

NRES 369/569 Interpretive Media, 4 cr.

Syllabus – Spring 2022

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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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.

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%	

Late Policy

Assignments submitted late will be deducted 10 percent/day. If you have extenuating circumstances that are preventing you from completing work on time, please contact us. What's most important is that you achieve the learning outcomes of the course.

Required Textbooks

1. **Provided in class:** Gross, M., Buchholz, J., Zimmerman, R. (2006). *Signs, Trails, and Wayside Exhibits: Connecting People and Places*. UW-SP Foundation Press.

2. **Provided in class:** 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: Interpretive Media Lab Manual.** You will receive a three-ring binder during the first lab session, and a set of tutorial pages to add to the binder during every subsequent lab session.
4. **Purchase** (available at UWSP Bookstore): Williams, Robin (2015). *The Non-Designer's Design Book: Design and Typographic Principles for the Visual Novice*. Peachpit Press.

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.

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; your instructors will do so as well.

Equal Access for Students with Disabilities

If accommodations are needed, please inform the Disability and Assistive Technology Center (DATC), datctr@uwsp.edu or 715-346-3365.

Major Learning Activities

	<u>Points possible</u>
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

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	Assignments/Readings
1	Jan. 25-27	Course Overview; Intro. to Interpretive Media	Lab Intro.; Digital Image Fundamentals	Photoshop Basics: Working with Digital Images	<ul style="list-style-type: none"> • <i>Centers</i>, pp. 156-158 • <i>Signs</i>, pp. 1-7
2	Feb. 1-3	Intro. to Interpretive Media, <i>cont.</i> Design Fundamentals: PARC Principles	Exploring Effective Posters/Flyers; Poster Project Assigned	Designing Posters: InDesign	<ul style="list-style-type: none"> • Bring a digital poster to class Weds. • <i>Non-Designer's</i>, pp. 10-90; pp.119-122 • <i>Signs</i>, pp. 38-46
3	Feb. 8-10	Interpretive Signs & Materials	Exploring Interpretive Signs	Photoshop Advanced: Creating Layered Scenes	<ul style="list-style-type: none"> • Posters due midnight Fri. • <i>Signs, Trails</i>, pp. 9-19; 31-37; 71-93
4	Feb. 15-17	Interpretive Planning	Poster Gallery Review; Sign Redesign Project Assigned	Designing Interpretive Signs: InDesign	<ul style="list-style-type: none"> • <i>Signs</i>, Ch. 6, pp. 95-107
5	Feb. 22-24	Project Visioning: Client Project	Client Project: Dr. Sarah Scripps, Museum of Natural History	Preparing for Printing & Fabrication	
6	Mar. 1-3	Interpretive Publications	Publications, cont.	Designing Newsletters & Booklets: InDesign	<ul style="list-style-type: none"> • Sign Redesign due Fri. • <i>Creating Publications</i>, Ch. 5 & 6 (Canvas) • <i>Non-Designer's</i>, pp. 123-130
7	Mar. 8-10	Interpretive Writing	Sign Redesign Viewing; Brochure Project Assigned	Designing Brochures: InDesign	<ul style="list-style-type: none"> • <i>Signs</i>, pp. 49-69
8	Mar. 15-17	Midterm Exam Review	Midterm Exam (no class)	No Lab	<ul style="list-style-type: none"> • Client Project Visioning due Weds.
-	Mar. 21-25	Spring Break: No Class			

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9	Mar. 29-31	Project Visioning Discussion	Exploring Interpretive Audio/Multimedia	Audio Interpretation and QR Codes	
10	Apr. 5-7	Universal Design; Exploring Video/Digital Media Interpretation	Copyright & Legal Media	Video Interpretation	<ul style="list-style-type: none"> • Client Interpretive Writing due Weds. • <i>Centers</i>, pp. 97-101
11	Apr. 12-14	Website Design	Exploring Interpretive Websites & Social Media	Interpretive Websites	<ul style="list-style-type: none"> • Brochure Design Project due Weds.
12	Apr. 19-21	Interpretive Exhibits	Informational Signs, Rules, & Wayfinding	Exploring Other Media Design Software	<ul style="list-style-type: none"> • Client Conceptual Media due Weds. • <i>Centers</i>, pp. 160-184 • <i>Signs</i>, pp. 20-29
13	Apr. 26-28	Interpretive Trails	Client Media Workshopping	Worktime for Client Draft Plan & Design	<ul style="list-style-type: none"> • Client Draft Plan & Design due Fri. • <i>Signs</i>, pp. 139-149
14	May 3-5	Review Draft Media Plans & Designs	Review Draft Media Plans & Designs	Worktime for Client Final Plan & Design	
15	May 10-12	Exam Review; Prepare for Presentations	Final Exam	Worktime for Client Final Plan & Design	<ul style="list-style-type: none"> • Client Final Plan & Design due Fri.
16	Finals Week	Final Client Presentations: Wednesday, May 18, 10:15 a.m.-12:15 p.m., TNR 320			