



**I. COURSE DESCRIPTION:**

This hands-on course provides students with the skills and knowledge to work as heritage interpreters at national, provincial and municipal parks, and as interpretive guides in the ecotourism industry. Course material highlights the integral role of heritage interpretation in park management and developing environmental awareness. Effective planning and oral communication skills are stressed as students complete practical assignments in personal and non-personal interpretation. Students are encouraged to explore traditional and emerging techniques in interpretation for various audiences, including children, adults and New Canadians. Evaluation is based on the delivery of short interpretive programs in class and in the field and in the development of 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 for different audience types, including children, adults and New Canadians.

Potential Elements of the Performance:

- Analyze Freeman Tilden’s six principles of interpretation
- 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 effective interpretive presentations, including oral communication, written material and other media.

Potential Elements of the Performance:

- Identify and address the needs of the audience
  - Write a clear, concise theme statement
  - Research the theme and structure oral and written presentations
  - 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 theme and supporting topics
- 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. Introduction to Heritage Interpretation
2. The Principles of Interpretation
3. Know Your Audience
4. Interpretive Storytelling in the Field
5. Interpretive Techniques
6. Planning an Interpretive Program
7. Trail Signs and Eco-Guides
8. Interpretation and Storytelling from a First Nations perspective
9. Conservation Ethic and Interpretation
10. Special Topics

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS: None required****V. EVALUATION PROCESS/GRADING SYSTEM:**

Tilden's Principles Group Presentation	10%
Field Camp Interpretive Opportunities	10%
Spot Interpretation in the Field	20%
Eco-guide plan	10%
Eco-guide	20%
Trail sign	10%
Participation and Attendance	10%
Final test	10%

The following semester grades will be assigned to students:

<b>Grade</b>	<b>Definition</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	
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.

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

## 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. *<Optional: It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.>*

*<include any other special notes appropriate to your course>*

## VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.