

NRES 767: Fundamentals of Natural and Cultural Interpretation

Fall 2019

Instructor:

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Textbooks (Required purchases):

Interpreting Our Heritage by Tilden.

http://www.amazon.com/Interpreting-Our-Heritage-Freeman-Tilden/dp/0807858676/ref=sr_1_1?ie=UTF8&qid=1432733873&sr=8-1&keywords=Freeman+Tilden

The Interpreters Guidebook: Techniques for Programs and Presentations, 4th edition by Buchholz, Lackey, Gross & Zimmerman.

<http://www.interphandbooks.org/index.php/books/interpreter-s-guidebook>

Course Overview:

The profession of natural and cultural interpretation may seem fairly contemporary, yet the primary foundation of guiding has been around for centuries. This course will provide history of the profession, the philosophy, principles, and theory that guide interpretation today, the wide array of professional opportunities available to interpreters, and the planning process used to provide effective interpretive services. The goal of this course is to provide participants with basic concepts of natural and cultural interpretation and how they can be applied in a professional setting.

Course Outcomes:

- Participants will be able to explain the evolution of interpretation and describe key figures who have contributed to the profession.
- Participants will be able to recognize definitions, principles and goals of interpretation and identify how interpretation relates to similar fields.
- Participants will be able to describe professional opportunities in interpretation and explain the role that agencies and organizations play within the profession.
- Participants will be able to explain pertinent theories and concepts underlying interpretation and apply them in work situations.
- Participants will be able to describe and apply the steps in the planning process that are necessary to develop effective interpretation.
- Participants will be able to identify and describe personal interpretive services and media (non-personal).

Course Expectations and Guidelines:

These guidelines will help you to succeed in this course:

1. This course is fully online so you will need a computer and access to a high speed internet connection.
2. Please read all of the introduction and orientation information in the Canvas program <https://uws.instructure.com/enroll/FNRAL8>, This is a helpful resource for familiarizing yourself with how to navigate through the course platform.
3. Email the course instructor when you have any questions or concerns about the course.
4. Routine and consistent participation is very important throughout the course. Some assignments will require reading and reflecting, or will involve discussions with your colleagues, while other assignments will ask you to post a written paper assignment. The goal is to assess your efforts in the course through a variety of methods.
5. The unit assignments are due every two weeks. Your responses to Discussion Assignments will be due on the first Sunday of the unit and your responses to classmates will be due on the second Sunday of the unit.
6. Assignments turned in beyond the DUE date will result in points deducted each day the assignment is late.
7. The intent of the course is for it to have practical value to you in your work situation. Share examples of what you have experienced working in the interpretation, education and natural resource field. We can all learn from each other!

Course Content:

The course is divided into six units based on major topics. Each unit will take two weeks to complete. Each new unit will not be available until the prior unit is completed. The units are listed below. See the “Schedule of Assignments” for dates when each unit will be open.

- Unit 1: The Roots of Heritage Interpretation
- Unit 2: Philosophy of Interpretation
- Unit 3: Professional Opportunities in Interpretation
- Unit 4: Theory Underlying Interpretation
- Unit 5: Interpretive Planning Process
- Unit 6: Introduction to Personal and Media Interpretation

Schedule of Assignments and Due Dates:

Each unit will have several assignments that encourage you to think about and apply the content presented (see assignment descriptions and guidelines at the end of the syllabus).

- **Unit Paper** (1 per unit, 25 pts each): Due on the 2nd Sunday of the unit period.
- **Tilden Journal Assignment** (1 per unit, 10 pts each): Due on the 2nd Sunday of the unit period.
- **Discussion Assignments** (1 per unit, except Unit 6; 10 pts each): Each has two due dates:
 - Your initial response is due on the 1st Sunday of the unit period.
 - Your reply to a classmate's response is due on the 2nd Sunday of that same week.

The list below provides specific due dates for all of the course assignments. **Please watch the Announcements section of Canvas and your university email for any changes throughout the semester.**

Introduction to Canvas and Course (Sept. 3-8)

- Discussion Assignment – “Introduce Yourself!” (Due Sept. 8)
- Introduction Assignment – “Submit Your Picture” (Due Sept. 8)

Unit 1: The Roots of Heritage Interpretation (Sept. 9-22)

- Discussion Assignment (Initial response due Sept. 15. Replies due Sept. 22)
“Nature Study and Interpretation”
- Paper Assignment – “Dinner with an Interpreter” (Due Sept. 22)
- Journal Assignment – “Tilden Journal Assignment” (Due Sept. 22)
- *Reading – Chapter 1 of The Interpreters Guidebook***Similar content as Unit 1, but provides more depth of the history of interpretation

Unit 2: Philosophy of Interpretation: (Sept. 23-Oct. 6)

- Discussion Assignment (Initial response due Sept. 29. Replies due Oct. 6)
“What are Meanings?”
- Paper Assignment – “Environmental Education and Interpretation” (Due Oct. 6)
- Tilden Journal Assignment (Due Oct. 6)
- *Reading – Chapter 2 of The Interpreters Guidebook*

Unit 3: Professional Opportunities in Interpretation (Oct. 7-20)

- Discussion Assignment (Initial response due Oct. 13. Replies due Oct. 20)
“A Diverse Profession”
- Paper Assignment – “Explore Interpretation Organizations” (Due Oct. 20)
- Tilden Journal Assignment (Due Oct. 20)

Unit 4: Theory Underlying Interpretation (Oct. 21-Nov. 3)

- Discussion Assignment (Initial response due Oct. 27. Replies due Nov. 3)
“Applying Other Theories to Interpretation”
- Paper Assignment – “Behavioral Analysis Activity” (Due Nov. 3)
- Tilden Journal Assignment (Due Nov. 3)

Unit 5: Interpretive Planning Process (Nov. 4-17)

- Discussion Assignment (Initial response due Nov. 10. Replies due Nov. 17)
“Universal Accessibility”
- Paper Assignment – “Interpretive Planning for a New Program” (Due Nov. 17)
- Tilden Journal Assignment (Due Nov. 17)
- *Reading – Chapters 3 & 10 of The Interpreters Guidebook*

Unit 6: Introduction to Personal and Media Interpretation (Nov. 18-Dec. 1)

- Discussion Assignments (Initial response due Nov. 24. Replies due Dec. 1)
A. “A Memorable Personal Interpretive Program”
B. “What Makes Interpretive Media Effective?”
- *Reading – Chapters 6, 7, & 8 of The Interpreters Guidebook*

Summary and Feedback (Dec. 2-8)

- Course Evaluation Survey (Due Dec. 8)

Course Grading:

- Unit Paper Assignments: 125 points (5 total, 25 points each)
- Tilden Journal Assignments: 50 points (5 total, 10 points each)
- Discussion Assignments: 80 points (8 total, 10 points each)
- TOTAL: 255 points**

Grades will be assigned based on the following scale:

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

Paper Assignment Guidelines:

Paper assignments will allow for more in-depth reflection about specific course content, for students to critically evaluate and respond to topics and issues. These assignments will allow students to investigate other sources related to the assigned readings.

Each Paper Assignment will be graded on a 25 point scale:

- Content – The content of paper is relevant and thoughtful; provide quotes from sources (10)
- Organization - The ideas are arranged logically and flow smoothly (5)
- Use of References - Citing of sources used within a paper need to follow the American Psychological Association (APA) format (4)
https://www.uwsp.edu/library/Documents/libguides/APA_2010.pdf
- Grammar/Spelling - Be grammatically correct and proofread for spelling errors (4)
- Length - Stay within the length requirements (usually 1-2 double-spaced pages) (2)

Online Discussion Guidelines:

Active and regular participation is important as a means of learning course content and making connections between topics. Visit the conversations throughout the unit period and avoid participating only once. Participation alone is not enough. The quality of postings will also be assessed. Here is how student postings will be assessed:

Each Discussion topic will be graded on a 10 point scale:

Original Posting(s) – 7 points

Your original posting(s) each week should...

- Mention at least two points from the readings (1)
- Relate new content to what you have already learned in the class to date (1)
- Relate content to your own personal experiences (1)
- Critically analyze the content –posting should not just be a summary of the reading (3)
- Be grammatically correct and proofread for spelling errors (1)

Responses to Other Student Postings – 3 points

Your responses to other students and the instructors should...

- Incorporate quotes from other postings (1)
- Be logically reasoned and supported (1)
- Be grammatically correct and proofread for spelling errors (1)

Tilden Journal Assignment:

As an important book for the interpretive profession, reading Freeman Tilden's *Interpreting Our Heritage* (1957) can be a useful tool to reflect on how we currently practice interpretation. For each unit, you will have a reading assignment and will be asked to reflect on what you read using a digital "Tilden Journal".

Each Journal Assignment will be graded on a 10 point scale:

- Content – Provide quotes from the book that support your responses; Entries should be relevant to the readings (3)
- Reflection – Provide examples of how the principles relate to your interpretive efforts (3)
- Organization – Ideas flow logically; easy to read (2)
- Grammar/Spelling – Be grammatically correct and proofread for spelling errors (1)
- Length – Stay within the length requirements (3-5 paragraphs per entry; a paragraph is composed of 3-5 sentences) (1)