

Course Code & No. - Section: ODAL 250 - Section 1
Course Title (Credits): Extended Field Expedition (4)
Term & Year: Spring / 2020
Course Ref. No. (CRN):

Instructor: Rosie Hackett
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Office: TCES 2nd floor
Office Hours: By appointment

Equipment Room Hours: TCES 1st floor M, T, & Th 330-530pm

Class Meeting Time: Wednesdays 9-10:15am
Location: TCES 206
Field Dates Tuesday May 5th (5am)- Saturday May 30 (late evening) (three weeks in the majestic John Muir Wilderness)

Prerequisites (from Catalog): ODAL 101: Outdoor Skills and Instructor Permission
NOTE: It is recommended to have a Wilderness First Responder certification for this course.

The Mission Statement:

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

The Core Themes:

Liberal Arts	Professional Preparedness
Entrepreneurial Thinking	Sustainability

Course Description

This course introduces students to the skills, attitudes and inner resources needed to be an effective leader in the outdoors and/or in any other part of life. The curriculum revolves around seven leadership skills, i.e. outdoor competence, self-awareness, tolerance to adversity and uncertainty, expedition behavior, communication skills, judgment and decision-making, and vision and action and four leadership roles, i.e. self leadership, active followership, designated leadership, and peer leadership. Through an experiential learning approach in class, students will utilize first hand experiences and personal styles to obtain the techniques needed to improve their sense of self, their sense of group and their sense of meaning. This course concludes with a 21 day field expedition where students continue to develop, practice and apply their leadership skills and roles. The field curriculum is set up to encourage students to play an active role in the following: ethically responsible group management, technical expertise, risk management, route planning, logistics, decision making, lesson planning, natural history, and facilitation skills such as framing, delivery, and debriefing. Field location is to be determined. NOTE: Course fees will only be refundable up to 60 days prior to the start date.

Student Outcomes

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

1. Function effectively in all four leadership roles: self-leadership, active followership, designated leadership, and peer leadership.
 2. Practice and develop competence in seven leadership skills.
 - a. Continually increase technical competence in all skill areas.
 - b. Maintain flexibility, commitment and positive attitude in the face of adversity and uncertainty.
 - c. Accurately identify personal strengths and areas for growth.
 - d. Display strong expedition behavior by working effectively as a member of a team and serving group goals with a positive attitude.
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- e. Employ leadership styles, judgment and decision-making strategies appropriate to the situation.
 - f. Focus on practicing exceptional communication skills, including giving and receiving growth-oriented feedback and conflict exploration
 - g. Work to understand the leader's vision and, when appropriate, develop your vision as a leader; follow through with appropriate action to help the group achieve its potential.
3. Practice multiple situational leadership styles, depending on task urgency, group skill, task complexity and other variables.
 4. Recognize and consistently perform appropriate techniques to reduce or avoid hazards in a remote field environment, for example rockfall, weather, river crossings and hazards, etc.
 5. Travel and lead competently in rugged terrain using map and compass skills, off-trail navigation, hazard evaluation, route-finding techniques, and river-crossing techniques.
 6. Accurately assess skills, strengths and endurance in self and others and conservatively apply those limits to given situations.
 7. Practice Leave No Trace minimum impact camping skills.
 8. Research and facilitate the teaching of the local ecosystem's flora and fauna, geology, history, land management, and cultural issues.

Methods of Assessing Student Outcomes (revised)

Student outcomes will be assessed using the following:

1. Independent research
2. Oral presentations/Teaching demonstrations
3. Field journal/written assignments
4. Skills demonstrations
5. Paired/group activities
6. Instructor Evaluations
7. Self evaluations
8. Peer feedback

Instructional Strategies

E.g.: This class will utilize the experiential teaching approach through inquiry learning, case studies, games/initiatives, paired/group activities, peer feedback and independent research. The course text will provide a framework for the course. Flexibility and adaptability are central to success in an outdoor setting and in this class as well.

Required Texts and Materials

Required Texts:

- *The Tao of Leadership* by John Heider; Humanics New Age; 1997; ISBN: 0-89334-079-0
- *TBD*
- Field Journal

Recommended Sources (for research projects):

- *2009 NOLS Leadership Educator Notebook: A Toolbox for Leadership Educators* by John Gookin & Shari Leach, Ph.D.
 - Outdoor Education Research and Evaluation Center: <http://www.wilderdom.com/research.html>
 - **CANVAS**: Register for ODAL 250: Extended Field
 - SNC library: <http://libguides.sierranevada.edu/ODAL>
 - *Journal of Experiential Education (JEE)*
 - Outward Bound Online Resources
 - James, Thomas. Kurt Hahn and the Aim of Education
 - Kurt Hahn Sermon: 48th Annual Dinner of Old Centralians
 - Kurt Hahn Sermon: Education of Peace, The Foundations of Modern Society
 - Kurt Hahn Sermon: Gordonstoun and a Europe Mission
 - Kurt Hahn Sermon: The Love of Enterprise, The Love of Aloneness, The Love of Skill
 - Kurt Hahn Sermon: Training For and Through the Sea
 - Kurt Hahn Sermon: The Opening of the Athenian School
 - Kurt Hahn Address at the Outward Bound Trust in 1960
 - An Essay on Kurt Hahn
 - Two Sermons by Kurt Hahn
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Attendance

Class sessions begin promptly at 9am and will continue until 10am each Wednesday of the Spring 2018 semester excluding national and school sanctioned holidays. Students are expected to attend all classes and to be **on time**. **Students jeopardize passing the course with more than two class absences!** In addition, all students are required to participate on the three week extended field expedition from May 14 thru June 6th.

Class Requirements

PLEASE come to class with **snacks, WATER, and comfy/warm clothes!** This class will be as active as possible and will be OUTSIDE as much as possible. A well fed, hydrated, and comfortable student is a happy, attentive student.

Please turn off cell phones and laptops while in class session. This class will hopefully be way too ACTION PACKED for such distractions.

In addition to regularly scheduled class sessions, this course will utilize the "field". All students are required to attend the field expedition.

Due to the experiential nature of this class, students are asked to **experience** all course material including discussions, problem solving, physical activities and the exchange of feedback. Sensitivity and attentiveness toward each group member's experience and the group's progress as a whole will be the responsibility of each group member.

Prim Library Resources

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

Prim Library Resources include, but are not limited to:

1. Materials on reserve (ask for these at the circulation desk; for use inside Prim Library):
2. Reference materials (for use inside Prim Library):
3. Books (can be checked out):
4. Electronic databases (for peer-reviewed research articles, reviews, newspaper and magazine articles): Electronic databases most likely to include articles related to your term paper topics are EBSCO:
5. Hardcopy periodicals:
6. Lib Guides: <http://Libguides.sierranevada.edu> These web pages contain instructions about how to use resources available at Prim Library, how to evaluate the appropriateness of information from the Internet for a research paper, how to cite sources, and other topics related to finding and using information. Check out our ODAL libguides: <http://libguides.sierranevada.edu/content.php?pid=292660&sid=2402945>

Sanctions for Cheating and/or Plagiarism

The Honor Code

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3rd Offense: Student is expelled.

ADA Accommodations

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

Grading Policy

Students' grades will be determined as follows:

- Class Participation: For each class missed, 50 points will be deducted from your grade. (Note: Credit for the class is jeopardized after three or more absences.)
- Outdoor Leader Presentation/Write Up: 50 pts.
- TAO of Leadership Presentation/Lesson Plan/Student Handout: 100 pts
- Extended Field Participation/OB evaluation: 200 pts. NOTE: You cannot pass this course if you miss the extended field course.
- Expedition Field Journal/PBR from class: 100 pts
- Final Field Reflection: 50 pts

Total Points Possible: 500 pts

Class Schedule

<i>Date</i>	<i>Class Plan</i>	<i>Assignments DUE on date!</i>
<i>Week 1</i> 1/22	<ul style="list-style-type: none"> • Welcome activity • Class overview and expectations (tone setting, texts, syllabus) • This is a PARTICIPATION course! Canvas Course! • 4/7/1 Schematic: Defining Leadership: Skills, Roles, and Theories • Journal/PBR • Scholarship Application • Introduce mini Outdoor Leader Presentation (example) 	<ul style="list-style-type: none"> • Come to class with a SMILE and a sense of ADVENTURE!
<i>Week 2</i> 1/29	<ul style="list-style-type: none"> • Due-Mini Outdoor Leader PRESENTATIONS • Characteristics of a Stellar Leader? Personal Pro and Grow Share (CIA agents) 	<ul style="list-style-type: none"> • Buy Tao of Leadership • Bring a cool journal or binder to class! This will be your field journal too! Start filling it with tools and resources to be successful! • Mini Outdoor Leader Presentation Assignment (Canvas): choose and present about an Outdoor Leader that inspires you (from our list or beyond our list)!
<i>Week 3</i> 2/5	<ul style="list-style-type: none"> • Skype meeting with Jason from Outward Bound (OB history and philosophy, value of experience, professional development, etc.) • Introduce Paperwork/OB Forms 	<ul style="list-style-type: none"> • Research Outward Bound History and Philosophy and bring questions and enthusiasm!
<i>Week 4</i> 2/19	<p><u>SENSE of SELF</u></p> <ul style="list-style-type: none"> • Competence Cartwheel • Introduce Feedback/Growth Journey/Rule • Tolerance and Uncertainty 	<ul style="list-style-type: none"> • Paperwork due: <i>Scholarship, Med Form, Risk Form!!!</i> • CANVAS: Tolerance to Adversity and Uncertainty
<i>Week 5</i> 2/26	<ul style="list-style-type: none"> • Skype meeting with Jason from OB (Introduction to gear and life in the Sierra = greater COMPETENCE and Style). 	<ul style="list-style-type: none"> • Review OB Equipment List and Course Objectives. Come to class with questions!
<i>Week 6</i> 3/4	<p><u>SENSE of SELF</u></p> <ul style="list-style-type: none"> • It is all about STYLE! • Leadership Style Workshop-KNOW & Embrace yourself! 	<ul style="list-style-type: none"> • Get Styley!
3/11	<ul style="list-style-type: none"> • NO CLASS: Spring Break! 	<ul style="list-style-type: none"> • Get outside and adventure! • Start acquiring the GEAR you need to be competent and STYLEY in Utah!
<i>Week 7</i> 3/18	<p><u>SENSE of GROUP/PLANNING</u></p> <ul style="list-style-type: none"> • Skype Meeting with Jason (Expedition meal planning at OB etc.) 	<ul style="list-style-type: none"> • Review Meal planning and be prepared with questions and objectives!

Week 8 3/25	<u>SENSE of GROUP</u> <ul style="list-style-type: none"> Expedition Behavior 101 Staying Together is all about COMMUNICATION 	<ul style="list-style-type: none"> Canvas: Communication
Week 9 4/1	<u>SENSE of GROUP</u> <ul style="list-style-type: none"> The Art of Decision Making: Avoid the Traps! Judgement: Learning how to be productively paranoid. Risky Business (learning to manage it all) 	<ul style="list-style-type: none"> Canvas: Judgement and Risk Management
Week 10 4/8	<u>SENSE OF MEANING</u> <ul style="list-style-type: none"> Group Stages/Facilitation Styles Summing it all up....Review for final take home exam TAO presentation-demo & workshop 	<ul style="list-style-type: none"> Canvas: Summing it all up! Draft any last questions for OB!
Week 11 4/15	<u>SENSE of GROUP/PLANNING</u> <ul style="list-style-type: none"> Skype Meeting with Jason (Expedition route/itinerary planning at OB etc.) Where to go from here...21 days in the Sierra! Final trip logistics/assignments/driving/etc.	<ul style="list-style-type: none"> Review Itinerary and be prepared with questions and objectives!
Week 12 4/22	<u>SENSE of MEANING</u> <ul style="list-style-type: none"> Review Take Home Exam TAO Presentations Ready for Field (workshop) Field Logistics 	<ul style="list-style-type: none"> DUE: Final Exam (Canvas): Take Home
Week 13 4/29	<u>Pre-Course Logistics and Equipment Meeting/Pack Check</u> <i>Here we go!!!!</i>	<ul style="list-style-type: none"> Due: TAO lesson plan (Canvas)! Pack Check-Bring in all gear for course!
May 5- May 30	<ul style="list-style-type: none"> HGH SIERRA FIELD EXPEDITION! Leave at 5am 	<ul style="list-style-type: none"> Yeow!!! Be Styley out there in the wild!
June 1	<ul style="list-style-type: none"> Field journal & final reflections are due MONDAY June 1st! 	<ul style="list-style-type: none"> Due: Field journal Due: Final Reflection

Please note that the schedule of class topics and assignments are subject to change. As outdoor LEADERS, we are always POISED FOR CHANGE!

Don't forget to BRING WATER to every class. Hydrate or Die!

Criteria for Evaluation

Assignments:

- **Field Prep Paperwork** : (participation on the field course is not permitted unless this paperwork is complete). In order to be prepared for your extended field course, there are a number of preparation assignments/paperwork that will be dispersed throughout the semester.
- **Class Participation Assignments (in class and on CANVAS)**: As part of developing as outdoor leaders, we need to read and reflect upon lots of cool and thought provoking stuff. Most of these will be done IN CLASS (and will be posted on CANVAS as well). Always be prepared for class and be an active participant in class so that you can LEARN the most and be STYLEY.
- **Outdoor Leader Mini Presentation Handout**: Research an OUTDOOR LEADER of choice (list provided if need guidance). The most important criteria in selecting your leader is that they have some clear describable leadership qualities, and that they have had some impact on you. Please don't pick someone who doesn't interest you. Choose a MENTOR for you. You will be asked to do two things: 1. **Brief Presentation (2-4min)**, 2. **Informational Handout** on this leader as a means to share your leader with the class! The **presentation** should be engaging and transformative. Have fun with this. The **one page informational handout** (submitted to CANVAS) should include all pertinent information on your outdoor leader (quote, pic, strengths, weaknesses, influence on the outdoor world and you, lessons to be learned, why we should care, etc.).

- **The Tao of Leadership Lesson Plan/Presentation (Presented in the FIELD):** articulated through a **lesson plan** and **presentation** (15 minutes) on a chosen quote from The Tao of Leadership. Please note that you will turn in a Lesson Plan to me (field journal or canvas). Be creative with this one and engage the entire class with your lesson on leadership! Remember that you are practicing to become instructors/teachers/ and facilitators. The presentation should engage the entire class in an experiential lesson on leadership reflection using the tools we have learned from the text and class discussions, i.e. storytelling, guided imagery, visual imagery, songs, case studies, etc. For example, “Water Meditation” where the class is taken to the nearest stream to reflect upon the qualities of water and leadership, etc.
- **Expedition Field Journal (DUE JUNE 1):** Aside from being there, from living and traveling in the canyonlands of Utah, a well-executed PBR is the single most important thing that will deepen your learning and help you recall all that this experience has taught you. Please include the following guidelines. This is your learning tool, please take this opportunity to be as creative as possible. ENJOY!

Sections:

- **Expedition Itinerary: (21 entries)**
 - This is a LOG of your expedition itinerary, i.e. mileage, rest days, camps, peaks, climbs, etc. This should be written down every day in your journal and can be translated into a professional work log!
- **Journal: Personal Reflections (a minimum of 15 entries)**
 - This is your section...do as you wish...draw, paint in blood, wax poetic...
- **Technical Skills (Notes/Drawings/etc.) (a minimum of 5 entries)**
 - Everything you learn out there...from navigation to LNT to anchors to...
- **Leadership (a minimum of 4 entries)**
 - 7/4/1 model (see attached schematic-all lessons should refer back to this model)
 - Leader of Day (LOD) feedback
 - Lessons plans for lessons taught in field
 - TAO lesson plans
- **Natural History (Notes/Drawings/etc.) (a minimum of 3 entries)**
 - Sierra flora/fauna to stars to archaeological findings
- **Final Field Reflection:** Before you turn in your Field Journal at the end of the course, please take the time to RE-READ your journal in order to REVISIT & REFLECT upon your learning experience. **You will turn in a 3-5 page typed (you may email it to me) FINAL REFLECTION** that grounds your extended field course experience back to your INTD studies, specifically in regard to ODAL. Helpful tool: If you were trying to explain the value of such a unique capstone to your family, friends, teachers, employers, etc., how would you describe your major learning outcomes? Be specific and professional...no one wants to hear that it was “cool”.

Late Work Policy: Late work will be deducted 5pts/day.



“One day’s exposure to mountains is better than cartloads of books.” John Muir
