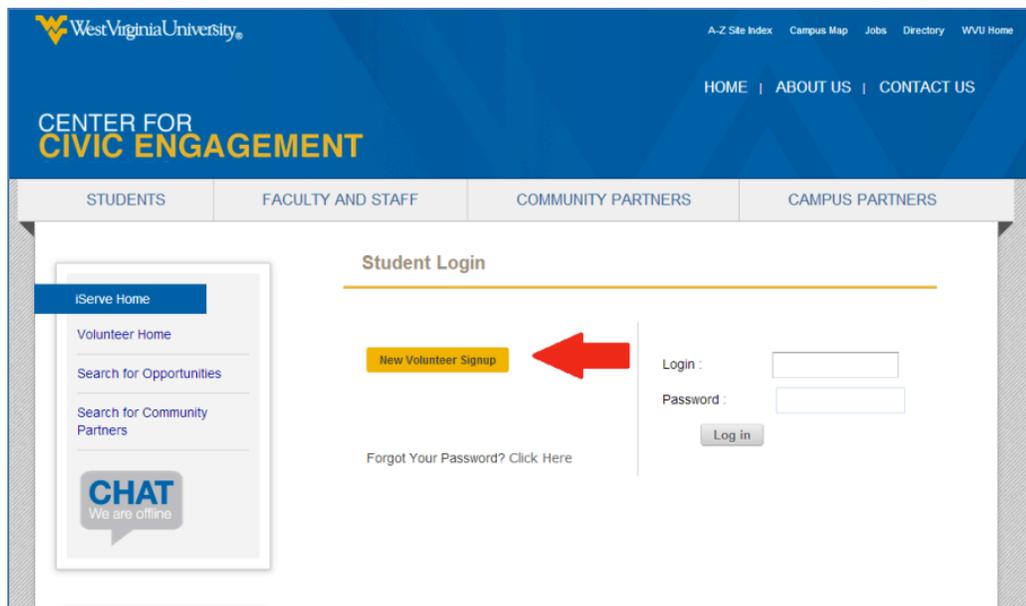
Detailed Instructions for Adventure WV Students

How do I register for iServe?

1. Start at the [iServe homepage](http://iserve.wvu.edu), iserve.wvu.edu.
2. Click the yellow button in the middle of the page that says **WVU Students: Register or Log in**.



3. On the [Student Login](#) page, click the yellow button that says **New Volunteer Signup**.



4. Read the [User Agreement](#) in its entirety and click **I Agree**.

5. On the **Contact Info** page, enter all the requested information. Although fields with a red asterisk (*) are required, we encourage you to provide as much detail as possible. iServe is not connected to MyID; however, we encourage you to use the same login and password so it will be easy to remember.
6. Click **Submit** at the bottom right.
7. After successful registration, you should see a green checkmark icon and “Thank You” message on the **Volunteer Registration** page.
8. Click **Continue** to proceed to the **Volunteer Dashboard**. You are now ready to use iServe!

How do I search and sign-up for a volunteer opportunity that fulfills the service-learning project requirement for RPTR 140?

1. We suggest you start at the **Adventure WV Program page** on the Center for Service and Learning website, service.wvu.edu/adventurewv.
2. Adventure WV offers several service opportunities throughout the semester for RPTR 140 students. Click on one of the service opportunity links here. The links will take you to iServe where you can sign-up for the opportunity you’d like (you must already be logged in)
3. Read the opportunity details and confirm that it works with your schedule.* Click the **Sign-Up** button.
4. iServe will send you an email confirming your choice. Mark your calendar with the opportunity date and time.

**Note: If none of the Adventure WV opportunities work with your schedule, you may sign-up for any other opportunity in iServe for 3+ hours. All hours MUST be completed with the same community partner.*