# Course Outline Form: Winter 2016

## General Information

**Course Title:** ENVS\*3000DE Nature Interpretation

**Course Description:**

This course is an exploration of communication and experiential learning theories and their application to natural history interpretation and environmental education program design. Students will develop interpretive materials and identify a group to be the participants in an interpretive walk.

**Credit Weight:** 0.50

**Academic Department (or campus):** School of Environmental Sciences

**Campus:**

**Semester Offering:** Winter 2016

**Class Schedule and Location:** Distance Education offering

## Instructor Information

Instructor Name: Professor Alan Watson

Instructor Email: [awatson@uoguelph.ca](mailto:awatson@uoguelph.ca)

Office location and office hours: ALEX 333. By appointment: To set up an appointment contact me via email or phone 519 824-4120 ext. 56203.

## GTA Information

GTA Name: Ms. Sara Stricker

GTA Email: [strickes@uoguelph.ca](mailto:strickes@uoguelph.ca)

GTA office location and office hours: NA

## Course Content

### Specific Learning Outcomes:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEARNING OUTCOMES** | **INTERPRETIVE TRAIL GUIDE (20%)** | **INTERPRETIVE WALK PLAN (15%)** | **ASSESSMENT OF AN INTERPRETIVE WALK (10%)** | **INTERPRETIVE WRITING MEDIUM: WRITING OR VIDEO (20%)** | **SELF-ASSESSMENT OF INTERPRETIVE WALK (35%)** |
| 1. Apply interpretive theories related to communication, learning styles and critical thinking to the development of interpretive activities | X | X |  | X |  |
| 2. Apply effective communication when conducting a nature interpretation activity | X | X |  | X |  |
| 3. Discuss the theory of the experiential learning cycle and apply the cycle to the development of interpretive programming |  | X | X | X | X |
| 4. Apply the steps of the planning process, including inventory, objectives, analysis, synthesis and evaluation to the design of an interpretive walk |  | X | X |  |  |
| 5. Employ values development in the creation of learning objectives for interpretive activities |  | X |  | X | X |
| 6. Create interpretive written and electronic media | X | X |  | X |  |
| 7. Assess the role of nature interpretation in ecological conservation and sustainable tourism |  |  | X | X |  |
| 8. Justify the value of on-going assessment of interpretive activities |  | X | X | X | X |
| 9. Prepare a self- assessment of an interpretive walk |  |  | X |  | X |

### Lecture Content: Online

**Unit 01: Definitions - Experiential Learning; Nature Interpretation**

**Learning Outcomes**

Define the experiential learning cycle

Discuss the experiential learning cycle

Define nature interpretation

Discuss the elements of nature interpretation

**Unit 02: Learning Styles and Communication**

**Learning Outcomes**

Analyze your learning

Discuss Kolb’s four learning style types

Develop concepts about your learning style

Relate learning styles with the experiential learning cycle

Begin to apply learning theory to the practice of nature interpretation

Identify the variety of interpretive activities

Discuss the characteristics of participants in interpretive situations

Analyze the elements of effective communication

Discuss the barriers to communication

**Unit 03: Communication and the Planning Process**

**Learning Outcomes**

Choose the appropriate methods of questioning

Assess the four characteristics of effective interpretation

Examine the range of interpretive media

Examine the seven Principles of Interpretation

Assess the need in planning for well organized, clear objectives

Examine the steps in interpretive planning

**Unit 04: Developing Interpretive Objectives: Critical Thinking**

**Learning Outcomes**

Examine the three learning domains in Bloom’s Taxonomy of Critical Thinking

Analyze the steps in the steps in each of the three learning domains

Design objectives for interpretive activities based upon Bloom’s Taxonomy

**Unit 05: Leading Interpretive Walks**

**Learning Outcomes**

Examine the elements that make up an interpretive walk

Apply interpretive theory to leading an interpretive walk

Examine the elements of leadership

Design an interpretive walk based upon an informed selection of elements

**Unit 06: The Role of Interpretation in Environmental Conservation**

**Learning Outcomes**

Analyze the role of nature interpretation in ecological conservation and sustainability

Examine your ecological values

Evaluate your ecological values with respect to their role in participants’ values development

Assess the role of culture in the development of ecological values

**Unit 07: The Roles of Interpretation in Sustainable Tourism**

**Learning Outcomes**

Define ecotourism, nature tourism, green tourism, and sustainable tourism

Compare the objectives of ecotourism, nature tourism, green tourism and sustainable tourism

Examine the benefits of ecotourism

Examine the problems often associated with ecotourism

Compare the values development process with respect to interpretation and ecotourism

Assess examples of ecotourism activities

### Labs:

SELF-DIRECTED WORKSHOPS

Workshop Week 1: Interpretive Writing

Workshop Week 2: Trail Guides

Workshop Week 4: Face-to-Face Interpretation

Workshop Week 5: Experiences With and Without Interpretation

Workshop Week 7: Evaluation of an Interpretive Walk

### Course Assignments and Tests:

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment/Exam** | **Due Date** | **Value** | **Learning Outcomes Assessed** |
| Interpretive Trail Guide | (Week 3)  Midnight January 29 | 20% | 1, 2 and 6 |
| Information re: Interpretive Walk | (Week 5)  Midnight February 12 |  |  |
| Interpretive Walk Plan | (Week 7)  Midnight March 4 | 15% | 1, 2, 3, 4, 5, 6, and 8 |
| Information re: Interpretive Medium: Writing or Video | (Week 7)  Midnight March 4 |  |  |
| Assessment of an Interpretive Walk | (Week 8)  Midnight March 11` | 10% | 3, 4, 7, 8 and 9 |
| Interpretive Medium: Writing or Video | (Week 10)  March 24 | 20% | 1, 2, 3, 5, 6, 7 and 8 |
| Interpretive Walk | (Week 11)  March 28 – April 3 | (35% based upon Self-Assessment) | 3, 5, 8 and 9 |
| Self Assessment  (Take Home Final Examination) | (Final Exam Period)  8:30 am April 14 | 35% | 3, 5, 8 and 9 |

### Final examination date and time: April 14 8:30 am (Take Home Final)

### Final exam weighting: 35%

## Course Resources

### Required Texts:

Hay Group (2007). *Kolb Learning Style Inventory Version 3.2*

Maloof, Joan (2005). *Teaching the trees: lessons from the forest.* Athens Georgia, University of Georgia Press. ISBN 0-8203-2743-3\*

Michael Gross, Zimmerman, R. and Bucholz J. *Signs, trails and wayside exhibits.* UW-SP Foundation Press. ISBN 0-932310-47-8.\*

Regnier K., Gross, M. and Zimmerman, R. *The Interpreter's Guidebook*. UW-SP Foundation Press. ISBN 0-932310-17-6.\*

\*Available on library reserve.

## Course Policies

### Grading Policies:

**Time and Place for Submission of Assignments:**

|  |  |  |
| --- | --- | --- |
| **Assignment or Test** | **Due Date and Time** | **Location of Submission** |
| Interpretive Trail Guide | (Week 3)  Midnight January 29 | CourseLink course website Dropbox: Trail Guide |
| Information re: Interpretive Walk | (Week 5)  Midnight February 12 | CourseLink course website Dropbox: Walk Information |
| Interpretive Walk Plan | (Week 7)  Midnight March 4 | CourseLink course website Dropbox: Plan |
| Information re: Interpretive Medium: Writing or Video | (Week 7)  Midnight March 4 | CourseLink course website Dropbox: Media Choice |
| Assessment of an Interpretive Walk | (Week 8)  Midnight March 11 | CourseLink course website Dropbox: Walk Assessment |
| Interpretive Medium: Writing or Video | (Week 10)  March 24 | CourseLink course website Dropbox: Writing or Video |
| Interpretive Walk | (Week 11)  March 28 – April 3 |  |
| Self-Assessment  (Take Home Final Examination) | (Final Exam Period)  8:30 am April 14 | CourseLink course website Dropbox: Self-Assessment |

**Course Policy on Late Assignments:**

Any assignment submitted after the due date will be considered late and there will be grade reductions based upon the following schedule:

1st day late: 20% mark reduction.  
2nd day late: an additional 15% mark reduction.  
3rd day late: an additional 10% mark reduction.  
4th day late: an additional 5% mark reduction  
For each day after 4 days late there is an additional 5% mark reduction.

**NB:** Since the Final Assignment is due during the Examination Period, it is a “take home final examination” and there is no extension possible.

**Course Policy on Extensions:**

Any request for an extension must be e-mailed to the instructor, Professor Alan Watson <awatson@uoguelph.ca> **before the assignment due date**.

Your e-mail request for an extension **must have your completed work to date for the assignment attached**.

No extension will be granted if you have not completed what I consider to be a reasonable amount of work on the assignment.

**Course Policy on Electronic Submissions to the CourseLink Course Website Dropbox:**

It is the student’s responsibility to submit the correct file for the assignment to the correct Dropbox.

It is the student’s responsibility to ensure that the assignment file has been successfully submitted to the appropriate Dropbox by the due date and time.

It is the student’s responsibility to keep the Dropbox submission receipt that is emailed to you when an assignment submission is successful.

It is the student’s responsibility to name the assignment file as required in the assignment outline. One (1) mark will be deducted for incorrectly named assignments.

It is the date (not the time) that the assignment file has been submitted that is used for the determination of the number of days an assignment is late.

### Course Policy on Group Work:

Group work is not allowed for any of the graded activities.

### Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

## University Policies

### Academic Consideration:

The University of Guelph is committed to supporting students in their learning experiences and responding to their individual needs and is aware that a variety of situations or events beyond the student's control may affect academic performance. Support is provided to accommodate academic needs in the face of personal difficulties or unforeseen events in the form of Academic Consideration.

Information on regulations and procedures for Academic Consideration, Appeals and Petitions, including categories, grounds, timelines and appeals can be found in [Section VIII (Undergraduate Degree Regulations and Procedures) of the Undergraduate Calendar](https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml).

### Academic Misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Detailed information regarding the Academic Misconduct policy is available in [Section VIII (Undergraduate Degree Regulations and Procedures) of the Undergraduate Calendar](https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml).

### Accessibility:

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services (SAS), formerly Centre for Students with Disabilities (CSD), as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or visit the [Student Accessibility Services website (http://www.uoguelph.ca/csd/)](http://www.uoguelph.ca/csd/).

### Course Evaluation Information:

End of semester course and instructor evaluations provide students the opportunity to have their comments and opinions used as an important component in the Faculty Tenure and Promotion process, and as valuable feedback to help instructors enhance the quality of their teaching effectiveness and course delivery.

While many course evaluations are conducted in class others are now conducted online. Please refer to the [Course and Instructor Evaluation Website](https://courseeval.uoguelph.ca/) **for more information.**

### Drop period:

The drop period for single semester courses starts at the beginning of the add period and extends to the Fortieth (40th) class day of the current semester (the last date to drop a single semester courses without academic penalty) which is listed in [Section III (Schedule of Dates) of the Undergraduate Calendar](https://www.uoguelph.ca/registrar/calendars/).

The drop period for two semester courses starts at the beginning of the add period in the first semester and extends to the last day of the add period in the second semester.

Information about Dropping Courses can be found in [Section VIII (Undergraduate Degree Regulations and Procedures) of the Undergraduate Calendar](https://www.uoguelph.ca/registrar/calendars/undergraduate/current/).

**Additional Course Information**

None