

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Park Interpretation  
**CODE NO. :** NRT212-3 **SEMESTER: 3**  
**PROGRAM:** Parks & Outdoor Recreation Technician  
**AUTHOR:** Don Hall  
**DATE:** June 2004 **PREVIOUS OUTLINE DATED:** June 2003  
**APPROVED:**

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	<b>DEAN</b>	<b>DATE</b>
<b>TOTAL CREDITS:</b>	3	
<b>PREREQUISITE(S):</b>	None	
<b>HOURS/WEEK:</b>	3	

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*For additional information, please contact Colin Kirkwood, Dean  
School of Technology, Skilled Trades & Natural Resources  
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## **I. COURSE DESCRIPTION:**

This 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 five to thirty minutes in length, along with a full-scale 1.5 hour group presentation, suitable for provincial and national parks or environmental education centers. 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 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
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

5. Use a presentation manager, in conjunction with the Internet to design a computer presentation suitable for use in a visitor’s center, trade show or kiosk

Potential Elements of the Performance:

- Choose an appropriate fish and theme
- Storyboard an effective presentation
- Use text, graphics and charts to create an effective presentation

### **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. Interpretation for children
10. Cross-cultural Awareness
11. Storytelling

#### 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:

Presentation Manager Assignment	10%
Chapter Presentations	12%
Chapter Quizzes	24%
Shadowing Report	9%
Children's Presentation Planning	5%
Children's Presentation	30%.
Final Test	10%

The following semester grades will be assigned to students in postsecondary courses:

<b>Grade</b>	<b>Definition</b>	<i>Grade Point Equivalent</i>
A+	90 – 100%	
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% 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/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

#### VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 493 so that support services can be arranged for you.

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 postsecondary 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.

Compulsory Exercises Outside Class Time

This course includes a small number of compulsory exercises outside regular class time (evenings or weekends).

Attendance and Participation

As there will be several guest speakers, class attendance and participation is particularly important.

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.

Substitute course information is available in 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.