

I. COURSE DESCRIPTION:

This course uses workshops, guest speakers and projects to develop skills needed by front-line park interpreters. Oral communication skills are stressed. Students develop a full-scale presentation that could be used in a park, conservation authority, or similar setting. Technical training is encouraged with sessions on storytelling, hospitality, working with children and native cultural awareness. The CICE student will gain the basic knowledge required with the assistance of a Learning Specialist.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1. Discuss the meaning of the term “park interpretation,” and the role of interpretation in park settings.

Potential Elements of the Performance:

- Define heritage interpretation
 - Describe how interpretation works in the field
 - Explain the challenges and benefits of environmental education
 - Understand the relationship between interpretation and environmental awareness in a historical and contemporary context
2. Understand and apply various methods of natural heritage interpretation.

Potential Elements of the Performance:

- Discuss the advantages and disadvantages of personal vs. impersonal interpretation
 - Assess and critique examples of impersonal interpretation
 - Explain the relevance of identifying the audience (i.e., age, culture) in developing interpretive materials
3. Plan and deliver an effective interpretive presentation, combining oral communication with other media.

Potential Elements of the Performance:

- Identify the audience
- Write a clear, concise theme statement
- Research the theme

- Structure the presentation
 - Demonstrate appropriate level of enthusiasm
 - Deliver the presentation in a clear, confident, professional manner
4. Demonstrate clear, concise and appropriate written, spoken and visual communication skills in preparing and delivering lessons in natural or cultural history.

Potential Elements of the Performance:

- Explain information and concepts using oral, written and visual means
 - Tailor communication to the audience
 - Spontaneously introduce and explain natural and cultural concepts as they arise while leading a guided tour
 - Respond to participants' questions in a knowledgeable and effective manner
5. Research, design and prepare a multi-media "eco-guide" for self-guided adventure travelers or ecotourists at a specific natural or historic site.

Potential Elements of the Performance:

- Choose an appropriate topic and theme
- Storyboard an effective and creative final product for a mature (i.e. adult) audience
- Use text, graphics and charts to create an effective product that engages the audience and encourages a heightened sense of awareness (environmental, historical, etc.)

III. TOPICS:

1. Interpretation: Definitions and significance
2. Basic pedagogy: Experiential learning, learners' needs and types of learners
3. Communication methods
4. Approaches to natural and cultural heritage interpretation
5. Interpretive program planning
6. Delivering an interpretive presentation
7. Evaluation and feedback
8. Environmental education and awareness
9. Conservation ethic
10. Special topics: Cross-cultural awareness and interpretation for children and youth
11. Storytelling

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**N/A****V. EVALUATION PROCESS/GRADING SYSTEM:**

Non-personal interpretation/Tilden principles Assignment	10%
On the spot interpretation	10%
Field interpretation project	25%
Eco-Guide Plan (themes and outcomes)	10%
Multi-media eco-guide	25%
Interpreting nature in the news	10%
Final Test	10%

* See Assignments and Late Policy, below

The following semester grades will be assigned to students:

Grade	<u>Definition</u>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Assignments and Late Policy:

Assignments are expected to be handed in on their due dates. Failure to hand in assignments on time (without appropriate medical, etc. documentation) will result in the deduction of 10% per day late to a maximum of five (5) days. At which point a mark of zero (0) may be assigned.

Oral Presentations:

All oral presentations are a mandatory component of this course. Students who fail to show up and deliver one scheduled presentation will lose the marks posted for the assignment. Any subsequent presentations missed by the student will result in an automatic failure of the course, and the assignment of an "F" grade.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.