

RESOURCE INTERPRETATION

Course Title

FOR363-3

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. Guided hikes, signage, films, storytelling, guided imagery, drama, games and music are some of the common interpretive strategies which will be examined. Students will use various audio visual devices (video, "PowerPoint", slides, etc.). Students will develop their own interpretive style, communication and presentation skills. Students will accumulate an "interpretive toolbox" of resources, references, tools and techniques. Interpretation theory and interpretation for children will be discussed. Students will plan and deliver an interpretive program to an outside or college audience. Public involvement in natural resources planning and decision making is a component of the course. Forums such as open houses, consultation and stakeholder committees, surveys, round tables, public meetings, etc. will be critically examined.

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
- Use various audio visual devices
- Complete an assignment on personal connections with nature

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

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 20% 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 an interpretive sign, poster or pamphlet
- Evaluate interpretive devices at the Bushplane Heritage Centre, Sault Canal N.H.S. , etc.

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 and implement a 20 minute (or equivalent) interpretive program

This learning outcome will constitute 30% of the course.

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

Clement, J. 1996. Resource Interpretation (FOR-363) Study Guide. Sault College of Applied Arts and Technology.

V. EVALUATION PROCESS/GRADING SYSTEM

Personal Philosophy Statement	5 %
In Touch With Nature	5 %
Interpretive Fact Sheet	5 %
Interpretive Graphic Project	15%
Major Interpretation Project	30%
Public consultation assignment	10%
Participation/Field Trips	10%
Review Questions/Tests	<u>20%</u>
	100%

<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
Student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities), 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.
- 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.
- Disclaimer for Meeting the Needs of the Learners
- Substitute Course Information is available at the Registrar's Office.

VII. PRIOR LEARNING ASSESSMENT

Students who wish to apply for advanced credit in the course should consult the instructor.

VIII. COURSE POLICIES

1. Students missing field trip quizzes or the exam will receive a grade of zero unless reasons for missing are acceptable to the instructor and arrangements are made **prior to**.
2. All assignments must be submitted on time to pass the course, or be **penalized 10% of the total mark per day including weekends**. Check each assignment for the due date and time. Anything handed in past this time is late.
3. A number of field trips to a variety of parks and recreational facilities will take place. **Quizzes will be given at the end of each trip.**
4. Classes will be conducted in the same manner as would a meeting in the work place environment. Eating is not permitted, except for light snacks during group work or study periods.