



ENVS*3000 Nature Interpretation

Fall 2022

Section(s): 01

School of Environmental Sciences

Credit Weight: 0.50

Version 1.00 - August 19, 2022

1 Course Details

1.1 Calendar Description

This course explores communication and experiential learning theories and their application to natural history interpretation and environmental education program design and delivery. Students will develop interpretive materials, plan an interpretive walk and deliver the interpretive walk to a community group.

Pre-Requisites:	BIOL*2060
Equates:	ENVB*3000

1.2 Course Description

Course Structure: This is a collaborative, learner-centred course that actively engages all students in discussions and activities. The course requires careful reviewing of all requirements and material placed on the website including this syllabus. Make sure that you are prepared to read and to actively engage in the course content and in the community around you before you enroll in the course. Each unit will generally consist of three types of classes: 1) theory, 2) experience, and 3) skill development. Perhaps the most important aspect of this process is the sense-making – you will be expected to not review course notes, but also engage meaningfully and substantively.

The structure of the course itself is designed to follow a framework of an interpretive program. Each component and activity will have an introduction with clear objectives. Examples, where possible, will be used to contrast effective techniques with those that are less effective. The theoretical support of these examples will be presented. Prior to moving to a new topic, summaries of the main points will be provided. Throughout the course, feedback and evaluation will be encouraged. Please take note that the course is designed to provide you

with a model that you can use in your assignments: introduction with objectives, examples/experiences/theory, summary, feedback, and evaluation.

What to Expect for Each Unit: Each unit will present framing content to help you better situate the course readings. There are three major questions associated with each unit, which are intended to help you consider how to apply unit concepts in specific situations:

- Who am I as an Interpreter?,
- Who is My Audience?,
- How Can I Make This Experience Meaningful?

1.3 Timetable

Schedule: It is strongly recommended that you follow the course schedule provided below. The schedule outlines what you should be working on each week of the course and lists the important due dates for the assessments. By following the schedule, you will be better prepared to complete the assessments and succeed in this course.

Week/Focus	Readings	Assessments*
Unit 1: Launching into Nature Interpretation (Sept. 8-18)	Textbook: "Preface" (pp.xiii-xvii); Chapter 1: What is Interpretation? (pp.3-16)	Interpretive Book Title approved by TA Podcast Topic Idea approved by Instructor
Unit 2: Teaching Learners (Sept. 19-25)	Textbook: Chapter 5: Guiding Principles of Interpretation (pp.81-101); Chapter 6: How People Learn (pp.105-123)	Podcast 1 Outline due
Unit 3: Risk versus Reward in	Textbook: Chapter 7: Serving Diverse	Discuss plan with

Interpretation (Sept. 26-Oct. 2)	Audiences (pp.127-158) Ares: Helping Teachers Unpack their “Invisible Knapsacks”	Instructing Team
Unit 4: Nature Interpretation through Art and Planning for “All” Scenarios (Oct. 3-9)	Textbook: Chapter 3: Values to Individuals and Society (pp.41-56); Chapter 10: Arts in Interpretation (pp.215-230) Ares: Parents pray while waiting for names 12 boys, teacher drown on canoe trip 18 survivors due out today Ares: At the Heart of Art and Earth: An Exploration of Practices in Arts-Based Environmental Education Ares: “Flow, The Secret to Happiness”	
Unit 5: Nature Interpretation through Science (Oct. 10-16)	Ares: Convergence Between Science and Environmental Education Ares: Evaluating Environmental Education, Citizen Science, and Stewardship through Naturalist Programs	Podcast 1 due
Unit 6: Nature Interpretation through History (Oct. 17-23)	Textbook: Chapter 14: Interpretation and the Written Word (pp.303-322); Chapter 15: Interpreting History (pp.325-343)	Podcast Personal Reflection due
Unit 7: Nature Interpretation through Music (Oct. 24-30)	Textbook: Chapter 8: Interpreting to the Masses (pp.165-182) Ares: Gray, P. Krause, B. Atema, J., Payne, R., Krumhansl, C. & Baptista, L. (2001). The Music of Nature and the Nature of Music. Science. 291. 52-54.	Interpretive Book Review & Presentation due

	Ares: Sahi, V. (2011). Using folk traditional music to communicate the sacredness of nature in Finland. <i>Spiritual Values of Protected Areas of Europe</i> , 2, 129	
Unit 8: The Role of Technology in Nature Interpretation (Oct. 31-Nov. 6)	Textbook: Chapter 19: Evaluating Interpretation (pp.417-425)	
Unit 9: Sense-Making of Nature Interpretation (Nov. 7-13)	Textbook: Chapter 21: The Bright Future of Interpretation (pp.457-476)	Podcast 2 due
Unit 10: Nature Interpretation's Role in Environmental Sustainability (Nov. 14-20)	Ares: Why Environmental Educators Shouldn't Give Up Hope	
Unit 11: How to Actually Get a Job (Nov. 21-Dec. 2)	Ares: Why you will fail to have a great career	Sense-Making Paper due (November 27)

** Due at 11:59 on Sunday of the specified week.*

1.4 Final Exam

There is no final exam.

2 Instructional Support

3 Learning Resources

3.1 Required Resources

Beck, L., Cable, T.T., & Knudson, D.M. (2018). Interpreting Cultural and Natural Heritage for a Better World. Urbana, IL: Sagamore Publishing. ISBN/ISSN: 978-1-57167-865-2 (Textbook)

** It is strongly recommended that you purchase a digital copy of this textbook directly from the publisher (much faster and less expensive than any other option). Additional readings/multimedia available via Ares Course Reserves System and CourseLink.*

4 Learning Outcomes

4.1 Course Learning Outcomes

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

1. **Course Learning Outcomes:** While we may think of nature interpretation as really taking place in the context of a job, such as a park naturalist or teacher, there are many other times when skills in nature interpretation are put to the test. Throughout our lives we often find ourselves in situations where we interpret nature to others. Think of the number of times a parent interprets aspects of nature to a child, or you interpret the area in which you live to a visitor. Indeed, commenting on a beautiful sunset is an interpretation of nature. Just what is the definition of nature interpretation? What theories support nature interpretation? Can interpretation be a science AND an art? How can we develop our skills as interpreters? How can we apply interpretive techniques in our daily lives and careers? ENVS*3000 aims at providing opportunities for you to find answers to these and other questions.

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

1. Summarize interpretive theory in relation to the environment
2. Describe a diversity of approaches to environmental interpretation
3. Explain the role of environmental interpretation in conservation and sustainability
4. Develop a strong skillset related to audience assessment, the delivery of

- program objectives, and effective planning, communication, and debrief
5. Communicate interpretive experiences in the field through a variety of approaches

5 Teaching and Learning Activities

6 Assessments

Assessments: The grade determination for this course is indicated in the following table. A brief description of each assessment is provided below. Select **Content** on the navbar to locate **Assessments** in the table of contents panel to review further details of each assessment.

Evaluation Component	Value	Responsibility	Due Date
Interpretive Podcast			
For Children	20%	Group	Week 5 (Oct. 16)
Outline	N/A	Group	Week 2 (Sept. 25)
Personal Reflection	10%	Individual	Week 6 (Oct. 23)
For Adults	20%	Group	Week 9 (Nov. 13)
Interpretive Book Review	25%	Individual	Week 7 (Oct. 30)
Presentation	25%	Individual	Week 11 (Nov. 28)

Sense-Making Paper			
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6.1 Assessment Details

Interpretive Podcasts: (50%)

In a group of 4-5 students, you will create two twenty-minute podcasts on the same topic of your choice as it pertains to the Arboretum and/or environmental science research happening within the City of Guelph. The first will target children ages 8-12 and the second will target adults. There are multiple components to this assignment (both individual and group).

Interpretive Book Review Presentation (25%)

This assignment offers you the opportunity to view the world through another's eyes. You are required to read, review, and introduce your peers to a book you've chosen that interprets a part of the Canadian environment. This book can be presented in any number of genres – from history, to art, to fiction, to non-fiction, to travel. You are to record a 10-minute presentation where you explain your chosen book and connect it with material from four units; how you choose to do this is up to you but the visual/audio presentation will need to be in a format accepted by CourseLink.

Sense-Making Paper (25%)

Sense-making and reflection are important in interpretation; for this assignment you will be provided with a prompt by Week 8 and required to submit an 8-page paper (not including reference list and title page) that addresses all components, while integrating course content and personal experiences.

7 Course Statements

7.1 Late Assignments

All assignments are due at 11:59pm on the Sunday of the week indicated in the schedule, unless otherwise indicated. **Failure to submit any assignment on time will result in a 10% deduction per day, for up to five days.** For example, if an assignment is due at 11:59pm, submitting by 11:59pm the next day will be a 10% penalty; if submitted at 12:00am that night, a 20% penalty will be deducted). If you know in advance that you will not be able to meet a particular deadline **for any reason**, please contact the instructor before the deadline to make alternative arrangements. 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 the course instructor considers to be a reasonable amount of work on the assignment.

7.2 Submission of Assignments to Dropbox

All assignments for this course should be submitted electronically via the online Dropbox tool. When submitting your assignments using the Dropbox tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.

Be sure to keep a back-up copy of all your assignments if they are lost in transition. To avoid any last-minute computer problems, your instructor strongly recommend you save your assignments to a cloud-based file storage (e.g., Google Docs), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted.

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that **technical difficulty is not an excuse not to turn in your assignment on time**. Don't wait until the last minute as you may get behind in your work. If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or CourseLink Support.

7.3 Communication

CourseLink will be used in this course to facilitate course communication outside of class, including announcements, course material, e-readings, assignments, written submissions, and any updates. Outside of class, the Teaching Team will use 'Gryph Mail' to communicate directly with individual students and the Discussion Board and Announcements to communicate directly with the entire class. Please monitor CourseLink frequently. If you have any questions, concerns, or difficulties with this course at any time, please do not hesitate to talk with the instructor during office hours, either just before or after class, or via e-mail. E-mail communication to the Teaching Team should always be professional in tone (i.e. Dear Professor Hooykaas...). E-mail will normally be answered within 48 hours, during working hours, Monday to Friday. Avoid using e-mail as a substitute for consulting with the instructor on issues requiring detailed responses. As per university regulations, all students are required to check their <@mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the university and its students.

7.4 Writing

Students are expected to write at a University Level. Many students have difficulty writing, the instructor strongly suggests that you edit each other's work and carefully edit your own work. This is one way to improve your writing. If you would like more structured assistance, visit The

Learning Commons (for a list of services refer to <http://www.lib.uoguelph.ca/get-assistance/writing>).

7.5 Turnitin Originality Check

In this course, your instructor will be using Turnitin for some assessments; Turnitin is integrated with the CourseLink Dropbox tool to detect possible plagiarism and unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph. All individual assignments submitted to the Dropbox tool will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

7.6 Territorial Acknowledgement

We would like to acknowledge the Attawandaron people on whose traditional territory the University of Guelph resides and offer our respect to our Anishinaabe, Haudenosaunee, and Métis neighbours as we strive to strengthen our relationships with them. We recognize the significance of the Dish with One Spoon Covenant to this land. The Dish with One Spoon Covenant is a peace agreement made between Indigenous nations before the Europeans arrived. It characterizes our collective responsibility to each other and Mother Earth - we should take only what we need, leave enough for others, and keep the dish clean. Today, this gathering place is home to many First Nations, Métis, and Inuit peoples and acknowledging them reminds us of our important connection to this land where we learn and work.

8 University Statements

8.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

8.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions
<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes
<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses
<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

8.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

For Guelph students, information can be found on the SAS website
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website

<https://www.ridgetownc.com/services/accessibilityservices.cfm>

8.6 Academic Integrity

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 encourages academic integrity. 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.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

8.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

8.9 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

8.10 Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g.. final exam or major assignment).

8.11 Covid-19 Safety Protocols

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campusess/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campusess/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.
