
 Course Name

 Course Code

I. COURSE DESCRIPTION:

This practical, hands-on course will provide students with the skills and knowledge required by front-line park interpreters and interpretive guides working in the ecotourism industry. Oral communication skills are stressed, as are skills in the use of computers and other related hardware. Students will participate in the delivery of a number of presentations ranging from three minutes to one hour in length, along with a full-scale 1.5 hour group program, 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). As there will be several guest speakers, class attendance and participation is particularly important. 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.
2. Plan and deliver an effective interpretive presentation, combining oral communication with other media.
3. Use a presentation manager, in conjunction with the Internet to design a computer presentation suitable for use in a visitor’s center or kiosk
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 park settings.**

Potential Elements of the Performance:

- define heritage interpretation
- 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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Course Code**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. 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

4. 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:

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

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IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

V. EVALUATION PROCESS/GRADING SYSTEM:

1 ½ hour Children's Presentation	30%
Chapter Quizzes	28%
Chapter Presentation	13%
Presentation Manager Assignment	10%
3-minute Oral Assignment	9%
Final Test	10%

Grading System

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 90%	3.75
B	70 – 80%	3.00
C	60 – 70%	2.00
F (Fail)	60% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded	
S	Satisfactory achievement in field/clinical placement or non-graded subject area	
U	Unsatisfactory achievement in field placement or non-graded subject areas	
X	A temporary grade, limited to situations with extenuating circumstances, giving student additional time to complete course requirements	
NR	Grade not reported to Registrar's Office	
W	Student has withdrawn from the course without academic penalty	

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VI. SPECIAL NOTES:

Special Needs

If you are a student with special needs (e.g. 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. Visit room E1204 or call extension 493 so that support services can be arranged for you.

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. Any subsequent presentations missed by the student will result in an automatic failure of the course, and an "F" grade assigned.

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.

Plagiarism

Students should refer to the definition of "academic dishonesty" in *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/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

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 professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.