

NRES 369/569 Interpretive Media, 4 cr.

Syllabus – Spring 2023

Course Schedule

- **Lecture:** Tuesday 1:00-1:50 p.m. – TNR 320
- **Discussion:** Wednesday 3:00-3:50 p.m. – TNR 320
- **Lab:** Thursday 3:00-4:50 p.m. – TNR 356

Instructors

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Lecture & Discussion Lead

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Availability: Drop in TNR 182 Tuesdays from 2:00-3:00; Wednesdays from 4:00-5:00, or Thursdays from 12:00-1:00 or email to schedule an in-person or zoom appointment. Emails may take 24-48 hours for a response.

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, publications, and digital media. Students will discover design theory, explore and evaluate media samples, develop interpretive writing skills, and create new interpretive media. Students will also use professional design software to produce interpretive media.

Course Learning Outcomes

By the end of this course, you will be able to:

- Explain what interpretive media is and identify the design, writing, and accessibility factors that make interpretive media effective.
- Write interpretive messages that are creative, concise, and meaningful for a diversity of audiences.
- Use professional software and employ technical design skills to design a variety of interpretive media.
- Evaluate various types of interpretive media based on design principles and interpretive writing.
- Develop an interpretive media plan and media design for a client using the planning skills and knowledge gained in class.

Required Textbooks

1. **Provided in class:** Gross, M., Buchholz, J., Zimmerman, R. (2006). *Signs, trails, and wayside exhibits: Connecting people and places* (3rd ed.). UW-SP Foundation Press.
2. **Excerpts provided Canvas:** Zimmerman, R., Gross, M. P. (2002). *Interpretive centers: The history, design, and development of nature and visitor centers*. UW-SP Foundation Press.
3. **Provided in class:** Buchholz, J. (n.d.). *Interpretive Media Lab Manual*. UWSP Schmeeckle. You will receive a three-ring binder during the first lab session and a set of tutorial pages to add to the binder each lab session.
4. **Purchase** (available at UWSP Bookstore): Williams, R. (2015). *The non-designer's design book: Design and typographic principles for the visual novice*. Peachpit Press.

Attendance and Active Class Participation

The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. In-person class attendance and active participation is expected in this class so that you can develop effective communication and professional skills and do your part to support our learning community. We strive to establish a supportive environment in which we feel comfortable challenging themselves, knowing that we will receive respectful, honest, and thoughtful input from classmates and instructors. To facilitate this learning, you are expected to contribute to discussions, provide feedback, complete assignments on time, and participate in activities. It is not feasible for instructors to re-teach material in the event you are absent, but you can ask a classmate to share notes. You may be dropped from the course for excessive unexcused absences. You are responsible for dropping any of your enrolled classes. Any exceptions to the attendance policy should be arranged in a timely manner and confirmed in writing.

Late Assignment Policy

Assignments submitted late will be deducted 0.4%/day and not accepted after 10 days. Files must be in specified file formats, accessible, and submitted per instructions. Students are responsible for checking that their assignment is fully uploaded.

Technical issues (except for widespread outages) are not acceptable excuses for late work. Plan for technical issues by finishing assignments at least a day before the due date. Reasonable requests for exceptions for extenuating circumstances are possible with timely notification and written confirmation.

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 as a student, 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.

UWSP 14.03 Academic misconduct subject to disciplinary action:

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Submitting a paper or assignment as one's own work when a part or all is the work of another or artificial intelligence
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - If you use sources word-for-word, you must put those words in quotation marks and directly cite the source of those words, often including the page number.
 - If you paraphrase ideas, you still must give credit to the author of those ideas.
- Stealing examinations or course materials, including “resources” provided without instructor permission on sites such as Course Hero, Chegg, or others
- Submitting work previously presented in another course (a.k.a. “self-plagiarism”)
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

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](#).

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 shows having visual access to cell phones diminishes your ability to learn and impacts other learners in the class due to distraction and your disengagement. Checking social media, texts, emails, and messages during class is unprofessional and disrespectful to our class community. Please keep phones turned off and in bags.

Equal Access for Students with Disabilities

For accommodations, complete the [application process](#) with the [Disability Resource Center](#). For assistance, contact them at 715-346-3365 or datctr@uwsp.edu.

Major Learning Activities

Project	Possible Points
Poster Project	50
Sign Redesign	100
Midterm Exam	50
Brochure Redesign	100
Client Media Plan & Design*	250
Lab Attendance & Participation	275
Final Exam	50
Total:	875
Optional Extra Credit	50 points max

* Graduate Students (500-level) complete a more robust project that is aligned with their interests and goals. Visit with instructors prior to client visioning to discuss options.

Grading Procedure: Based on earned points.

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%

NRES 369/569: Interpretive Media Course: *Schedule subject to change; check Canvas for most current schedule and due dates*

Week	Dates	Lecture: Tues. 1-1:50 p.m., TNR 320	Discussion: Weds. 3-3:50 p.m., TNR 320	Lab: Thurs. 3-4:50 p.m., TNR 356	Assigned Readings	
1	Jan. 24-26	Intro. to Interpretive Media	Lab Intro. Digital Image Fundamentals Week 1 Readings Due	Photoshop Basics: Working with Digital Images	<ul style="list-style-type: none"> • <i>Signs</i>, pp. 1-7 • <i>Centers</i>, pp. 156-158 (Canvas) • <i>Guidebook</i>, pp. 28-47 (Canvas) 	
2	Jan. 31- Feb. 2	Design Fundamentals: PARC Principles	Exploring Effective Posters/Flyers; Poster Project Assigned Bring a poster Week 2 Readings Due	Designing Posters: InDesign Week 1 Lab Due	<ul style="list-style-type: none"> • <i>Non-Designer's</i>, pp. 10-90 & 128 • <i>Signs</i>, pp. 38-46 	
3	Feb. 7-9	Interpretive Signs & Materials	Exploring Interpretive Signs Check In Survey Assigned Week 3 Readings Due	Photoshop Advanced: Creating Layered Scenes Week 2 Lab Due	<ul style="list-style-type: none"> • <i>Signs</i>, pp. 10-19; 32-37; 71-93 	
4	Feb. 14-16	Interpretive Planning Poster Project Due	Poster Gallery Review Sign Redesign Project Assigned Week 4 Readings Due	Designing Interpretive Signs: InDesign Week 3 Lab Due	<ul style="list-style-type: none"> • <i>Signs</i>, Ch. 6, pp. 96-107 	
5	Feb. 21-23	Intro to Client Project Visioning Project Assigned Check In Survey Due	Client Project: Kelly Joslin, M.Ed., Director, Peace Valley Nature Ctr Week 5 Readings Due	Preparing for Printing & Fabrication Week 4 Lab Due	<ul style="list-style-type: none"> • <i>Non-Designer's</i>, pp. 114-116 • <i>Signs</i>, pp. 45-46 	
6	Feb. 28- Mar. 2	Interpretive Publications Sign Redesign Project Due	Publications, cont. Brochure Project Assigned Week 6 Readings Due	Designing Newsletters & Booklets: InDesign Week 5 Lab Due	<ul style="list-style-type: none"> • <i>Creating Publications</i>, Ch. 5 & 6 (Canvas) • <i>Non-Designer's</i>, pp. 129-136 	
7	Mar. 7-9	Interpretive Writing Client Project: Visioning Due	Sign Redesign Viewing Week 7 Readings Due	Designing Brochures: InDesign Week 6 Lab Due	<ul style="list-style-type: none"> • <i>Signs</i>, pp. 50-69 • <i>Interpretive Writing</i>, Ch. 5, pp. 25-29 (Canvas) 	
8	Mar. 14-16	Midterm Exam Review	Midterm Exam	Client Project: Conceptual Media Assigned; Brochure Project Workshopping Week 7 Lab Due		
-	Mar. 18-26	Spring Break: No Class; NAI Regional Conference to Manitoba, Canada March 20-23				

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9	Mar. 28-30	Audio & Video Interpretation	Technology in Interpretation	Audio Interpretation and QR Codes Brochure Redesign Project Due	
10	Apr. 4-6	Universal Design	Copyright & Legal Media Week 10 Readings Due	Video Interpretation Week 9 Lab Due	<ul style="list-style-type: none"> • <i>Signs</i>, pp. 47 • <i>Interpretive Centers</i>, pp. 97-100 (Canvas) • Copyright with Cyberbee (Canvas)
11	Apr. 11-13	Interpretive Websites & Social Media Client Project: Conceptual Media	Client Project: Draft Plan/Media Assigned Week 11 Readings Due	Interpretive Websites Week 10 Lab Due	<ul style="list-style-type: none"> • <i>Interpretive Social Media</i> (Canvas)
12	Apr. 18-20	Interpretive Exhibits	Informational Signs, Rules, & Wayfinding Week 12 Readings Due	Exploring Other Media Design Software Week 11 Lab Due	<ul style="list-style-type: none"> • <i>Exhibit Design & Classification</i> (Canvas) • <i>Signs</i>, pp. 20-29
13	Apr. 25-27	Interpretive Trails Client Project: Draft Plan/Media Due	Client Project: Final Plan & Design Assigned Week 13 Readings Due	Client Project Workshopping Week 12 Lab Due	<ul style="list-style-type: none"> • <i>Signs</i>, pp. 139-149
14	May 2-4	Review Draft Media Plans & Designs	Review Draft Media Plans & Designs	Client Project Workshopping	
15	May 9-11	Exam Review	Client Project Workshopping	Client Project: Presentations Client Project: Final Plan & Design Due	
16	Finals Week	Final Exam: Monday, May 15, 10:15 a.m.-12:15 p.m., TNR 320			

Last updated 2/24/2023

Guidelines

Interpretive Media Technology Lab

NRES 369/569

Schedule: Thursdays, 3:00-4:50 p.m., TNR 356 Public Computer Lab

Lab Instructors:

Jim Buchholz
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Schmeckle Reserve
715-346-4992

Melissa Ruether
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Schmeckle Reserve
715-346-4992

Lab Overview:

The Interpretive Media Lab introduces you to several professional software programs used to design signs and publications, edit graphics, and develop digital media. The lab will develop practical skills that you can use to enhance interpretation at a natural or cultural history site. Tutorials will be distributed each lab section with step-by-step instructions on how to use the software.

Lab Participation and Absences:

Attendance in lab is required. All lab sessions are interactive and hands-on, using professional software to plan and design real media. Each lab session builds off the skills from the previous one. Therefore, active participation in the lab is essential. **Each unexcused absence will deduct 25 points from your total class grade.**

If you are unable to attend a lab session for a legitimate reason (illness, academic conflict, etc.), you need to contact the instructors at least one week in advance (except for emergencies). It is your responsibility to make up any work missed during the lab; we strongly suggest working with another classmate who did attend the lab. Each lab session builds off the previous one, so understanding the content of the previous lab is important before starting the next.

Lab Grading (275 points)

The lab portion of the class is worth 275 points, or about 31% of your total grade in the course (900 total points). The skills gained in the lab will also be evaluated for your semester media projects (poster, sign redesign, brochure, and group project).

Weekly lab assignments (25 pts x 11 sessions): **275 points**

Points for the lab are earned by completing weekly lab assignments. At the end of each lab session, you will be given an assignment that requires you to use the skills you just learned. The assignment is due in a week at the beginning of your next lab session. Expect to spend at least 2-3 hours each week outside of class to complete the assignment. Late assignments will be **deducted 2 points for each day** it is turned in after the deadline.

Schmeckle (S:) Share Drive

As part of this course, you will be using files on and saving files to a shared class folder called the **Schmeckle (S:) drive**. This is loaded automatically in the Schmeckle computer lab, but must be "mapped" on other campus computers (see instructions on next page). Files are stored in the "NR 369-Interpretive Media" course folder.

Schmeckle Interpretive Technology Lab

Location: Schmeckle Reserve Visitor Center basement
Hours: Monday-Friday: 9 a.m. to 4 p.m. Monday-Friday
Saturday: 10 a.m. to 4 p.m.
Sunday: Noon to 3 p.m.
Equipment: 9 computers, flatbed scanner, color laser printer (located upstairs in main office), large-format printer, paper cutter

A private computer lab in the Schmeckle Visitor Center is available for your use. Due to the amount of color printing required in this class, the Schmeckle lab allows you to print color documents for free, without using up your annual printing allotment.

A few guidelines will ensure that everyone has a positive experience:

- The Schmeckle lab was created specifically for students taking Environmental Education and Interpretation courses. You are welcome to use the lab at any time for other classes or projects. However, Interpretive Media and EE/I Practicum students have priority.
- **Only print documents required for this class at Schmeckle.** Use another lab on campus for other classes or personal documents.
- **Food and drinks are not allowed in the lab** to protect the sensitive equipment. Water is allowed, but be extra careful not to spill it on the equipment.
- **Respect the technology equipment.** Schmeckle purchases and maintains all equipment with outside funding.
- **Ask an instructor for help** if you have any issues using the equipment.