

SUNY Cortland
Physical Education Department
PED 281 – Adventure Activities II

Course Information

Credit Hours: 1.0
 Semester/Year: Fall 2006
 Location: D-305 Park Center
 Required Texts:

Professor Information

Name of Instructor: Steve Patrick
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 Office Hours: TBA

Fuchs, T., Steele, T., & Quinn, T. (1999). Adventure Madness. T.D. Enterprises (Freeville, NY).

Course Description

(B) Adventure Activities II involves an adventure-based approach to learning. The content focuses on the development of effective groups and understanding the decision-making process as well as small group and individual challenges. Learning experiences will focus on theoretical underpinnings, practical application, and relevance to external agencies. Activities include problem solving initiatives, the climbing wall, and high ropes course elements. Prerequisite: PED 181 (Adventure Activities). (1.0 cr. hr.)

Course Attendance Policy

Students will receive a 1/3 letter grade deduction for each unexcused absence from class. Students must actively attend 80% of all held classes to pass the course. For a class that meets 15 times, 4 missed classes will result in failure for the course.

Evaluation of Student Performance

Skills Test (Knots, Belays)	16% (please see page 3)
Daily Journal/Reflection	24% (please see page 4)
Affective Assessment	30% (please see page 5)
Assignments	30% (TBA)

Grade Assignment

A+	98-100%	B+	88-89%	C+	78-79%	D+	68-69%
A	93-97%	B	83-87%	C	73-77%	D	63-67%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%
						E	< 60%

Please Note

1. Assignments that are completed late will lose points or may not be accepted. Work that is untyped or otherwise unprofessional in appearance may not be accepted.
2. It is expected that students will be dressed for activity, or an absence will be given.
3. Chronic tardiness is unacceptable; three late arrivals are equal to an absence.
4. Professional behavior and attire at all times are considered to be minimum competencies **required** for successful completion of the course.

Anticipated Course Schedule

Week	Activity
1	Introduction, Icebreakers
2	Sequencing Activities, Trust
3	Group Stages, Initiatives, Facilitation Basics
4	More Initiatives, Debriefing, Beginning Belaying
5	Even More Initiatives, More Belaying, and Knots
6	High Ropes Activities
7	More High Ropes Activities (including Self-Belaying)

Goals/Objectives of the Course

At the conclusion of the course, students will be able to:

1. Demonstrate an understanding of and the ability to perform the skills necessary to safely climb, rappel, and belay individuals on challenge courses (NASPE: Content Knowledge; CF: Personal Responsibility, Knowledge Base).
2. Demonstrate an understanding of the physical components of the belay chain (NASPE: Content Knowledge; CF: Knowledge Base)
3. Demonstrate an understanding of the sequencing of adventure education activities (NASPE: Content Knowledge, Growth & Development, Communication, Reflection; CF: Professional Commitments, Diversity).
4. Demonstrate an understanding of the stages of group development (NASPE: Content Knowledge, Growth & Development, Reflection; CF: Professional Commitments, Diversity).
5. Demonstrate an understanding of basic facilitation/debriefing techniques associated with adventure education (NASPE: Content Knowledge, Growth & Development, Communication, Reflection; CF: Professional Commitments, Diversity).
6. Demonstrate an understanding of the role of challenge course programs in public schools (with particular emphasis on the relation to NYS Learning Standard #2, A Safe and Healthy Environment) and community organizations (NASPE: Content Knowledge, Growth & Development, Communication, Reflection; CF: Professional Commitments, Diversity).

At all times during the course, students will:

1. Be treated and treat others with respect and dignity (NASPE: Communication, Collaboration; CF: Personal Responsibility, Social Justice).
2. Demonstrate an ability to work collaboratively dignity (NASPE: Communication, Collaboration; CF: Personal Responsibility, Social Justice).
3. Have an opportunity to engage in adventure education activities, including initiatives and high ropes course activities dignity (NASPE: Communication, Collaboration; CF: Personal Responsibility).
4. Demonstrate behaviors indicating a willingness to undertake personal challenge (NASPE: Reflection; CF: Personal Responsibility).
5. Have an opportunity to demonstrate the interpersonal and intrapersonal skills necessary to accomplish adventure education activities dignity (NASPE: Communication, Collaboration; CF: Personal Responsibility, Social Justice).
6. Have an opportunity to demonstrate responsible personal and professional behavior dignity (NASPE: Communication, Collaboration; CF: Personal Responsibility, Social Justice).
7. Have an opportunity to develop leadership and followership in a group setting dignity (NASPE: Communication, Collaboration; CF: Personal Responsibility, Social Justice).

Academic Integrity Statement:

Students in this course are expected to abide by the guidelines on academic dishonesty that are found in chapter 340 of the SUNY Cortland College Handbook (<http://www.cortland.edu/president/handbook.pdf>). As stated in these guidelines, any instance of plagiarism, cheating on examinations or other forms of academic dishonesty will be punished, most likely by the receipt of a failing grade for this course and possible dismissal from the College. The primary means for enforcing the course's policy on academic dishonesty will be the Web-based plagiarism detection service Turnitin.com, to which you will be required to submit all of the papers you write for this course.

Disability Statement:

If you are a student with a disability and wish to request accommodations, please contact the Office of Disability Services located in B-1 Van Hoesen Hall or call (607) 753-2066 for an appointment. Any information regarding your disability will remain confidential. Because many accommodations require early planning, requests for accommodations should be made as early as possible. Any requests for accommodations will be reviewed in a timely manner to determine their appropriateness to this setting.

PED 281 – Skills Assessment

Name: _____

Total Score (15 points possible): _____

Knot	Assessment
Figure-8 On-a-Bight	Correct___ Neat___
Figure-8 Follow-Through	Correct___ Neat___
Super-8	Correct___ Neat___
Bowline	Correct___ Neat___
Bowline On-a-Bight	Correct___ Neat___
Double-Fisherman's	Correct___

Total (11 points possible): _____

Belay Checklist

- ___ Proper Pre-Flight Check
- ___ Proper Equipment Set-Up
- ___ Acceptable Technique (Dominant Hand)

Total (3 points possible): _____

Harnesses

- ___ Correctly size and utilize a seat harness
- ___ Correctly size and utilize a full-body harness

Total (2 points possible): _____

Daily Journal/Reflection

A daily log of activities done in class, along with a reflection upon those activities, is to be kept for twelve classes – excluding the first class. Excessive absences will limit your ability to keep this log. Each day's log is worth 2 point towards your final grade.

The format of the daily log/journal is one of 'action/reaction/application.' The 'action' column is a **brief** description of the activities done that day. The 'reaction' column is a listing of your thoughts, opinions, and concerns about each activity. The 'application' column addresses how that information is going to be used in the future.

Each log is due at the beginning of the next class, and should be typed. Use a table or three-column format similar to the example below:

Action	Reaction	Application
Putting on Harnesses	These things make me look silly! At least everybody else does as well. Billy's harness was hard to double-back.	I need to remember to do the 'size check' on every climber I belay.
Introduction to Carabineers	I'm not really sure what the difference in all the shapes is. How can you tell if these things are not good any longer?	I'd prefer to have auto-locking carabineers in the schools.
Etc...	Etc...	