

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO**

COURSE OUTLINE

Course Title: NATURAL RESOURCE INTERPRETATION

Course No: FOR363-3

Program: Integrated Resource Management

Semester: Six

Author(s): John Clement

Date: January/97

Previous Outline Dated: June/96

APPROVED: 

DATE: Feb 21/97

TOTAL CREDITS: 48

PREREQUISITES: None

LENGTH OF COURSE: 3 Hours Per Week

NATURAL RESOURCE INTERPRETATION

FOR363-3

Course Name

Code No.

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 front line resource interpreter. This course is designed to improve students natural resource interpretation skills; 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.

Co-requisite: Upland Game Management (FOR337-3)

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 Natural 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.

NATURAL RESOURCE INTERPRETATION

FOR363-3

Course Name

Code No.

II. STUDENT PERFORMANCE OBJECTIVES (LEARNING OUTCOMES):

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

Potential Elements of the Performance:

- attend lab and lecture demonstrating an example
- review unit 2 and reflect on the concepts
- answer all of the review questions correctly
- complete assignment #2 "In touch with nature"
- present findings in class

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

3) Mentor high school students in wildlife management techniques:

Potential Elements of the Performance:

- meet with groups of students and tutor them in wildlife management techniques
- set up an open house with Poster Displays and fact sheet
- receive an evaluation from a teacher who's students were mentored.

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

4) Produce a natural resource interpretive fact sheet.

Potential Elements of the Performance:

- used as part of natural resource mentoring exercise (open house)
- 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
- use materials from Upland Game Management Report

This learning outcome will constitute 5% of the final course grade.

NATURAL RESOURCE INTERPRETATION

FOR363-3

Course Name

Code No.

5) Produce a natural resource graphic interpretive poster.

Potential Elements of the Performance:

- used as part of natural resource mentoring exercise (open house)
- 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"
- complete the assignment of producing a poster
- use materials from Upland Game Management Report

This learning outcome will constitute 5% of the final grade for this course.

6) Produce a natural resource video project (a slide tape show) on a topic in upland game management.

Potential Elements of the Performance:

- after reviewing previous videos and attending a video production lecture, student will book time with A/V support services and produce a video

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

7) Plan and construct and self Guided Interpretive Trail.

Potential Elements of the Performance:

- locate an area with high potential
- use maps and aerial photos to delineate staked boundaries, layout trail and map out significant features
- inventory significant features
- use power tools, chain saws, brush cutters to construct trail
- locate significant areas
- construct signs and signpost
- put up signs

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

NATURAL RESOURCE INTERPRETATION

FOR363-3

 Course Name

 Code No.

II. STUDENT PERFORMANCE OBJECTIVES (LEARNING OUTCOMES):

8. Plan and conduct a natural resource 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 and conduct a natural resource interpretive program involving upland game management techniques

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

III. TOPICS TO BE COVERED:

There are 8 units in this course. These are:

- Introduction to Natural Resource Interpretation
- The Natural Resource Interpretation Process
- Natural Resource Interpretive Communication
- Natural Resource Interpretive Graphics
- Planning for Natural Resource Interpretation
- Public Involvement
- Teaching/Mentoring as Applied in Resource Interpretation
- Interpretation For Children

IV. EVALUATION METHODS:

1) Personal Philosophy Statement	10%
2) In Touch with Nature	20%
3) *Mentoring Exercise	10%
4) *Fact Sheet	5%
5) *Poster	5%
6) *Video Project	10%
7) *Plant Construct SGIT	20%
8) *Plan & Conduct Interpretive Program	20%
	100%

*Evaluation of this course is done in conjunction with evaluation in Upland Game Management.

V. REQUIRED STUDENT RESOURCES

Resource Interpreter's Study Guide, 1996.

Resource 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.