

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON



COURSE OUTLINE

COURSE TITLE: RESOURCE INTERPRETATION

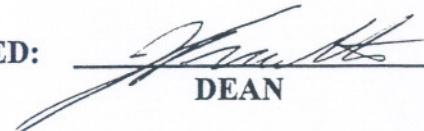
CODE NO.: FOR363 SEMESTER: 6

PROGRAM: INTEGRATED RESOURCE MANAGEMENT

AUTHOR: JOHN CLEMENT

DATE: JAN 1999 PREVIOUS OUTLINE DATED: JUNE 1996

APPROVED:


DEAN


DATE

TOTAL CREDITS 3
PREREQUISITE(S): None
LENGTH OF COURSE: 3 hrs/week x 16 weeks
TOTAL CREDIT HOURS: 48

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For additional information, please contact Joe Fruchter, Dean,
School of Business & Hospitality and Natural Resources Programs,
(705) 759-2554, Ext. 688

RESOURCE INTERPRETATION

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Code No.

I. COURSE DESCRIPTION:

This course is designed to provide the student with the understanding and skills necessary to be a frontline resource interpreter. This will be accomplished by improving students communication and presentation skills, as well as providing you with an understanding of the public involvement process in natural resources planning and decision making.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, students will demonstrate the ability to:

1. Compose a “Personal Philosophy Statement” concerning Resource Interpretation.

Potential Elements of the Performance:

- Explain dictionary definitions and meanings behind the words “resource” and “interpretation”
- Synthesize key words from these definitions
- Use key words to develop their own definition
- Use a developed definition to compose a personal philosophy statement about resource interpretation
- Describe how everything in nature has intrinsic and interpretive value

This learning outcome will constitute approximately 10% of the course.

2. Perform a “hands-on” interpretive activity.

Potential Elements of the Performance:

- Describe the resource interpretation process
- Explain the connection between interpreters, visitors, and the resource to be interpreted
- Complete an assignment on personal connections with nature

This learning outcome will constitute approximately 20% of the course.

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3. Produce an interpretive fact sheet.

Potential Elements of the Performance:

- Describe the importance of good written communication
- Explain the process of producing “reader centred” material when writing for the public
- Demonstrate proper page production in developing interpretive brochures

This learning outcome will constitute approximately 10% of the course.

4. Create a graphic interpretive project.

Potential Elements of the Performance:

- Describe the principles of design
- Explain the importance of proper layout and graphics in developing interpretive materials
- Create a sign, poster or pamphlet with interpretive value

This learning outcome will constitute approximately 20% of the course.

5. Plan an interpretive program.

Potential Elements of the Performance:

- Explain the sequence of steps for developing a program
- Explain the variety of audiences which interpreters may encounter
- Describe the importance of gaining feedback when evaluating interpretive programs
- Develop a complete plan for a 1 hour interpretive program

This learning outcome will constitute 20% of the course.

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III. TOPICS:

1. Introduction to Resource Interpretation
2. The Resource Interpretation Process
3. Interpretive Communication
4. Interpretive Graphics
5. Planning for Interpretation
6. Public Involvement
7. Teaching/Mentoring as Applied in Resource Interpretation
8. Interpretation for Children

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Regnier, K., Gross, M. and R. Zimmerman. 1992. *The Interpreter's Guidebook*.
UW-SP Foundation Press Inc. University of Wisconsin, Stevens Point, WI.
101pp. ISBN # 0-932310-17-6

V. EVALUATION PROCESS/GRADING SYSTEM

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

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<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.75
B	70 – 79%	3.00
C	60 – 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade – limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see Policies & Procedures Manual - Deferred Grades and Make-up).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

VI. SPECIAL NOTES:

- Special Needs
If you are a student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations 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.
- Retention of Course Outlines
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.
- Course Modification
The instructor reserves the right to modify the course as deemed necessary to meet the needs of students.

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- Disclaimer for Meeting the Needs of the Learners
- Substitute Course Information is available at the Registrar's Office.
- Any Other Special Notes appropriate to your course.

VII. PRIOR LEARNING ASSESSMENT

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