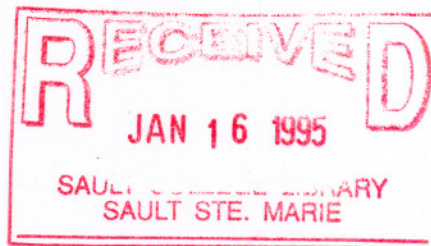


SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE



COURSE TITLE: RESOURCE INTERPRETATION

CODE NO.: FOR363-3

SEMESTER: VI

PROGRAM: FISH & WILDLIFE / INTEGRATED RESOURCE MANAGEMENT TECHNOLOGY

AUTHOR: G.L. STONE

DATE: JANUARY 1995

PREVIOUS OUTLINE DATED: SEPTEMBER 1990

APPROVED: _____

DEAN

Jan 06/95
DATE

RESOURCE INTERPRETATION

FOR363-3

COURSE NAME

CODE NO.

TOTAL CREDITS 48

PREREQUISITE(S): None

I. **PHILOSOPHY/GOALS:** Resource interpretation is an art that goes beyond communication to bring meaning to visitors by telling the whole story. Art is an aesthetically pleasing and meaningful arrangement of elements, as words, sounds, colours and shapes.

II. **STUDENT PERFORMANCE OBJECTIVES (OUTCOMES):**

Upon successful completion of this course the student will be able to:

1. Explain and use Canadian Wildlife Service Interpretive Assessment Checklist and/or other available assessments tools on a specific site.
2. Write a poem and a short story on some aspect of natural resource interpretation.
3. Interview a media person re proper methods of dealing with the mass media and press releases, e.g., communications officer, visitor services personnel, public relations officer, editor, reporter, ministerial assistant, politician, political assistant, chair of chamber of commerce, etc.
4. Give an oral presentation on the operation and maintenance of a piece of audio-visual equipment. This will include a data sheet, a report on common errors in audio-visual presentations and how to prevent them, e.g. slide projector, VCR, video camera, 35 mm camera, overhead projector, 16 mm projector; special effects and multi-media equipment.
5. Plan and create an interpretive experience that focuses on a specific "value" of natural resources. This will include the preparation of exhibits and displays, their proper placement and solutions to exhibit problems with: labels, visual noise, materials and vandalism. An audio-visual presentation will be made to class or agency involved.

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III. TOPICS TO BE COVERED:

Class Time

	Course outline; plan and organize event	1
1)	Principles of Interpretation	1 (1+2)
2)	Goals of Interpretation	
3)	Canadian Wildlife Service and Interpretation	1
4)	Communication and Interpretation	1
5)	The Written Word	3
6)	Natural Resources as Values	3
7)	Developing Your Style	1
8)	Public Relations	2
9)	Audio-Visual Equipment	9
10)	Working with Media People	3
11)	Exhibits and Displays	2
12)	Planning Interpretive Experiences	28

IV. LEARNING ACTIVITIES/REQUIRED RESOURCES

TOPIC/UNIT: 1) Principles of Interpretation
2) Canadian Wildlife Service & Interpretation*

Learning Activity: Use the CWS Interpretive Assessment Checklist on a specific Site

Resources: a) CWS Interpretive Assessment Checklist
b) A designated site

TOPIC/UNIT: 1) Principles of Interpretation
5) The Written Word*

Learning Activities: a) Write a Poem
b) Write a Story

Resources: Pictures, Music

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IV. LEARNING ACTIVITIES/REQUIRED RESOURCES (continued)

- TOPIC/UNIT:
- 1) Principles of Interpretation
 - 2) Goals of Interpretation
 - 4) Communication and Interpretation
 - 5) The Written Word
 - 8) Public Relations
 - 10) Working With Media People*

Learning Activity: Interview a Media Person re Proper Method of Dealing with Mass media and Press Releases (do's and don'ts)

- Resources:
- a) Specific questions for interview
 - b) Media person to interview

- TOPIC/UNIT:
- 1) Principles of Interpretation
 - 4) Communication and Interpretation
 - 5) The Written Word
 - 7) Developing Your Style
 - 8) Public Relations
 - 9) Audio-Visual Equipment*
 - 11) Exhibits and Displays

Learning Activities:

- 1) Give a presentation on the operation and maintenance of a piece of audio-visual equipment
- 2) Identify and report on common errors in audio-visual presentations

- Resources:
- a) a piece of audio-visual equipment (or combination)
 - b) training on use of equipment
 - c) audience

- TOPIC/UNIT:
- 1) Principles of Interpretation
 - 2) Communication and Interpretation
 - 5) The Written Word
 - 7) Developing Your Style
 - 12) What Makes an Effective Poster*

Learning Activity: Produce a natural resource poster which meets criteria for: promotion, attracting attention, conveying a message, design, originality and workmanship

Resources: Criteria for an effective poster

TOPIC/UNIT:

- 1) Principles of Interpretation
- 2) Goals of Interpretation
- 4) Communication and Interpretation
- 5) The Written Word
- 6) Natural Resources as Values
- 7) Developing Your Style
- 8) Public Relations
- 9) Audio-Visual Equipment
- 11) Exhibits and Displays
- 13) Planning Interpretive Experiences*

Learning Activities:

- a) Choose a Theme (specific VALUE)
- b) Research a Theme
- c) Assess Your Audience
- f) Present a project orally (alone or with partners) to the class and/or questions related to the project

Resources:

- 1) Identified Interpretive Experience (Project) {VALUE}
- 2) Identified Site
- 3) Experience doing a project
- 4) Audio-Visual Equipment
- 5) Audience

V. EVALUATION METHODS:

ASSIGNMENT	EVALUATION	%
1. CWS Interpretive Assessment Checklist	complete - 10 incomplete - 0	10
2. a) Poem	(for each of poem and story) thinking - 5	10
b) Story	composition - 5 humour - 5 tells a story - 15	