

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON



COURSE OUTLINE

Course Title: PARK INTERPRETATION

Code No.: NRT212 Semester: 3

Program: PARKS & OUTDOOR RECREATION
TECHNICIAN

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Date: JUNE 2000 Previous Outline Date: SEPT 99

Approved: _____
Dean, Natural Resources Programs Date

Total Credits: 3 Length of Course: 3 hrs/wk x 16 wks
Total Credit Hours: 48

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For additional information, please contact Joe Fruchter, Dean, Natural Resources Programs,
(705) 759-2554, Ext. 688.

PARK INTERPRETATION

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NRT212-3

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I. COURSE DESCRIPTION:

This course will provide students with the skills and knowledge required by front-line park interpreters or outdoor interpretive guides working in the ecotourism industry. Oral communication skills are stressed, as are skills in the use of audio visual equipment and other related presentation hardware. Students will develop a full-scale presentation that could be used in a park, environmental education center, or similar setting. A choice of assigned readings will allow students to pursue interests in public relations, natural history, and nature appreciation. Specialized training will be stressed, with sessions on such things as preparing for an interpretation interview, working with children, and native cultural awareness. This 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 parks and professionally guided ecotours.
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. Develop an interpretive presentation designed specifically for children, and work with the public in a professional, confident manner
5. Work towards achieving the occupational standard for Heritage Interpreters, for obtaining national certification through the Canadian Tourism Human Resource Council. **(Optional)**

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 parks and professionally guided ecotours.**
- 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.

PARK INTERPRETATION

Course Name

NRT212-3

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. Develop and deliver 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
- deliver as part of a group, a one to two hour presentation to school children at the Sault Canal

5. Work towards achieving the occupational standard for Heritage Interpreters, for obtaining national certification through the Canadian Tourism Human Resource Council. (Optional)

Potential Elements of the Performance:

- read and understand the occupational standards set out in the “Heritage Interpreter’s Participant Workbook”
- develop a resume geared towards obtaining a summer position in heritage interpretation, and plan to work as an apprentice to fulfill the industry requirements for national certification

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
4. Structuring an interpretive presentation
5. Delivering an interpretive presentation
6. Interpretation designed specifically for children
7. Native cultural awareness
8. Slide projectors and other audio-visual equipment.
9. Preparing for an interpretation interview

PARK INTERPRETATION
Course Name

NRT212-3
Code No.

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

Class Presentation	10%
Group Program	30%
Presentation (Sault Canal)	
Impromptu Prop Talk	10%
Reading Assignments	25%
Final Exam	25%
TOTAL	100%

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	

PARK INTERPRETATION

Course Name

NRT212-3

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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. Field Trips

All field trips are a **mandatory** component of this course. Students who do not attend or attain consent for extenuating circumstances prior to a scheduled field trip will be **penalized 5%** for each trip not attended.

5. Oral Presentations

All oral presentations are a **mandatory** component of this course. Students who fail to show up and deliver their scheduled presentation will **lose the marks posted for the assignment, plus an additional 10% penalty**. (Example: Impromptu Presentation (worth 10%) + 10% penalty = 20% total deducted from final course mark)

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

VII. PRIOR LEARNING ASSESSMENT

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