

FOR 485/685: Forest Recreation Planning and Site Design
Spring 2019

Course Description

At a popular camping area along the Appalachian Trail, campsites built on sloping land prevent the spread of ecological impacts. Nearby, on the National Mall, a permit system helps to ensure peaceful expressions of democracy at one of the world's most intensively used urban forests. Far to the north and west, elevated boardwalks and platforms promote the well-being of both visitors and the several-hundred pound Alaskan brown bears that they've come to observe. To the south and east of the U.S. continent, fragile coral reefs, known as the "rainforests of the sea," are protected by a series of markers and mooring buoys. All are reflective of intentional recreation planning and design. In FOR 485/685, our study of planning and design will be guided by the following goals and learning outcomes.

Course Goals

Upon successful completion of this course, students will:

1. Understand outdoor recreation planning processes, principles, and frameworks.
2. Have an appreciation for established approaches to site design in forests and parks.
3. Be able to propose an outdoor recreation site plan.
4. Meet Communication in the Major requirements.
5. Meet Capstone Experience in the Major requirements.

Learning Outcomes

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

1. Identify steps in the master planning process.
2. Explain how key state and federal laws relate to outdoor recreation planning.
3. Interpret recreation planning frameworks used by federal, state, and local agencies.
4. Describe the processes involved in obtaining and analyzing data useful to planners.
5. Evaluate recreation facilities and use areas based on established standards and guidelines.
6. Apply design guidelines and principles to an outdoor recreation site.
7. Evaluate alternatives to meet goals for an outdoor recreation site development.
8. Prepare an outdoor recreation site plan.
9. Apply discipline-specific standards of oral and written communication to compose an articulate, grammatically correct, and organized presentation/piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.
10. Critique their own and others' writing/oral presentations to provide effective and useful feedback to improve their communication.
11. Complete a project that integrates knowledge, skills, and experiences related to those General Education Program Outcomes appropriate to the discipline.
12. Demonstrate skills, processes, and resources needed to make a successful transition from college to the world beyond.

Instructor

Dr. Laura E. Anderson McIntyre

Office: TNR 365

Phone: 346-4182

E-mail: Laura.Anderson@uwsp.edu

Office Hours: Tuesdays & Thursdays, 10:00 am – 10:50 am; other times by chance or appointment

Class Location & Meeting Time

TNR 320

Tuesdays and Thursdays, 1:00 pm – 2:50 pm

Required Text

Baas, J. & Burns, R. (2016). Outdoor recreation planning. Sagamore Publishing. Urbana, IL.

Additional readings on reserve at the library or as posted on D2L: uwsp.edu/d2l/Pages/default.aspx.

Exams

There will be two written exams – a midterm and a final. Exams will be based on lectures, assigned readings and class discussions and may contain true/false, multiple choice, fill-in-the-blank, matching, short answer, and/or essay questions.

Planning and Design Project

We'll practice recreation planning and design through a final project. The project will consist of two components: a written plan and an in-class presentation. Additional instructions for the plan and details about the project will be provided during lab. Some lab time will be dedicated to advancing the project.

Site Design Journal

To facilitate greater awareness of planning and site design in recreation areas, you will be asked to maintain a "Site Design Journal" throughout the semester. The journal should contain the following components: date, location, activity, planning or site design element observed, comments or reflections. Include at least one entry per week in the journal, observing 10 or more different recreation sites.

Lab Assignments

A variety of lab activities will take place to demonstrate the principles and practices of planning and design. If you must miss a lab activity for an excused reason, please make arrangements to complete the lab as soon as is practical.

Graduate Lecture

Students taking the course for graduate credit will deliver a lecture on a recreation planning or site design topic.

Grading

Assignments/Exams*	Learning Outcome(s) Addressed	Points
Midterm Exam	1-4	100
Final Exam	5-7	100
Final Project	6-12	100
Site Design Journal	5	50
Lab Assignments	1-8	50
	Total	400

*The graduate lecture is worth 50 points, yielding 450 total possible points for FOR 685.

Grade Scale**

A:	93+	C:	73-76
A-:	90-92	C-:	70-72
B+:	87-89	D+:	67-69
B:	83-86	D:	60-66
B-:	80-82	F:	<60
C+:	77-79		

**Course grades may be adjusted up or down based on attendance and participation.

Academic Honesty

Please refer to the University of Wisconsin – Stevens Point Dean of Students website (uwsp.edu/dos/Pages/default.aspx) for policies and expectations regarding academic honesty.

Learning Resources

Students are encouraged to seek help from the instructor regarding any academic concerns or questions. Writing assistance is available in the Mary K. Croft Tutoring-Learning Center, 018 Albertson Hall (uwsp.edu/tlc/Pages/default.aspx). Accommodation for learning or physical disabilities can be arranged through the Disability Services Office (uwsp.edu/disability/Pages/default.aspx), 609 Albertson Hall.

Course Website

Please check the course website frequently (through D2L: uwsp.edu/d2l/Pages/default.aspx) for announcements, reading assignments, project instructions, and other materials.

Course Schedule

	Wk	Days	Tuesday	Thursday	Assignment
Forest Recreation Planning	1	Jan 22 & 24	Course overview and introduction to recreation planning	Site design journal (Emerson Park)	Read Ch. 1
	2	Jan 29 & 31	Planning process; SCORPs	SCORP lab (TNR 356)	Read Ch. 2, 12, & D2L
	3	Feb 5 & 7	VERP, LAC, VUM	VUM lab (TNR 356)	Read D2L and Ch. 7
	4	Feb 12 & 14	ADA & NEPA	NEPA lab (TNR 356)	Read D2L
	5	Feb 19 & 21	Gathering data to inform planning	Survey lab (TNR 356)	Read Ch. 3, 4, & 5
	6	Feb 26 & 28	Public meetings, plan management, and decision making	Visitor counts	Read Ch. 6, 8, & 9
	7	Mar 5 & 7	<u>MIDTERM EXAM</u>	Final project (TNR 356)	
& Site Design	8	Mar 12 & 14	Schmeckle developments; design considerations	Aesthetics lab (TNR 356)	Read D2L
	SPRING BREAK				
	9	Mar 26 & 28	Trails	Trail lab	Read D2L
	10	Apr 2 & 4	Campgrounds	Campground lab	Read D2L
	11	Apr 9 & 11	Transportation; parking	Bus lab	<u>PROJECT DRAFTS DUE</u>
	12	Apr 16 & 18	Playgrounds; project peer review	Playground lab	Read D2L
	13	Apr 23 & 25	Visitor information; restrooms	Sign lab	Read D2L
	14	Apr 30 & May 2	Final project (CPS 107)	Picnic sites; water-based recreation	Read D2L
	15	May 7 & 9	Project presentations	Emerging issues; site design journals	Read Ch. 13 <u>JOURNALS DUE</u>
16	May 13	<u>FINAL EXAM</u>	2:45 pm – 4:45 pm	<u>FINAL PROJECT DUE</u>	