

**LDR 4040 – Fall 2014 (3 credit)
Introduction to Field Leadership**

TITLE

Introduction to Field Leadership

COURSE NUMBER

LDR 4040

CREDIT HOURS

Three (3) credit: Students enrolled for credit (3) credit hours will be expected to devote 45 contact hours, plus assignments.

PREREQUISITES, COREQUISITES

This is an elective class designed for student leaders and those who aspire to leadership roles.

COURSE LOGISTICS

This course will be taught in a face-to-face, hybrid and on-line format. The exact meeting times and locations will be announced on specific course syllabi.

INSTRUCTOR INFORMATION

Each instructor will include his/her contact information such as office address, phone number and email address. Only faculty that are credential with a Master's in related field and approved will teach this course.

TA CONTACT INFORMATION

Will be included, as appropriate.

COURSE DESCRIPTION

This course is an introduction to field leadership delivered in an experiential education format. Content will include field leadership theories, program management and design, and basic technical skills. The course will be a mix of classroom and in-field experiences.

Course topics may include, but are not limited to, foundations of group dynamics and experiential learning, risk management, activity specific skills (fire-building, knots, backcountry cooking, meal planning, orienteering), communication, leadership, decision-making, managing conflict, diversity, program design, assessment, and feedback.

Course activities including lectures, demonstrations, leadership opportunities, Leave No Trace principles, giving and receiving peer feedback, journaling, discussion groups, and at least one multi-day expedition to apply skills covered during semester.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

<i>As a result of this class students will be able to:</i>	<i>Course Assessments</i>
<u>demonstrate</u> competency in land-based activities	Skills exams
<u>demonstrate</u> knowledge of experiential	Quizzes and field reflections

**LDR 4040 – Fall 2014 (3 credit)
Introduction to Field Leadership**

learning theory and principles of field leadership;	
<u>plan</u> a safe, enjoyable, and environmentally sound progression for backcountry programs;	Route planning
<u>recognize</u> a range of field hazards and a corresponding range of hazard management strategies	Field Hazard Analysis
<u>critically reflect</u> on personal leadership experiences;	Reflections
<u>Lead</u> a multi-day backpacking trip for a general population group with trip outcomes	Leader of the Day

**COURSE EVALUATION METHODS AND COURSE REQUIREMENTS/
EXPECTATIONS**

Expectations

Attendance and Participation: Students are expected to come to class prepared to participate fully in class discussions and group development activities. This includes being dressed appropriately for being outside in any weather conditions and having completed all assigned readings and assignments. Please advise the instructor as soon as possible in advance if you must miss class. Because of the experiential nature of this class, missed classes and field trip days are nearly impossible to make-up. Class absences exceeding 6 hours can result in the lowering of a student's grade by 1 letter grade for each 6 hours missed. Absences exceeding 12 hours may result in the administrative removal of a student from the course. Late arrival for class will be counted as a minimum of 1 hour of absence.

Readings: With on-line, face-to-face and hybrid classes, all students are expected to read assignments thoroughly and be prepared for class activities and discussions.

Assignments/Grades: Grades will be determined by class attendance, completion of assignments, and participation. If students participate in all classes and submit all assignments on time, they will pass this course.

All assignments must be submitted in the following format:

- Work should be Times New Roman, 12 pt., single-spaced with 1" margins all around.
- Work should be clearly titled and include the author's name and class.
- Carefully check each assignment description for how work should be submitted (i.e. hard copy or electronically).
- Assignments submitted electronically should include the author's name in the title of any attachments.
- Work that is submitted not matching the above criteria (or other specific criteria in the assignment description) will be returned to the student not graded. Work may be

LDR 4040 – Fall 2014 (3 credit)
Introduction to Field Leadership

resubmitted matching the above criteria with penalties for late work assessed as previously mentioned.

Assignment	Total Points
Reading Quizzes	15 points
Skills Exams	25 points
Reflection on Field Experience	15 points
Lesson Plans and Delivery	15 points
Field Experience Planning	15 points
<u>Leader of the Day Experience (Paired)</u>	<u>15 points</u>
TOTAL	100 points

A (94-100)	A- (90-93)	B+ (87-89)	B (86-84)	B- (80-83)	C+ (77-79)
C (74-76)	C- (70-73)	D+ (67-69)	D (66-64)	D- (63-60)	F (59 and below)

COURSE ASSIGNMENTS

Reading Quizzes (15 points)

To ensure comprehensive understanding of course theory.

Skills Examines (25 points)

To demonstrate competency in basic outdoor activity skills.

Reflection on Field Experience (15 points)

To reflect on the leadership of yourself, your co-leader, and other leader pairs during the field experience.

Lesson Plans and Delivery (15 points)

To practice leadership through teaching of skills.

Field Experience Planning (15 points)

To implement field leadership theory in practice through the planning final field experience for course.

Leader of the Day Experience Paired (15 points)

To ensure overall comprehensive understanding of course material and future application.

POLICY ON MAKE-UP WORK, LATE WORK, AND INCOMPLETES

Deadlines: Students are expected to complete all assignments on time. Late work will not be accepted unless the student has been excused from class and the professor gives permission for the work to be handed in at a later date.

Incompletes: Grades of Incomplete ("I") are reserved for students who are passing the course but have not completed all the required work because of exceptional circumstances

**LDR 4040 – Fall 2014 (3 credit)
Introduction to Field Leadership**

CLASSROOM ETIQUETTE POLICY

Students are expected to come to class prepared for active participation. Students are expected to experience learning through many different avenues and participate in each to his or her fullest capacity. In class, students will work in small teams to discuss readings, engage in simulations, and prepare for guest scholar and leader visits, and use theory to enhance practice through carefully designed group activities. The teams will allow students to apply leadership theory and concepts in diverse contexts. The classroom will be a safe environment for exploring ideas and challenging assumptions. It is an expectation that each student will take the necessary actions to respectfully listen to the voices of others and share their own opinions and values. Students and the instructor are expected to treat others with respect.

Students are expected to approach assignments with thoughtful consideration and to be thorough in their completion. In all written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language. Written assignments will be reviewed for both content and presentation. Unless otherwise noted, written assignments are to be typed, double-spaced, in 12-point Times New Roman font, with one-inch margins. All citations must be in APA format.

Students should expect the instructor to come prepared. The instructors will be willing listeners with regard to student concerns. Students may expect the instructors to be available outside of class to give additional help or support. These meetings will be scheduled to meet the students' and instructor's schedules.

DISABILITY POLICY STATEMENT

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) – and follow all OSD procedures.

ACADEMIC INTEGRITY AND HONOR CODE STATEMENT

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at:

[http://www.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

Plagiarism: Students are often under the impression that cheating only applies to copying material off another student's exam. However, there are other forms of serious academic dishonesty to avoid. Plagiarism is the appropriation of passages, either word for word, or in substance, from the writings of another and the incorporation of those passages as *one's own*

LDR 4040 – Fall 2014 (3 credit)
Introduction to Field Leadership

written work offered for credit. It is always assumed that the written work offered for credit is the student's own unless proper credit is given the original author by the use of quotation marks or appropriate citations in the text. This includes the copying of reports and homework, or the unchanged use of the essential ideas or conclusions of such work, as well as other themes, theses, books, or pamphlets. Collusion is collaboration with another person in the preparation or editing of notes, themes, reports, or other written work offered for credit *unless such collaboration is specifically approved in advance by the instructor*. Examples of collusion include extensive use of another's ideas for preparing a creative assignment and undue assistance in the preparation or editing of written materials. A student guilty of plagiarism and/or cheating will receive a grade of F in the course and the grade will be so recorded on the transcript. Students giving and receiving assistance in any unauthorized fashion during an examination subject themselves to this cheating policy. A pattern of cheating will result in suspension.

REQUIRED TEXT AND READINGS

Curtis, R. (2005). *The Backpacker's Field Manual: Revised Edition*. New York: Three Rivers Press.

Kossell, A (2010). *AMC Guide to Outdoor Leadership* (2nd Ed.). Boston: Appalachian Mountain Club.

Simpson, S (2003). *The Leader Who is Hardly Known*. Bethany: OK: Wood N Barnes.

SUPPLEMENTAL READINGS

Supplemental readings, power points and videos will be available on the Blackboard site. Additionally, the text offers excellent supplemental readings which will be referenced in this class.

COURSE TOPICAL OUTLINE, INCLUDING DUE DATES FOR ASSIGNMENTS

In order to best meet the needs of individual students, optional assignments used to explore a student's special interest may be substituted for the above in a manner agreed upon by both the instructor and the student. Proposals may be approved after negotiation of assignment description and assessment criteria. Students should not begin any optional assignments without full consent from the instructor.

LDR 4040 – Fall 2014 (3 credit)
Introduction to Field Leadership

COURSE TOPICAL OUTLINE, INCLUDING DUE DATES FOR ASSIGNMENTS

Block	Week	Topic
Foundational Theories in Field Leadership	1	Introduction to the course What is Field Leadership?
	2	Theory introduction: Kolb's Cycle, Site Management, John Dewey, Outward Bound Learning Model, etc.
Outdoor Skills	3	Leadership in the field: The Leader Hardly Known
	4	Site Management: Introduction to terms
	5	Knots and Usage
	6	Backpacking: Gear, Skills,
Educational Skills	7	Framing-Activity-Closure, Basic Instructional Strategies,
	8	Instructor Positioning, Challenge versus Risk
Human Skills	9	Group Dynamics and Formation
	10	Processing and Feedback
How it All Fits Together	11	Situational Awareness
	12	Preparing for a Trip
	13	Assessing Your Participants, Yourself, and Other Leaders
Pre-Trip	14	Students conduct a pre-trip with instructor to make sure all Risk Management items are covered.
Expedition	15	Students will act as Leaders of the Day for a weekend trip that has been planned by the students.
	16	