

Natural Resources 4611
“Environmental Interpretation and Visitor Services”
Spring 2024
Course Syllabus

Course Meeting Times

Tuesdays and Thursdays, 3-4:20 p.m. (31989) or 4:45-6:05 p.m. (32421)

Location- Kottman Hall 116 & Agricultural Admin 246

Course Instructor

Jill Snyder

614-306-6420 (cell)

snyder.2169@osu.edu

Office hours: by appointment

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 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 Objectives

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

Course Text

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

Attendance

If you need to miss a class, please try to inform me in advance. You must TEXT me if this absence is for THAT DAY. If possible, you may be able to attend the other session. If you miss a class, please FIRST check Carmen and the syllabus and then contact me if you have any questions. Please do not ask me if you missed anything – the answer is “Yes”. I suggest you speak with a fellow student for additional information and plan to pick up any handouts upon your return. If you have an unexcused absence for a presentation or exam, your grade will be entered as a zero.

Class 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!

Disability Accommodations

The Office for Disability Services will be relied upon to notify me of the need for accommodation of a registered disability. If you need an accommodation based on the impact of a non-registered or temporary disability, including a COVID absence, please inform me so that we can discuss the class format, anticipate your needs, and explore potential accommodations.

Assignments, Exams, and Values

- all presentations to be given to class as a whole
- total of 1000 points

Due Thurs., Jan. 11: **2-minute Biography** presentation: (50 pts.)

Prepare a 2-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.

Due Thurs., Feb. 1: **Outline for Interpretive Talk:** (75 pts.)

Using the provided rubric, outline the Interpretive Talk you plan to give. List resources, themes, subthemes and conclusion. *Re-do of Talk Outline due Feb. 13, if desired*

Tues., Feb. 6: **Test 1:** (125 pts) MC, short answer, essay covering CH 1-6, 8, 9, 11

Due Thurs., Feb. 15: **Interpretive Talk Summary:** (50 pts.)

Prepare to give a 2-3 minute summary of your Interpretive Talk including theme and subthemes.

Tues. and Thurs., Feb. 20 and 22: **Interpretive Talk** presentation (175 pts.)

Prepare a 10 min. interpretive talk in which you use visual aids. These aids can be objects, models, illustrations, etc.; anything **not technology based (no PowerPoints, please)**. Plan to ask your fellow students to act as a specific kind of audience **other than** SENR students.

Due Tues., Mar. 5: **Outline for Interpretive Walk:** (75 pts.)

Using the provided rubric, outline the Interpretive Talk you plan to give. List resources, themes, subthemes and conclusion.

Due Thurs., Mar. 7: **Interpretive Talk Evaluation:** (25 pts.)

Using the provided questions, evaluate the guest Interpretive Talk.

Tues. and Thurs., Mar. 19, 21, 26, and 28:

Interpretive Walk presentation (175 pts.)

Prepare a 10 min. interpretive walk starting and ending outside Kottman Hall. Walks will be held rain or shine so be prepared for the weather. Plan to ask your fellow students to imagine things not actually seen around Kottman Hall and then support these images creatively.

Tues., Apr. 2: **Object Interpretation:** (50 pts.)

Each student will be given an object and asked to perform a two-minute improvisational interpretive presentation about that object.

Tues. and Thurs., Apr. 9 and 11: **Professional Goals** presentation (75 pts.)

Prepare a 5 min. interpretive presentation about your professional goals. This presentation should not be just about *where* you want to work but include *how* you want to work. Please show us where you might envision interpretation coming in to play.

Tues., Apr. 23: **Test 2 Online:** (125 pts.) You cannot study for it; be *present* all semester.

Course Schedule

Tues., Jan. 9:

Introduction – instructor, course, textbook
 What is Interpretation? (Ch 1)
Assignment: 2 min. Bios (Due Jan. 12)

Thurs., Jan. 11:

Due: 2 min. Bio presentations

Tues., Jan. 16:

Why is Interpretation Important? (Ch 2)
 Communication – principles, techniques (Ch 3)

Thurs., Jan 18:

Plan for Success – know your audience, resource, organization (Ch 4)
 Extras and Essentials (Ch 11)

Tues., Jan. 23:

Programming – thematic presentation (Ch 5)

Thurs., Jan 25:

The Interpretive Talk (Ch 6)
 The Campfire Program (Ch 8)
Assignment: Outline, goals, and objectives for Interpretive Talk (Due Feb. 1)

Tues., Jan. 30:

Interpreting to Children (Ch 9)

Thurs., Feb 1:

Application Workshop – Federal Jobs
 Test Review
Due: Outline for Interpretive Talk

Tues., Feb.6:

Test 1: Ch. 1-6, 8, 9, 11
Talk sign-ups

Thurs., Feb. 8:

Working with Children

Tues., Feb. 13:

Guest Interpretive Talk
Due: Talk outline re-do if desired

Thurs., Feb. 15:

Review for Talks
 Evaluations (Ch 13)
Due: Talk Summary

Tues. and Thurs., Feb. 20 and 22

Due: Interpretive Talk presentations

Tues., Feb. 27:

The Interpretive Walk (Ch 7)

Assignment: Outline for Interpretive Walk (Due Mar. 5)

Thurs., Feb. 29:

Roving Interpretation (Ch 10)

Walk sign-ups

Carpools?

Tues., Mar., 5

Guest Interpretive Walk at a Metropark

Due: Outline for Interpretive Walk

Thurs. Mar. 7:

Guest Interpretive Walk/Talk

Evaluation/debrief

Due: Interpretive Talk evaluations

Tues. and Thurs., Mar. 12 & 14

NO CLASS - Spring Break

Tues. and Thurs, Mar. 19, 21, 26, 28

Due: Interpretive Walk presentations

Tues., Ap. 2:

Object Interpretation

Thurs. Ap. 4:

Professionalism (Ch 14)

Assignment: 5 min. Professional Goals (Due Ap. 9 and 11)

Tues. and Thurs., Ap. 9 and 11

Due: 5 min. Professional Goals presentation

Tues. Ap. 16:

Using Social Media for Interpretation

Thu. Ap. 18

Test Review

Tues., Ap. 23: **Test 2 Online** – you cannot study for it; be *present* all semester

No more classes; no final Exam

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