

**FACULTY DEVELOPMENT AWARDS**

**CALL FOR PROPOSALS: WRITING INTENSIVE PROJECTS**

**MU Campus Writing Program**

*“To support faculty as the primary agents in educating students to reason critically, solve complex problems, and communicate with clear, effective language in discipline-specific ways”*

Submitted by

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submitted to

Dr. Amy Lannin, Director

Campus Writing Program

The Conley House

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## **HOOK, LINE & SINKER: A COLLECTION OF FISH TALES BY MISSOURI ANGLERS**

### **Purpose**

To gather a compendium of fishing stories, written by Missouri anglers, but compiled by undergraduate students enrolled in a 3-credit, topics class (PRTR 2101) offered in spring semester, 2013 by the Dept. of Parks, Recreation & Tourism. Students will apply marketing principles to recreational fishing, a sport in decline, through actively participating in reading and writing assignments. Successful completion of these tasks will result in a published book.

### **Priority Status**

- Creating a new WI course (especially encouraged at the 1000 and 2000 levels).

### **Project Goals / Objectives**

1. For students to categorize fishing stories into meaningful themes (reasons / benefits of participation)
  - Use of NVIVO, a computer software program that analyzes qualitative data
2. For students to reason critically
  - To read and select the best examples of fishing stories from Missouri anglers through the surveys and student discussion (includes majors and non-majors).
3. For students to solve complex problems
  - Using a vast amount of qualitative data, including information from outside sources, students will blend the fishing stories together by topic / theme.
4. For students to communicate with clear, effective language in discipline-specific ways
  - Write (and re-write) the narrative in such a way that it will be a marketable product for the angling population – both existing and potential audiences.
5. For students to write a book on the social values of fishing
  - Use of survey data combined with the angling literature
  - Select a self-publisher and sign the necessary paperwork

### **Background Information**

Recreational fishing is the most common outdoor activity in the U.S. According to the *National Survey of Fishing, Hunting, and Wildlife-Associated Recreation*, 30.0 million U.S. residents, aged 16 and older, participated in some type of fishing in 2006. Each year, anglers spend over 500 million days and nearly \$42.5 billion pursuing this form of leisure. Fishing is known as a “gateway” activity, one that frequently leads to other forms of outdoor recreation participation. Resource management agencies often sponsor fishing events, such as tournaments, derbies, and free fishing days to encourage participation. Positive fishing experiences, especially for kids, are thought to have a substantial carry-over value later in life. Each year over 20% of the American population, aged 55 and older, participate in fishing.

In 2006, there were 931,000 resident anglers in Missouri. Approximately 12% of Missourians participate in fishing, as compared to the national average of 9.0%. Furthermore, the average angler goes fishing 18 days per year in Missouri. Resident and non-resident anglers in Missouri spend over \$1 billion in fishing-related purchases each year – a significant contributor to the state’s economy. Although these figures are impressive, the number of anglers (statewide) has decreased by 50,000 since 2001. This downturn in Missouri reflects a nationwide trend in angling participation (34.1 million in 2001 vs. 30.0 million in 2006, a decrease of 12%).

Part of the decline in fishing may be due to nature deficit disorder, a non-medical diagnosis used by Richard Louv in his book, *Last Child in the Woods* to explain the divide between children and nature in society. The effect is pervasive. Louv argued that many factors, including technology, have made a negative effect on children’s outdoor play behavior as compared with time spent in nature by those in previous generations. Perhaps this idea is best described by the kid who said, “I like to play indoors better, ‘cause that’s where all the electrical outlets are” (pg. 10).

Missouri has a rich history and recreational fishing is an important part of the state’s cultural heritage. The value of angling is far greater than its economic impact, number of annual license purchases or days fished. Although not a panacea, fishing is a fun, safe, and inexpensive activity that is ideally suited for family participation. It only takes a few generations for fishing to become a “lost” art, so a number of strategies are needed to maintain its viability. Participation is a function of both supply and demand. This project will address some demand side factors.

### **Strategy**

A new approach is needed to publicize the core values of fishing, not something that describes the same species, techniques, or places to go - bookstores and websites aplenty contain this type of information. Fishing stories, as told by Missouri anglers, will be used to describe the reasons and benefits of participation, such as being outside, stress release, skill development, and camaraderie. Each chapter will blend carefully selected themes with existing literature to create a powerful narrative that explains why anglers like to go fishing – aside from simply catching fish. Often the source of humor and exaggeration, fishing stories (a.k.a., lies) represent an important oral tradition in the U.S. This form of entertainment can be an excellent way to promote dialogue and social bonding between friends / family members.

### **Questionnaire**

A two-page questionnaire will be sent to a random sample of 400 resident, licensed anglers in Missouri asking why they participate in fishing (see the attachment).

### **Target Market**

Since Missouri anglers are the primary audience, any published work on fishing should affirm their important role and status in society. Fishing enthusiasts should have a vested interest in the book because they helped to write it – a logical starting point for sales. A mass mailing will be sent to those in the sample after its publication. The MU Bookstore could be an additional sales outlet for students, parents, and other campus visitors. The book would make an ideal gift.

The underlying intention is to reach potential anglers, those interested in fishing but whose outdoor capital is lacking or non-existent. Reaching this segment of the population will require a “soft” sell (marketing-based approach) – providing information about the values / benefits of fishing before participation. Decisions to go fishing might be influenced by reading this book, especially if given to them by someone who is an experienced angler. It will be available through Amazon, Google, and Barnes & Noble, both in paperback and electronic formats.

### **Timeline & Logistics**

This project is scheduled to occur during 2012-2013 (from August - July). I plan to hire a graduate student (GTA) and work with them to construct the questionnaire and gain Campus IRB approval for the project during fall semester. Second, a random sample of 400 licensed anglers will be obtained from the Missouri Department of Conservation – typically provided as an in-kind service. After the questionnaires have been mailed and returned, the GTA will code and enter the information into NVIVO, a software package designed to analyze qualitative data. Next, we will conduct an extensive review of the fishing literature. There are numerous articles on the social aspects of fishing, but they need to be collected and uploaded on Blackboard in advance of the class. The GTA will perform these and other tasks.

Once the information is collected, organized and uploaded, the second semester will be spent on writing (and re-writing) the manuscript. Students will write and edit continuously during the semester, tasks that will constitute most of their grade. This process will feature “writing to learn” – an approach designed to help students become knowledgeable about the subject matter. Various readings will be assigned throughout the semester, followed by discussion on how this information can be useful for the project. CWP faculty / staff will be involved during this entire process, including consultation, guest lectures, and critique of student work. CWP feedback will be incorporated into each phase of the project. I anticipate a class of 20-25 students (max. enrollment = 25) and plan to schedule a technology classroom where we can meet once a week for 3 hours during the semester. Nearly every session will involve writing.

During the summer, 2013, I will make the final edits and submit the manuscript for publication.

### **Assessment**

- This project will culminate in a book that features action-oriented, participatory research. Anglers will benefit by knowing that they are the primary source of information (acknowledgements will be provided). Students will benefit by improving their writing skills through peer-editing, and review from the teaching assistant, myself, and CWP staff. MU will benefit because of positive public relations – both the project and the book will be newsworthy stories.
- Benefits to the faculty include teaching a new class, working with a variety of students, enhancing my own editing / writing skills, and publishing a book that will support the fishing industry. All book sales will be deposited into a gift account, used by the author for marketing, promotion, travel and other approved university functions.
- Learner objectives focus on three main areas: 1) to reason critically; 2) to solve complex problems; and 3) to communicate with clear, effective language in discipline-specific

ways. Students will be sub-divided into teams, initially assigned to one chapter (theme). They will develop a working copy and submit it for intra-group review. The draft will blend published information with data collected from the survey. After initial feedback has been provided, members will re-write the story and post it for inter-group review. Therefore, each student will be responsible for reviewing the work of their group, plus the work of others – a true test of “learning to write.” After this task has been completed, the entire process will be replicated on a new set of chapters, and so forth until the book is written. The GTA I will provide critique on a weekly basis.

### **Dissemination of Results**

If awarded, I will conduct an interview with the MU Cooperative Media Group. This story is likely to result in exposure on radio, television, newspapers, and YouTube. Such advertisement would benefit MU, CWP, PRT, and the students involved in this writing project. In addition, I will participate in a CWP panel / workshop to inform other faculty members how they could use this idea within their disciplines. I also plan to make a conference presentation with the GTA.

### **Budget**

<b>Quantity</b>	<b>Item</b>	<b>Unit Price</b>	<b>Total Cost</b>
9 months (.25 FTE)	GTA	\$600	\$5,400
1	publishing contract	\$2,500	\$2,500
1,050	postage stamps	.45 & .32	\$450
	mailing supplies		\$275
1	printer cartridge	\$100	\$100
	conference + travel		\$1,250
Total			\$9,975

### **References Cited**

Louv, R. (2006). *Last child in the woods: Saving our children from nature-deficit disorder*. Chapel Hill, NC: Algonquin Books

U.S. Department of the Interior, Fish and Wildlife Service, and the U.S. Department of Commerce, U.S. Census Bureau. *2006 National Survey of Fishing, Hunting, and Wildlife-Associated Recreation*. Retrieved June 5, 2012, from <http://www.census.gov/prod/2008pubs/fhwo6-nat.pdf>

### **Bio-sketch & Curriculum Vitae**

Dr. Mark Morgan is an Associate Professor in the Dept. of Parks, Recreation & Tourism at the University of Missouri. Dr. Morgan teaches classes in and conducts research on the human dimensions of natural resource management, especially as it relates to education and outreach. Dr. Morgan is a former Fulbright Scholar and has traveled extensively in Asian countries. He has a strong interest in recreational fishing, having published articles on catfish noodling, sucker gigging, and paddlefish snagging. His work has been featured on NPR, ESPN, and MU News.

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## **EDUCATION**

TEXAS A&M UNIVERSITY - College Station, TX  
*Doctor of Philosophy degree in Recreation and Resources Development*  
EASTERN KENTUCKY UNIVERSITY - Richmond, KY  
*Master of Science degree in Recreation and Park Administration*  
TENNESSEE TECHNOLOGICAL UNIVERSITY - Cookeville, TN  
*Bachelor of Science degree in Wildlife Management*

## **PREVIOUS TEACHING EXPERIENCE**

KANSAS STATE UNIVERSITY - Manhattan, KS  
GEORGIA SOUTHERN UNIVERSITY - Statesboro, GA  
TEXAS STATE UNIVERSITY - San Marcos, TX

## **OTHER PROFESSIONAL EXPERIENCE**

NATIONAL PARK SERVICE (VSP University of Idaho) – Moscow, ID  
U.S. FISH & WILDLIFE SERVICE - Shepherdstown, WV and Bowling Green, KY  
POCONO ENVIRONMENTAL EDUCATION CENTER - Dingmans Ferry, PA  
BRAZOS VALLEY MUSEUM - Bryan, TX  
CAMPEONADA, INC. - Rome, GA  
U.S. FOREST SERVICE - Wallace, ID

## **PUBLICATIONS & GRANT ACTIVITY**

30 publications (24 peer-reviewed) and nearly \$250,000 in funding

## **AWARDS, CERTIFICATIONS & TRAINING**

Fulbright Scholar – Vietnam National University, Hanoi  
Visiting Scholar Appointments (Taipei, Taiwan and Khon Kaen, Thailand)  
Project Learning Tree, Project Wild, Project Wild (Aquatic), Project WET, Hooked on Fishing,  
Investigating Your Environment, Park Planning & Maintenance School.

## **ORGANIZATIONAL INVOLVEMENT**

National Association for Interpretation  
Association of Missouri Interpreters

## **PERSONAL**

Birthplace: Atlanta, GA  
Hobbies: Fishing, Canoeing, and Nature Study