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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 experience natural heritage and technology interpretation first-hand in developing and delivering short interpretive programs for their peers and creating a multi-media interpretive eco-guide for outdoor adventurers. This course will be delivered through a combination of in-class lectures, guest lectures and workshops in the field.

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

Upon successful completion of this 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
  - Explain the challenges and benefits of environmental education
  - Understand the relationship between interpretation and environmental awareness in a historical and contemporary context
2. Understand and apply various methods of natural heritage interpretation.

Potential Elements of the Performance:

- Discuss the advantages and disadvantages of personal vs. impersonal interpretation
  - Assess and critique examples of impersonal interpretation
  - Explain the relevance of identifying the audience (i.e., age, culture) in developing interpretive materials
3. 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
  - Structure the presentation
  - Demonstrate appropriate level of enthusiasm
  - Deliver the presentation in a clear, confident, professional manner
4. Demonstrate clear, concise and appropriate written, spoken and visual communication skills in preparing and delivering lessons in natural or cultural history.

Potential Elements of the Performance:

- Synthesize and explain information and concepts using oral, written and visual means
  - Tailor communication to the audience
  - Spontaneously introduce and explain natural and cultural concepts as they arise while leading a guided tour
  - Respond to participants' questions in a knowledgeable and effective manner
5. Research, design and prepare a multi-media "eco-guide" for self-guided adventure travelers or ecotourists at a specific natural or historic site.

Potential Elements of the Performance:

- Choose an appropriate topic and theme
- Storyboard an effective and creative final product for a mature (i.e. adult) audience
- Use text, graphics and charts to create an effective product that engages the audience and encourages a heightened sense of awareness (environmental, historical, etc.)

**III. TOPICS:**

1. Interpretation: Definitions and significance
2. Basic pedagogy: Experiential learning, learners' needs and types of learners
3. Communication methods
4. Approaches to natural and cultural heritage interpretation
5. Interpretive program planning
6. Delivering an interpretive presentation
7. Evaluation and feedback
8. Environmental education and awareness
9. Conservation ethic
10. Special topics: Cross-cultural awareness and interpretation for children and youth
11. Storytelling

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

**N/A**

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

Lake Superior Prov Park/non-personal interpretation/Tilden principles Assignment	10%
Quiz #1	10%
Walking tour interpretation	10%
Walking tour self-evaluation	10%
Eco-Guide Plan (themes and outcomes)	10%
Multi-media eco-guide	25%
Interpreting nature in the news	10%
Final Test	15%

\* See Assignments and Late Policy, below

The following semester grades will be assigned to students:

<b>Grade</b>	<b><u>Definition</u></b>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
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:

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

### Assignments and Late Policy:

Assignments are expected to be handed in on their due dates. Failure to hand in assignments on time (without appropriate medical, etc. documentation) will result in the deduction of 10% per day late to a maximum of five (5) days. At which point a mark of zero (0) may be assigned.

### 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 the assignment of an "F" grade.

## VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.