

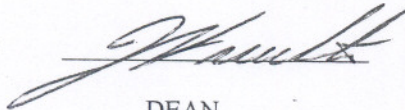
SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
SAULT STE. MARIE, ONTARIO

**COURSE OUTLINE**

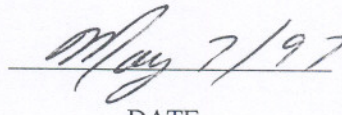
COURSE TITLE: Park Interpretation  
CODE NO.: FOR 242  
PROGRAM: Parks and Outdoor Recreation Technician  
SEMESTER: 4  
AUTHOR: Don Hall  
DATE: May 1997  
PREVIOUS OUTLINE: JANUARY 1996

DATED:

APPROVED:



DEAN



DATE

TOTAL CREDITS: 3

TOTAL CREDIT HOURS: 48

PREREQUISITE(S):

LENGTH OF COURSE: 3 hours per week - 16 weeks



PARKS INTERPRETATION PROJECT

FOR242-3

-----  
COURSE NAME

-----  
CODE NO.

**I. COURSE DESCRIPTION:**

This course will provide students with the skills, knowledge and other resources required by front-line park interpreters. Oral communication skills are stressed, as are skills in the use of computers, and the use of related presentation hardware. Students will develop a full-scale presentation that could be used in a park, conservation authority, or similar setting. A choice of assigned readings will allow students to pursue interests in human relations, natural history, outdoor recreation or nature appreciation. "Setting aside" of technical training will be encouraged with sessions on storytelling, working with children, and (if possible) native cultural awareness. The course includes a small number of compulsory exercises outside regular class time (evenings or weekends). As there will be several guest speakers, class attendance and participation are particularly important.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course the student will demonstrate the ability to:

**A. LEARNING OUTCOMES:**

1. Discuss the meaning of the term "park interpretation," and the role of interpretation in park settings.
2. Plan and deliver an effective interpretive presentation, combining oral communication with other media.
3. Confidently use audio-visual equipment, including dissolve controls, camcorders and 35mm cameras.
4. Use a presentation manager, in conjunction with the Internet to design a computer presentation suitable for use in a visitor's center or kiosk.
5. Develop an interpretive presentation designed specifically for children.
6. Work with the public in a professional, confident manner

**B. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE**

Upon successful completion of the course the student will demonstrate the ability to:

1. Discuss the meaning of the term "park interpretation," and the role of interpretation in park settings.
2. Plan and deliver an effective interpretive presentation, combining oral communication with other media.

Potential Elements of the Performance:

- identify the audience
- write a clear, concise theme statement
- research the theme
- use brainstorming, or other means to find a fresh, creative approach to the theme
- structure the presentation
- set the stage for the presentation, including appropriate dress and demeanor
- deliver the presentation in a clear, confident, professional manner.



PARKS INTERPRETATION PROJECT

FOR242-3

-----  
COURSE NAME

-----  
CODE NO.

3. Confidently use audio-visual equipment, including dissolve controls, camcorders and 35mm cameras.

Potential Elements of the Performance:

- set up a dissolve control unit, so that slides will appear in the proper sequence
- use a manual-control 35mm camera to take photographs which are well exposed, properly focused, and pleasing to the eye
- use a camcorder to record and play back presentations made by classmates.

4. Use a presentation manager, in conjunction with the Internet to design a computer presentation suitable for use in a visitor's center or kiosk.

Potential Elements of the Performance:

- layout concise, clear text for a series of PowerPoint slides
- use PowerPoint to produce a series of slides
- insert graphics into PowerPoint slides
- use the Internet to find useful graphics, and research presentation alternatives

5. Develop an interpretive presentation designed specifically for children

Potential Elements of the Performance:

- identify the audience
- write a clear, concise theme statement
- search appropriate sources for games or other activities suited to the audience

6. Work with the public in a professional, confident manner

Potential Elements of the Performance:

- Participate in training exercises, then practice public relations skills by working in a booth at the Sault Ste. Marie "Great Outdoors Show"

### III. TOPICS TO BE COVERED:

Note: These topics will not necessarily be explored as isolated learning units, or in the order presented below:

1. Fundamentals of interpretation
2. Current Trends in Interpretation
3. Developing an interpretive presentation



PARKS INTERPRETATION PROJECT

FOR242-3

-----  
COURSE NAME

-----  
CODE NO.

4. Structuring an interpretive presentation
5. Delivering an interpretive presentation
6. The art and science of storytelling
7. Interpretation designed specifically for children
8. Review use of manual control 35mm cameras
9. Photographic composition
10. Use of computer presentation managers (such as PowerPoint)

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Gross, Michael and Ron Zimmerman, Interpreter's Handbook Series\*, UW-SP Foundation Press, Inc. University of Wisconsin.

\*There are 4 books in this series. They are:

1. Regnier, Kathleen, Michael Gross and Ron Zimmerman, The Interpreter's Guidebook - Techniques for Programs and Presentations
2. Zehr, J. Michael Gross and Ron Zimmerman, Creating Environmental Publications - A Guide to Writing and Designing for Interpreters and Environmental Educators
3. Trapp, Suzanne, Michael Gross and Ron Zimmerman, Signs, Trails, and Wayside Exhibits - Connecting People and Places
4. Heintzman, James, Making the Right Connections - A Guide for Nature Writers

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Evaluation Process

Attendance	10%
Participation	10%
Major Presentation	30%
3-minute Oral	5%
Presentation	
Storytelling	8%
Reading Assignments	13%
Computer Presentation	10%
Test and Quizzes	15%

Total 100%



PARKS INTERPRETATION PROJECT

FOR242-3

-----  
COURSE NAME

-----  
CODE NO.

Grading System

A+	Consistently Outstanding	(90% - 100%)
A	Outstanding Achievement	(80% - 89%)
B	Consistently Above Average Achievement	(70% - 79%)
C	Satisfactory or Acceptable Achievement in all areas subject to assessment	(60% - 69%)
R	Repeat - The student has not achieved the objectives of the course and the course must be repeated	(Less than 60%)
CR	Credit Exemption	
X	A temporary grade, limited to situations with extenuating circumstances, giving student additional time to complete course requirements	

Note: Students may be assigned an "R" grade early in the course for unsatisfactory performance

**VI. SPECIAL NOTES:**

1. Special Needs

If you are a student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717, 491 so that support services can be arranged for you.

2. Retention of Course Outlines

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

3. Plagiarism

Students should refer to the definition of "academic dishonesty" in the "Statement of Student Rights and Responsibilities". Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course, as may be decided by the professor.

4. Substitute Course Information is available at the Registrar's Office.

COURSE NAME

CODE NO.

## VII. PRIOR LEARNING ASSESSMENT

Students who wish to apply for advanced credit in the course should consult the instructor.