

# NRES 369/569 Syllabus

## Interpretive Media – Spring 2019

Tuesday 1:00-1:50 (TNR 120)

Wednesday 3:00-3:50 (TNR 352)

Friday Labs 10:00-11:50; 1:00-2:50 (TNR 356 Computer Lab)

### Instructors:

Dr. Brenda Lackey	182 TNR	346-2076
Megan Espe	Schmeckle Reserve	346-4992

**Office Hours for Dr. Lackey:** Tues., 3-4 p.m.; Wed. 9-10 a.m.; Fri. 9-10 a.m.

### Text and Lab Manual (purchase):

*The Non-Designer's Design Book* (3<sup>rd</sup> Ed.) by Robin Williams (at bookstore)

*Signs, Trails, and Wayside Exhibits* by Gross, Zimmerman, & Buchholz (in class)

*Interpretive Media Lab Manual* (in class)

### Text (rental):

*Interpretive Centers* by Gross and Zimmerman

### Final Exam:

Monday, May 13, 2:45-4:45 p.m., TNR 120

### Course overview:

This course will provide students with a thorough understanding of the principles that guide the development of quality interpretive media such as signs, exhibits, trails, digital media, and publications. Students will discover design theory, explore and evaluate media samples, develop interpretive writing skills, and create new interpretive media. Students will also master the use of computer design programs to develop and produce interpretive media.

### Learning Outcomes for the Course:

1. You will be able to explain what interpretive media is and identify the design principles and interpretation concepts of quality interpretive media products.
2. You will be able to evaluate various types of interpretive media using techniques discussed in class.
3. You will be able to develop an interpretive media plan for a client using the planning skills and knowledge gained in class.

### Grading Procedure:

A	93-100%	C+	77-79%
A-	90-92%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D+	67-69%
B-	80-82%	D	60-66%
F	< 60%		

## **Grading:**

50	Poster Project
25	Field Trip
100	Sign Redesign Project
100	Mid-term
20	Writing Assignments
100	Brochure Redesign Project
200	Interpretive Media Plan (group project for client)
275	Lab Attendance
<u>100</u>	Final Exam (May 13)
970	points

## **Interpretive Media Individual Assignments:**

### **Poster Project (50 points) Due Feb. 12**

You will develop your own poster design by applying the principles presented in class using a poster that you provide. The project will be graded based on the following criteria:

- 15 points: Design (balance, unity, space, sequence, focal point, contrast, repetition, alignment, proportion)
- 15 points: Message/Writing (concise, interesting, active verbs, concrete nouns, readability, spelling, grammar, organization, style)
- 20 points: Interpretation (connects the meanings of the resource with the interests of the audience)

### **Sign Redesign Project (100 points) Due Mar. 15**

You will be developing an interpretive panel using the principles presented in class using an existing sign. The project will be graded based on the following criteria:

- 30 points: Design (balance, unity, space, sequence, focal point, contrast, repetition, alignment, proportion)
- 30 points: Message/Writing (concise, interesting, active verbs, concrete nouns, readability, spelling, grammar, organization, style)
- 40 points: Interpretation (connects the meanings of the resource with the interests of the audience)

### **Brochure Redesign Project (100 points) Due Apr. 10**

You will be developing an interpretive brochure using principles presented in class using an existing brochure. The project will be graded based on the following criteria:

- 30 points: Design (balance, unity, space, sequence, focal point, contrast, repetition, alignment, proportion)
- 30 points: Message/Writing (concise, interesting, active verbs, concrete nouns, readability, spelling, grammar, organization, style)
- 40 points: Interpretation (connects the meanings of the resource with the interests of the audience)

## **Interpretive Media Plan Group Project (200 points):**

You will be working as a group with a client to design specific interpretive media that connects people with meanings of resources. More specific directions will be provided in class. The project will be graded based on the following criteria:

### Interpretive Media Plan (200 points)

35 points:	Media Purpose & Justification
65 points:	Conceptual Media and Storyline
25 points:	Other Media Plan Components
25 points:	Professionalism and Grammar/Spelling
25 points:	Class Presentation
25 points:	Contribution as a Team Member

### Assignment Due Dates for Group Media Plans:

Media Purpose & Justification: **Draft Due Mar. 5**

Conceptual Media & Storyline: **Draft Due Apr. 3**

Draft Media Plan: **Due Apr. 24**

Final Media Plan: **Due May 3**

## **Attendance and Active Class Participation:**

To develop as a confident, effective, and creative communicator, you must actively participate in the class learning community. We will strive to establish a supportive environment in which all students feel comfortable challenging themselves, knowing that they will receive respectful, honest, and thoughtful input from the class. You will benefit both from giving feedback to others about their projects and from reflecting upon how your classmates respond to your own products.

Therefore, you are expected to enthusiastically contribute to discussions, complete assignments on time, and participate in activities. **Attendance is strongly encouraged. Roll will be taken, and 25 points will be deducted for each unexcused lab absence.** Additional points may be deducted for lack of participation or poor attitude.

## **Academic Integrity:**

While you will be required to work as a team for some tasks, the work you do should result completely from your own efforts as an individual (or as a group, when so assigned). A student will be guilty of violating academic integrity if he/she a) knowingly represents work of others as his/her own, b) uses or obtains unauthorized assistance in the execution of any academic work, or c) gives fraudulent assistance to another student. Please refer to the Student's Community Rights and Responsibilities manual for a detailed description of UWSP policies regarding academic integrity and consequences for academic misconduct.

## **Communication:**

Course instructors will communicate most often using Desire2Learn (D2L) and email with updates or reminders about class meetings or assignments. Please check D2L and email on a regular basis, especially before lecture and discussion times.

<b>Week/Date</b>	<b>Lecture (Tuesday) 1-1:50 p.m. TNR 120</b>	<b>Discussion (Wednesday) 3:00-3:50 p.m. TNR 352</b>	<b>Lab (Friday) 10 a.m. or 1 p.m.</b>	<b>Readings</b>
Jan. 22-25	Course Overview Intro. to Interpretive Media	Lab Introduction; Digital Image Fundamentals	Working with Digital Images: Photoshop	<b>Interpretive Centers</b> pp. 156-158; <b>Signs, Trails</b> pp. 1-7
Jan. 29-Feb. 1	Design Fundamentals	Exploring Effective Posters and Flyers; Bring a poster to class; <b>Poster Assignment</b>	Designing Posters: InDesign	<b>Design book</b> pp. 11-90; <b>Signs Trails</b> pp. 38-46
Feb. 5-8	Interpretive Planning; Introduction to Camp Tesomas Plan project	Project visioning; Assignment of Group Projects; Media Plan – Details/Logistics	Creating Layered Scenes: Photoshop	<b>Signs, Trails</b> pp. 97-107
Feb. 12-15	Exhibits; <b>Posters DUE</b> ; Review Gallery of Posters	Preparation for Field Trip	Field Trip: 8:30-4:00 Camp Tesomas NO LAB	<b>Interpretive Centers</b> pp. 160-184
Feb. 19-22	Sign Basics Messages; Writing/ Inscriptions	Sign Materials <b>Sign/Redesign Assignment</b>	Designing Interpretive Signs: InDesign; Preparing for Printing & Fabrication	<b>Signs, Trails</b> pp. 9-19, 31-37; 49-69
Feb. 26-Mar. 1	Publications;	Exploring Effective Booklets, Pamphlets, Newsletters	Designing Newsletters & Booklets: InDesign	Creating Publications Chapters 5 & 6
Mar. 5-8	Exploring Effective Brochures/Leaflets <b>Media Purpose/Justification DUE</b>	Mid-Term Exam Review	Designing Brochures: InDesign	
Mar. 12-15	<b>Mid-Term Exam</b> ; Work Day	Instructors meet with Media Plan Groups	<b>Sign Redesign DUE</b> NO LAB	
Mar. 19-22	SPRING BREAK – NO CLASSES			
Mar. 26-29	Legal Media; Rules/Orienting; <b>Brochure Redesign Assignment</b>	Sign/Redesign Viewing; Exploring Interpretive Audio/Multimedia	Developing Audio Interpretation and QR Codes	<b>Signs, Trails</b> pp. 20-29
Apr. 2-5	Universal Design	Exploring Video Interpretation/ Digital Media; <b>Conceptual Media &amp; Storyline DUE</b>	Developing Video Interpretation	<b>Interpretive Centers</b> pp. 97-101

Apr. 9-12	Work Day- Instructors meet with Media Plan Groups	Exploring Interpretive Web Sites/Social Media; <b>Brochure Redesign Due</b>	Developing Interpretive Websites	
Apr. 16-19	Work Day	Interpretive Trails	Exploring Other Media Design Software	<b>Signs, Trails</b> pp. 139-149
Apr. 23-26	Work Day	Work Day <b>Draft Media Plans DUE</b>	Work Day	
Apr. 30-May 3	Draft Projects Returned; Work Day	Prepare for Presentations	Work Day <b>Final Media Plans DUE</b>	
May 7-10	Present Projects in Class	Exam Review		
May 14-17	<b>Final Lecture Exam: May 13</b>			