Interpretive Program Design OED 361

Instructor: Clayton T. Russell  
Interpretive Program Design  
Office: Wheeler 326  
Winter 2006  
Office Hours: MWF 8:30-10:20 PM  
Class Hours: W 6:30-9:20 PM  
Classroom: Wheeler 211  
Phone: 682-1491  
Email: crusell@northland.edu

SYLLABUS

Required Texts
Interpretation for the 21st Century, 2nd Edition by Larry Beck and Ted Cable  
The Story Handbook: Language and Storytelling for Land Conservationists

Statement of Philosophy

“Interpretation is an educational activity which aims to reveal meanings and relationships through the use of original objects, by first-hand experience, and by illustrative media, rather than simply to communicate factual information. Interpretation is the revelation of a larger truth that lies behind any statement of fact.” We will use interpretive and experiential education methods to develop personal interpretive technique and then export classroom skills to interpretive opportunities in the surrounding community. Interpretive programs are dynamic, they are born out of specific needs and interests; they grow, mature and die. Others arise to take their place. Interpreters are generally sponges of experience, knowledge, and understanding; both absorbing and expelling.

Statement of Expectations

During this course, we will spend a great deal of time familiarizing ourselves with program checklists used by professional interpreters. We will work individually and in teams to develop programs and complete assignments. Part of your final grade in this course is based on the way you carry out assigned tasks. I expect students to attend all classes. I expect you to participate fully in course preparation, discussions, assignments and evaluation. Please have all assigned materials completed before coming to class.

Attendance Policy

Students are expected to be present for each class. Students who miss class are responsible for assignments and material presented during class. Early warnings will be mailed on the basis of poor attendance.

Note: I encourage individuals who have a disability, either permanent or temporary, which may affect your ability to perform in this class, to notify me as soon as possible. Adaptation of methods, materials, or testing may be made as required to provide for equitable participation. Students in need of academic or medical accommodation should contact Judi Holevatz, R.N., Disabilities Coordinator, @ X1340 or room 206 of the student center.

Intended Learner Outcomes

1. Students will be able to define, explain to their peers and give an example for each of the principles of interpretation.
2. Students will be able to explain the purpose of interpretation and give examples of where interpretation might be used.
3. Students will be able to effectively write, deliver and evaluate an interpretation program using themes,
goals, objectives, etc.

4. Students will have the opportunity to participate in story telling, lead nature hikes, construct brochures, and/or appropriate materials in order to convey a given message.

5. Students will demonstrate their understanding of interpretive program design by giving meaningful feedback to peers and the instructional team during group projects and classroom programs.

6. Students will gain an appreciation for the importance of systematic research, planning, reading widely, and documentation in interpretation when developing, presenting and evaluating interpretive programs.

7. Students will gain an appreciation of how effective interpretation, cultural exhibits and exposure to the natural environment can enrich our lives.

8. Personal learning goals:____________________________________________________

Course Fee

The course fee covers field trips, entrance fees, speaker fees, and handouts. The students will be responsible for cost incurred during project work. Check with the instructor before beginning a project if cost seems prohibitive.

Grading

Grades will be determined by class participation, class presentations, individual and group work, mid-term and final exam, and peer and instructor review. Note taking is encouraged. No assignments will be accepted at full credit after the due date.

Scale

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<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
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<tr>
<td>90-93</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<td>83-86</td>
<td>B</td>
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<tr>
<td>80-82</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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*Extra Credit-Attend up to five interpretive events in the community and submit a one-page typed review. Reviews include a brief summary of main points, personal inspiration, and highlighting of useful materials or principles for interpreters. (10 points each)

Resource Texts

Interpretation of Cultural and Natural Resources. Knudson, Cable and Beck
Nature Journaling. Leslie/Roth
Interpreting Our Heritage. Tilden, Freeman.
Signs, Trails and Wayside Exhibits. Trapp, Suzanne; Michael Gross; Ron Zimmerman
Interpretive Master Planning. Veverka, John A.
The Curious Naturalist. Mitchell, John and the Massachusetts Audubon Society
Reflections from the North Country. Olson, Sigurd F.
Interpreting the Environment. Sharp, Grant W.
Planning a Nature Center. Ashbaugh, Byron
Northwoods Companion: Fall and Winter. Bates, John
Northwoods Companion: Spring and Summer. Bates, John
Everyone’s Nature: Designing Interpretation to Include All. Hunter, Carol
Reading the Landscape of America. Watts, May Theilgaard
Giving Voice to Bear. Rockwell, David
The Sacred Paw. Shepard, Paul and Barry Sanders
America by Rivers. Palmer, Tim
Up North Again. Bennet, Doug and Tim Turner
The Holy Earth. Bailey, Liberty Hyde
Nature Study. Botsford, Anna Comstock
Course Assignments

1. Ten-minute interpretive talk with outline. Rough outlines will be due prior to the talks and time given for refinements. Grading rubrics will be provided in class. (100 points)

2. Twenty-minute interpretive talk with outline... Procedure is similar to above. (100 points)

3. Lead a ten to fifteen-minute nature walk on campus. A completed outline is due at the time of the walk. Grading rubrics will be provided in class. (100 points)

4. Class participation, including attendance, weekly assignments, discussion and evaluation of student presentations. Also includes quizzes, mid-term, a lab practical and possibly a final. I do not expect you to attend class if you are really sick or in the midst of a personal emergency. I do expect a phone call prior to class informing me of your situation. (100 points each)

5. Keep a naturalist notebook. The focus for this project should be an examination of a special place on or near our campus. Field notes should be collected weekly. Observation periods should span one-half-hour to longer periods and cover all of the 24-hour day. Field notes should include sketches, a weekly phenology listing, personal reflections, weather observations, natural and cultural observation, poems, species lists, and other pieces of your own design. A final three to five-page paper summarizing your work will be due along with the completed journal on the last day of class. Journals will also be reviewed at mid session. (100 points)

6. We will each have the opportunity to lead a session for Camp Birkie. This 4 hour program will be held in Cable, WI on Saturday February 25th, from noon until 4pm. An outline for your program is due one week before the outing. (100 points)

Class Schedule

January 11-Getting acquainted/Course overview/Extemporaneous talks/ Tilden’s Principles
January 18-Tangibles and Intangibles in the world of Interpretation
- Attend NCSA’s The Last Lecture Series
January 25- The Interpretive Talk: Preparation, outline and delivery. Read pp. 1-46 in Interpretation for the 21st Century

February

February 1- Storytelling in Interpretation
February 8- 10 minute Talks. Read pp. 47-115
February 15- 10 minute talks continued
February 22-Mid term lab practical- Read PP. 117-170
March 1- Children’s Interpretation
March 8- The Nature Walk
March 15- Historical Interpretation
March 22- 20 minute talks
March 29- Interpretation as profession/ Read and discuss The Story Handbook
April 5- Final 20 minute talks
April 12- Visit the CNHM to view museum display in progress, meet with education and administrative staff.
Final Exam- Nature Walks- Dates will be selected in class.

Miscellaneous

I reserve the right to change anything in this syllabus and the class schedule at any time. Changes will be announced in class.