

# NRES 369/569 Interpretive Media, 4 cr.

## Syllabus – Spring 2020

**Lecture:** Tuesday 1:00-1:50 p.m. – TNR 120

**Discussion:** Wednesday 3:00-3:50 p.m. – TNR 352

**Lab:** Thursday 3:00-4:50 p.m. – SCI B228 Computer Lab

### Instructors:

Megan Espe

TNR 176

715-346-4509

[mespe@uwsp.edu](mailto:mespe@uwsp.edu)

Jim Buchholz

Schmeeckle Reserve

715-346-4992

[jbuchhol@uwsp.edu](mailto:jbuchhol@uwsp.edu)

### Office Hours for Megan Espe:

I am available without an appointment on these days/times: Tues. 3-4 p.m.; Wed. 9-10 a.m.; Friday 9-10 a.m.

Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class.

### Textbooks:

- *The Non-Designer's Design Book* (4th ed.) by Robin Williams (required purchase at bookstore)
- *Interpretive Centers* by Gross and Zimmerman (text rental at bookstore)
- *Signs, Trails, and Wayside Exhibits* by Gross, Zimmerman, & Buchholz (provided in class)
- *Interpretive Media Lab Manual* (provided in class)

### 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, 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:

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:

Grades will be assigned based on the following scale:

A = 93-100%    A- = 90-92%    B+ = 87-89%    B = 83-86%    B- = 80-82%    C+ = 77-79%  
C = 73-76%    C- = 70-72%    D+ = 67-69%    D = 60-66%    F = 59-0%

<b>Assignments:</b>	<u>Points possible</u>
Poster Project .....	50
Field Trip .....	25
Sign Redesign .....	100
Midterm Exam.....	100
Writing Assignment .....	20
Brochure Redesign.....	100
Media Plan (group project).....	200
Lab Attendance.....	275
Final Exam.....	<u>100</u>
Total.....	970

**Interpretive Media Individual Assignments:**

**1. Poster Project (50 points) Due Feb. 11**

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

- 25 points: Design (balance, unity, space, sequence, focal point, contrast, repetition, alignment, proportion)
- 25 points: Message/writing (concise, interesting, active verbs, concrete nouns, readability, spelling, grammar, organization, style)

**2. Sign Redesign Project (100 points) Due Mar. 12**

You will redesign an interpretive panel using the principles presented in class. 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)

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

You will redesign an interpretive brochure using principles presented in class. 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 work as a group with a client to design specific interpretive media that will help visitors connect with the 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: **Mar. 3**
- Conceptual Media & Storyline: **April 1**
- Draft Media Plan: **Apr. 22**
- Final Media Plan: **Apr. 30**
- Client Presentation: **May 5**

**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. Attending lectures will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. During the first eight days of the term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

**For labs, attendance will be taken and 25 points deducted for each unexcused absence.** Additional points may be deducted for lack of participation or poor attitude.

**Academic Honesty:**

Academic integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

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.

**Professionalism and Student Conduct:**

Students in the College of Natural Resources are pursuing courses of study that prepare them for careers as natural resources professionals. Thus, CNR students and faculty/staff are expected to exhibit conduct and attitudes appropriate to professionals.

The UWSP Student Affairs office provides guidelines for proper student conduct. See the following link for more information: <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

**Cell Phone Usage:**

Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well.

**Equal Access for Students with Disabilities:**

If accommodations are needed, please inform the instructor and the Office of Disability Services, 609 Albertson Hall or 715-346-3365.

<b>NRES 369/569: Interpretive Media Course Schedule</b>					
<b>Week</b>	<b>Dates</b>	<b>Lecture:</b> Tues. 1-1:50 p.m. TNR 120	<b>Discussion:</b> Weds. 3-3:50 p.m. TNR 352	<b>Lab:</b> Thurs. 3 p.m. SCI B228	<b>Assignments/Readings</b>
1	Jan. 21-23	Course Overview Intro. to Interpretive Media	Lab Introduction; Digital Image Fundamentals	Working with Digital Images: Photoshop	<i>Centers</i> , pp. 156-158 <i>Signs, Trails</i> , pp. 1-7
2	Jan. 28-30	Design Fundamentals	Exploring Effective Posters and Flyers	Designing Posters: InDesign	<i>Design Book</i> , pp. 10-89 <i>Signs Trails</i> , pp. 38-46 <b>Bring a poster to class Weds.</b>
3	Feb. 4-6	Interpretive Planning; Introduction to Vilas Zoo Plan project	Project Visioning; Assignment of Group Projects; Media Plan – Details/Logistics	Creating Layered Scenes: Photoshop	<i>Signs, Trails</i> , pp. 97-107
4	Feb. 11-13	Exhibits; Review Gallery of Posters	Preparation for Field Trip	NO LAB <b>Friday, Feb. 14</b> <b>Field Trip:</b> 8:30-4:30, Henry Vilas Zoo	<i>Centers</i> , pp. 160-184 <b>Posters due Tues.</b>
5	Feb. 18-20	Sign Basics Messages; Writing/ Incriptions	Sign Materials	Designing Interpretive Signs: InDesign; Preparing for Printing & Fabrication	<i>Signs, Trails</i> , pp. 9-19; 31-37; 49-69
6	Feb. 25-27	Publications	Exploring Effective Booklets, Pamphlets, Newsletters	Designing Newsletters & Booklets: InDesign	<i>Creating Publications</i> , Chs. 5 & 6 (on Canvas)
7	Mar. 3-5	Exploring Effective Brochures/Leaflets	Mid-Term Exam Review	Designing Brochures: InDesign	<b>Media Purpose/Justification due Tues.</b>
8	Mar. 10-12	<b>Mid-Term Exam</b>	Instructors meet with Media Plan Groups	NO LAB	<b>Sign Redesign due Fri 3 p.m.</b>
-	Mar. 16-20	<b>Spring Break: No Class</b>			

<b>Week</b>	<b>Dates</b>	<b>Lecture: Tues. 1-1:50 p.m. TNR 120</b>	<b>Discussion: Weds. 3-3:50 p.m. TNR 352</b>	<b>Lab: Thurs. 3 p.m. SCI B228</b>	<b>Assignments/Readings</b>
9	Mar. 24-26	Legal Media; Rules/Orienting	Sign/Redesign Viewing; Exploring Interpretive Audio/Multimedia	Developing Audio Interpretation and QR Codes	<i>Signs, Trails</i> , pp. 20-29
10	Mar. 31- Apr.2	Universal Design	Exploring Video Interpretation/ Digital Media	Developing Video Interpretation	<b>Conceptual Media &amp; Storyline</b> due Weds. <i>Centers</i> , pp. 97-101
11	Apr. 7-9	Instructors meet with Media Plan Groups	Exploring Interpretive Web Sites/Social Media	Developing Interpretive Websites; Exploring Other Media Design Software	<b>Brochure Redesign</b> due Fri. 5 p.m.
12	Apr. 14-16	TBD	Interpretive Trails	Work Day	<i>Signs, Trails</i> , pp. 139-149
13	Apr. 21-23	TBD	TBD	Work Day	<b>Draft Media Plans &amp; Designs</b> due Weds.
14	Apr. 28-30	Instructors meet with Media Plan Groups	Prepare for Presentations	Work Day	<b>Final Media Plans &amp; Designs</b> due Fri. May 1, noon
15	May 5-7	<b>Present Group Projects</b>	Exam Review		
16	Finals Week	<b>Final Exam: Wednesday, May 13, 10:15 a.m.-12:15 p.m., TNR 120</b>			