

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



COURSE OUTLINE

Course Title: PARK INTERPRETATION

Code No.: NRT212-3 Semester: 3

Program: PARKS & OUTDOOR RECREATION
TECHNICIAN

Author: JASON VANSLACK

Date: JUNE 2001 Previous Outline Date: JUNE 00

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.

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I. COURSE DESCRIPTION:

This practical, hands-on course will provide students with the skills and knowledge required by front-line park interpreters or wilderness 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 hardware. Students will deliver a number of individual presentations ranging from five to ten minutes in length, along with a full-scale 1.5 hour program as a group, suitable for provincial and national parks or environmental education centers. This course includes a small number of compulsory exercises outside regular class time (evenings or weekends). There will be a quiz at the beginning of most classes based on material covered from the previous week's lesson, from the course text: "The Heritage Interpreter Workbook". With several presentations being assigned throughout the semester, class attendance and participation is particularly important. This course is based on national standards set by industry, from organizations such as Parks Canada, Ontario Parks, BC Parks, and Interpretation Canada. As part of this course, students will have the opportunity to work towards achieving their industry-recognized Heritage Interpreter certification through the Canadian Tourism Human Resource Council.

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 and other hardware for use in professional presentations.
4. Develop and deliver a 1.5 hour interpretive program 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.**

Potential Elements of the Performance:

- define heritage interpretation
- describe the job description of an interpreter working in parks and wilderness guiding companies
- describe how interpretation works in the field
- describe two interpretation models used by interpreters
- recognize three reasons why agencies and individuals do interpretation

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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.

3. Confidently use audio-visual equipment and other hardware for use in professional presentations.

Potential Elements of the Performance:

- set up a dissolve control unit, so that slides will appear in the proper sequence
- demonstrate the use and care of a slide projector, with the ability to fix jammed slides and change bulbs
- use a camcorder to record and play back presentations made by classmates.
- develop and deliver 5 to 10 minute presentations using a variety of visual effects to support key points, such as props, slides, pictures, or other illustrative means

4. Develop and deliver a 1.5 hour interpretive program designed specifically for children, and work with the public in a professional, confident manner.

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-aged 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

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III. TOPICS TO BE COVERED:

1. Interpretation: Magic or Method?
2. Communication: A Meeting of Minds
3. Resourceful Relationships: Knowing Your Topic
4. Choosing and Using Interpretive Tools
5. The Holistic Approach: Planning Your Program
6. Program Presentation: Delivering the Goods
7. Program Evaluation: Did it Work
8. Being a Professional: The Whole Job
9. Standards and Certification in the Heritage Interpretation Field

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Canadian Tourism Human Resource Council. 1998. Heritage Interpreter Participant Workbook. Canadian Tourism Human Resource Council. Ottawa, Ontario. 232 pp.

V. EVALUATION PROCESS/GRADING SYSTEM:

Evaluation Process:

10 Minute Prop Talk	10%
10 Minute Slideshow or Powerpoint Presentation	10%
Group Interpretive Program (Sault Canal)	30%
5 Minute Impromptu Presentation	10%
Chapter Quizzes	25%
Final Exam	15%
TOTAL	100%

Course Structure: 60% Practical, 40% Theory.

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	(Less than 60%)

repeated

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CR

Credit Exemption

X

A temporary grade, limited to situations with extenuating circumstances, giving student additional time to complete course requirements

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 one scheduled presentation will lose the marks posted for the assignment, plus an additional 10% penalty. Any subsequent presentations missed by the student will result in an automatic failure of the course, and an "R" grade assigned.

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

7. Important Note:

The professor reserves the right to change the information contained in this outline depending on the needs of the learner, on the availability of resources, or new opportunities arising.

VII. PRIOR LEARNING ASSESSMENT

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

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

