

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: RESOURCE INTERPRETATION

CODE NO.: FOR363-3

SEMESTER: VI

PROGRAM: INTEGRATED RESOURCE MANAGEMENT TECHNOLOGY

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DATE: JUNE 1996

PREVIOUS OUTLINE DATED: JANUARY 1995

APPROVED:


DEAN, SCHOOL OF SCIENCES
& NATURAL RESOURCES


DATE

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TOTAL CREDITS 48

PREREQUISITE(S): None

I. PHILOSOPHY/GOALS:

This course is designed to provide the student with the understanding and skills necessary to be a frontline resource interpreter. This course is designed to improve students communication skills, presentation skills, teaching skills and to provide them with an understanding of the public involvement process in natural resource planning and decision making.

II. STUDENT PERFORMANCE OBJECTIVES (LEARNING OUTCOMES):

Only the learning outcomes which contribute to the course evaluation are presented below.

Upon completion of this course, the student will display the ability to:

- 1) **Compose a "Personal Philosophy Statement" concerning Resource Interpretation.**

Potential Elements of the Performance -

- review the dictionary definitions of resource and interpretation
- synthesize key words from these definitions
- use these key words to develop their own definition
- use their own definition along with a review of the principles of interpretation, purposes, tools, importance of resource interpretation and reasons why people participate in interpretive activities to compose a personal philosophy statement about resource interpretation
- appreciate that everything in life has an interpretive value

This learning outcome will constitute 10% of the course's final grade.

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II. STUDENT PERFORMANCE OBJECTIVES (LEARNING OUTCOMES):

2) Perform a "hands-on" interpretive activity.

Potential Elements of the Performance -

- review unit 2 and reflect on the concepts
- answer all of the review questions correctly
- complete assignment #2 "In touch with nature"

This learning outcome will constitute 20% of the final course grade.

3) Produce an interpretive fact sheet.

Potential Elements of the Performance -

- review unit 3 and reflect on the concepts
- review Chapter 2 in Creating Environmental Publications on writing for the public
- review Chapter 7 in Creating Environmental Publications on page production
- review Chapter 4 in Signs, Trails & Wayside Exhibits on the message

This learning outcome will constitute 10% of the final course grade.

4) Create a graphic interpretive project (either a sign, poster, or pamphlet)

Potential Elements of the Performance -

- review and reflect on the principles of design
- answer the review questions at the end of Unit 4 correctly
- review Chapter 2 on Sign Basics in "Signs, Trails and Wayside Exhibits"
- review Chapter 5 on Designing Folded Publications in "Creating Environmental Publications"
- complete the assignment of producing a sign, poster or pamphlet in Unit

This learning outcome will constitute 20% of the final grade for this course.

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II. STUDENT PERFORMANCE OBJECTIVES (LEARNING OUTCOMES):

5) Plan an interpretive program.

Potential Elements of the Performance -

- completion of units 1-4
- review of Unit 5 and reflection on topics
- review of Chapter 2 in "The Interpreter's Guidebook on planning"
- review of Chapter 9 in "The Interpreter's Guidebook on Gaining Feedback"
- complete a plan for an interpretive program

This learning outcome will constitute 20% of the final grade.

III. TOPICS TO BE COVERED:

There are 8 units in this course. These are:

- Unit 1 - Introduction to Resource Interpretation
- Unit 2 - The Resource Interpretation Process
- Unit 3 - Interpretive Communication
- Unit 4 - Interpretive Graphics
- Unit 5 - Planning For Interpretation
- Unit 6 - Public Involvement
- Unit 7 - Teaching/Mentoring As Applied in Resource Interpretation
- Unit 8 - Interpretation For Children

IV. EVALUATION METHODS:

Personal Philosophy Statement	10%
In Touch With Nature	20%
Interpretive Fact Sheet	10%
Interpretive Graphic Project	20%
Planning Assignment	20%
Review Questions/Test	20%
	<u>100%</u>

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V. REQUIRED STUDENT RESOURCES

The Interpreter's Handbook Series (4 books)

- 1) Regnier, K., Gross, M. and R. Zimmerman 1992. The Interpreter's Guidebook. UW-SP Foundation Press Inc. University of Wisconsin, Stevens Point ISBN #0-932310-17-6
- 2) Heintzman, J. 1988. Making the Right Connections, A Guide For Nature Writers. UW-SP Foundation Press Inc. University of Wisconsin, Stevens Point ISBN #-932310-07-9
- 3) Zehr, J., Gross, M. and R. Zimmerman, 1992. Creating Environmental Publications. UW-SP Foundation Press Inc. University of Wisconsin, Stevens Point ISBN #0-932319-13-3
- 4) Trapp, S., Gross, M, and Ron Zimmerman, 1992. Signs, Trails and Wayside Exhibits. UW-SP Foundation Press Inc. University of Wisconsin, Stevens Point ISBN #0-932310-16-8

VI. SPECIAL NOTES:

If you are a student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations confidentially 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.

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. Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credits in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

- 1) Document past demonstration of learning outcomes.
- 2) Relevant Certificates.

