



# SYLLABUS

## ENR 4611

Environmental Interpretation and Visitor Services (3 credits)

Spring 2019

### COURSE OVERVIEW

#### Instructor

Instructor: Susan M. Rasche

Email address: [rasche.4@osu.edu](mailto:rasche.4@osu.edu)

Phone number: 614-565-8568 (cell)

Office hours: 384 Kottman Hall, T/Th 2:30 – 3:30 pm, and by appointment

#### Couse meetings

**Days:** Tuesdays and Thursdays

**Time:** 12:45 – 2:05p or 3:55 – 5:15 pm

**Location:** Kottman Hall 333

#### Course description

In this course, students will learn the principles of interpretation, the theory behind those principles, and the practical application of those principles in personal interpretive programs. Students will also learn the importance of using interpretation as a management tool which connects the audience with the resource, thus furthering the goals and objectives of an organization.

#### COURSE FORMAT

Classes will be a combination of lectures, activities, and student presentations. Discussion and questions are welcome; you sit amongst a synergistic group of your peers. Remember; always have a passion for what you are learning!

## COURSE GOALS

- To understand the principles of interpretation
- To understand the components of meaningful interpretation
- To hone the presentational skills required to conduct such interpretation

## COURSE LEARNING OUTCOMES

By the end of this course, students should successfully be able to:

- develop and deliver thematic interpretive presentations which form a bond between organization, audience, and resource using interpretive techniques
- demonstrate the management goals met by their interpretive programs
- exhibit public speaking skills, both planned and improvisational
- evaluate interpretive programs in an ongoing fashion with an eye toward constant improvement
- view themselves as members of a body of professionals, and hold themselves to those professional standards

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks (REQUIRED)

- Ward, C. and A. Wilkinson (2006) *Conducting Meaningful Interpretation: A Field Guide for Success*. Golden Colorado: Fulcrum Publishing.

### Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

## REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

## ASSIGNMENTS AND GRADING

### How your grade is calculated

ASSIGNMENT	DESCRIPTION	POINTS
2-minute Biography Presentation	Prepare a two-minute interpretive presentation about your most important resource – yourself! Relate to us, reveal your passion for interpretation to us, provoke us to learn more about you in the future.	50
Outline for Interpretive Talk	Create the theme, goals and objectives, and outline for the Interpretive Talk.	75
Objective Interpretation	Each student will be given an object and asked to perform a two-minute improvisational interpretive presentation about that object.	50
Test	All things relating to Interpretive Talks	75
Interpretive Talk Presentation	Prepare a 10 min. interpretive talk in which you use visual aids. These aids can be objects, models, illustrations, etc.; anything <b>not technology based</b> . You may ask your fellow students to act as a specific kind of audience if you desire.	175
Outline for Interpretive Walk	Create the theme, goals and objectives, and outline for the Interpretive Walk.	75
Exam 1	An exam of short answer and essay type questions will be given, covering class discussions, Chapters 1-11, and any supplemental readings given to date.	125
Interpretive Walk Presentation	Prepare a 10 min. interpretive walk starting and ending outside Kottman Hall. Walks will be held snow or shine so be prepared for the weather. You may ask your fellow students to imagine things not actually seen around Kottman Hall if desired, but you must support these images creatively.	175

Exam 2	An exam of short answer and essay type questions will be given, covering class discussions, Chapters 1-11, and any supplemental readings given to date.	125
Professional Goals Presentation	Prepare a 5 min. interpretive presentation about your professional goals. This presentation should not be just about <i>where</i> you want to work, but include <i>how</i> you want to work. Please show us where you envision yourself as a professional in the field of interpretation.	75
<b>Total</b>		<b>1000</b>

See course schedule, below, for due dates.

## Grading scale

93–100: A	80–82.9: B-	67 –69.9: D+
90–92.9: A-	77–79.9: C+	60 –66.9: D
87–89.9: B+	73–76.9: C	Below 60: E
83–86.9: B	70 –72.9: C-	

## PARTICIPATION AND ATTENDANCE

### Student participation requirements

Attendance and punctuality are required and expected. If you need to miss a class, please inform me in advance or have a written excuse for your absence from the Student Health Center. If you miss a class, you are responsible for copying the notes from a fellow classmate and then seeing me if you have any questions. If you have an unexcused absence for a presentation or exam, your grade will be entered as a zero.

## OTHER COURSE POLICIES

### Academic integrity policy

#### POLICIES FOR THIS COURSE

- Outlines are due on the assigned date. Late outlines will be accepted at the next class meeting but will be devalued by 15 points.

- Extra Credit is worth 5 points and will be typed and submitted at the beginning of class. Your answer needs to be based on the assigned reading. No late submissions will be accepted except in the case of an excused absence.
- Writing skills ALWAYS count! Points will be taken off for poor composition and poor spelling.
- Please make sure you cite and give credit for ALL material you use in your work, including that which is gathered from the internet.
- Faculty rule 3335-5-54 will be followed in the case of academic misconduct. Basically, don't cheat, don't plagiarize, and don't be foolish enough to think I will let these kinds of actions slide.

## OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the College of Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

## **ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

### **Requesting accommodations**

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or [ods@osu.edu](mailto:ods@osu.edu) to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

## COURSE SCHEDULE

Date	Topics, Readings, Assignments, Deadlines
<b>Tues, Jan 8</b>	Introduction – instructor, course, textbook What is Interpretation? (Ch 1) <i>Assignment:</i> 2 min. Bios (Due Jan. 10)
<b>Thurs, Jan 10</b>	Extra Credit: p. 13, q. 4 <b>DUE: 2 min. Bio presentations</b>
<b>Tues, Jan 15</b>	Extra Credit: p. 48, q. 3 Why is Interpretation Important? (Ch 2) Communication – principles, techniques (Ch 3)
<b>Thurs, Jan 17</b>	Extra Credit: p. 67, q. 2 Plan for Success – know your audience, resource, organization (Ch 4) Extras and Essentials (Ch 11)
<b>Tues, Jan 22</b>	Extra Credit: p. 82, q. 2 (on you own) Programming – thematic presentation (Ch 5)
<b>Thurs, Jan 24</b>	Extra Credit: p. 109, q. 3 The Interpretive Talk (Ch 6) The Campfire Program (Ch 8) <i>Assignment:</i> Outline, goals, and objectives for Interpretive Talk (Due Jan. 31)
<b>Tues, Jan 29</b>	Extra Credit: p. 192, q. 6 Guest Interpretive Talk
<b>Thurs, Jan 31</b>	Theater Workshop <b>DUE: Outline for Interpretive Talk</b>
<b>Tues, Feb 5</b>	Extra Credit: p. 146, q. 4 <b>DUE: Object Interpretation – 2 min., improvisational</b>
<b>Thurs, Feb 7</b>	Extra Credit: p. 165, q. 5 Interpreting to Children (Ch 9) <b>DUE: Re-do of Interpretive Talk Outline, if desired</b>
<b>Tues, Feb 12</b>	Extra Credit: p. 127, q. 4 The Interpretive Walk (Ch 7) <i>Assignment:</i> Outline, goals, and objectives for Interpretive Walk (Due Mar. 5)

Date	Topics, Readings, Assignments, Deadlines
Thurs, Feb 14	<b>TEST: All things relating to Interpretive Talks</b> Roving Interpretation (Ch 10)
Tues & Thurs Feb 19, 21, 26, 28	<b>DUE: Interpretive Talk presentations</b>
Tues, Mar 5	Review Chapters 1 – 11 for midterm Workshop Interpretive Walk outlines in class <b>DUE: Outline for Interpretive Walk</b>
Thurs, Mar 7	<b>Exam 1 (Ch. 1 – 11)</b>
<b>NO CLASS, Spring Break</b>	
Tues, Mar 19	Extra Credit: p. 176, q. 5 Guest Interpretive Walk <b>at a Metropark</b>
Thurs, Mar 21	Extra Credit: p. 27, q. 4 Review walk vs. talk
Tues & Thurs Mar 26, 28 & Apr 2, 4	<b>DUE: Interpretive Walk presentations</b>
Tues, Apr 9	Extra Credit: p. 250, q. 2 Professional Development (Ch 14) <i>Assignment:</i> 5 min. Professional Goals (Due Ap. 16 and 18)
Thurs, Apr 11	<b>Exam 2</b>
Tues & Thurs Apr 16, 18	<b>DUE: 5 min. Professional Goals Presentation</b>

**Have a great summer, and remember: it is the teacher who learns!**