

# CSUS 431

## *Interpretation and Visitor Information Systems*

*(Optional C.I.G. Certification:  
Certified Interpretive Guide  
from the National Association for Interpretation)*



Dr. Gail A. Vander Stoep  
Michigan State University  
Department of Community Sustainability  
131 Natural Resources Building (dept address; my office is 136 NR)  
East Lansing, MI 48824-1222  
517-432-0266  
vanders1@msu.edu

**Spring 2018**



**CSUS 431**  
**Interpretation and Visitor Information Systems**

Spring 2018

Tuesdays & Thursdays 10:20 a.m. -12:10 p.m. (+ outside work & required field trips)

<b>Learning Facilitator</b>	Dr. Gail Vander Stoep
<b>Office Location</b>	146 Natural Resources Bldg.
<b>Mailbox Location</b>	151 Natural Resources Bldg.
<b>Mailing Address</b>	131 Natural Resources Bldg.
<b>Office Phone Number</b>	517-432-0266
<b>E-mail</b>	vanders1@msu.edu
<b>Course Location</b>	19 Natural Resources Bldg.

**Official Paper Size for Printing:** US letter (not A4)

**Office Hours:** Tues/Thurs 12:30 – 2:00 (except on weeks when I have FAC meetings with Chair) or by appointment (weekly calendar posted on office door; sign in open slot **at least 24 hours before appointment** AND/OR e-mail a “heads up” message requesting an appointment—provide several time options); for students with such diverse circumstances, it’s impossible for specific s hours/week to meet everyone’s needs.

**Official Course Communication System:** email (MSU address is the official university communication system; D2L uses your MSU address; check your email regularly); it is possible that some assignments can be submitted via D2L (if I get set up)

**Course Descriptions:**

**Catalog:**

Interpretation principles and practice for nonformal settings, such as community development organizations, parks, museums, zoos, aquaria, nature and visitor centers, and historic sites. Goals and functions of interpretation for community development, visitor and tourist experience enhancement, achievement of resource and visitor management goals. Planning, implementation, and evaluation of interpretive programs for diverse audiences. Information systems and visitor services. National certification optional. Field trips required.

**Expanded:**

Interpretation is a communications tool or process that helps to develop a park or other resource site (such as zoo, nature center, historic site, museum, etc.) visitors’/users’ interest in, enjoyment and understanding of the area and its stories, including its natural, historical, cultural, and recreational resources. This is accomplished by revealing meanings of and relationships among these resources through use of original objects, firsthand & interactive experiences, and illustrative media in a manner relevant to the visitor. Interpretation seeks to make meaningful connections between visitor and resource and to facilitate visitors’ personal meaning-making. Some related fields include environmental education, outdoor education, museum studies, conservation education, and folklore. Interpretation can be employed by professionals in archaeology, anthropology, geology, ANY–ology, tourism, industrial/ commercial operations (e.g., factory tours), etc. Interpretive techniques even can be applied in formal learning contexts.

**The current National Association for Interpretation (NAI) definition:**

*Interpretation is a mission-based communication process that forges emotional and intellectual connections between the interests of the audience and the inherent meanings in the resource.*

Techniques and media used to tell interpretive stories run the gamut from non-personal techniques (e.g., exhibits, brochures, signs, self-guided trails, videos, films, interactive web or computer programs, Pod-casts, multi-media) to a variety of personal techniques (e.g., talks, guided walks or tours, campfire programs, roving interpretation, storytelling, music, puppetry, theater, slide programs, guided field activities) and blended techniques (e.g., some types of distance learning). Each interpretive media format has advantages and disadvantages. It is an interpretive planner's job to assess and evaluate all relevant variables in selecting the most appropriate and effective strategies for a given situation and target audience. Increasingly interpretation engages the audience, and involves them in their own meaning-making.

In this course we will focus primarily on *personal interpretation*, but will consider planning of non-personal interpretive media as well. Also, we will discuss visitor information systems to understand how individual interpretive programs are integrated within a broader information and experience context and how they can be used to meet a variety of objectives.

Finally, and importantly, this course (partly by design, partly because of multiple "student options," and partly because we have to spread student presentations across multiple days) is designed to be much like a real work environment – with multiple projects going on at the same time. It is not a linear course. Thus, each student has the responsibility and accountability for creating their own PERT/GANTT or other "schedule planning tool" to identify when you will focus your work on different projects. All "assignments" (including the "final exam" information) will be given to you early in the semester, and you will be expected to make all your decisions about assignment options within the first two weeks of the semester. Thus, you will have all the information to work with to build a personal work plan. So plan your time early and wisely, considering your other course and paid work responsibilities.

Note that field trips and some of the projects are intended to provide the broader professional context for interpretation while the main focus will be on developing and delivering an effective interpretive program. Thus, multiple elements of the course are interrelated, and you should be looking for ways that each element is affected by the others and is created within a broader context.

**Five primary goals** of any interpretive program are to:

- enhance the visitor experience by assisting the visitor or target audience in developing an awareness of, appreciation for, and understanding of an area, its resources, stories, and related issues, AND to help them make their own meanings;
- encourage participants' continued curiosity about and engagement with the topic;
- accomplish various management goals of the sponsoring agency or organization (often by guiding visitor behavior, changing attitudes, and enhancing knowledge acquisition), to include development of a stewardship ethic & relevant stewardship behaviors;
- promote public understanding of the agency or organization's goals and objectives, often to gain public support (managerial, financial, political, or other) – mission-based interpretation; and
- aid in developing positive public relations through offering quality programs, services, and experiences.

Often meeting these objectives includes enhancing the social interactions and experiences of your visitor groups (e.g., families, couples, youth groups, tour groups), so facilitating positive social interactions should be incorporated in interpretive experience development. Deliberative dialogues is becoming increasingly incorporated into interpretation.

Thus, the **purpose of this course** is for students to understand and apply the underlying principles of interpretation (communicating to visitors/audiences in a positive, understandable manner while they are involved in leisure/recreational activities), to be able to explain and work within a visitor information system to develop effective, efficient, appropriate interpretive messages and experiences, and to plan, develop and implement programs using a variety of interpretive techniques. (*In several assignments, you will be allowed to choose topics of interest and relevance to you.*)

## Course Philosophy:

**Major responsibilities of any interpreter** are to:

- 1) understand your audience (this requires research);
- 2) provide accurate information about the topic of your program, which often includes providing multiple perspectives (this also requires research); and
- 3) then develop an appropriate program to present the messages in the most interesting, relevant and effective way possible to your target audience and, most importantly, to provoke them into their own learning, meaning-making, and future exploration of the issue(s).

The intent of this course is to provide you with as much hands-on experience as possible, to allow you to explore a variety of media and topics, and to improve your interpretive planning and implementation skills. The course relies heavily on self- and peer-critique (rather than only on grades) and on critique of existing interpretive sites/programs to meet course goals (see Student Evaluation section). The course focuses on learning and practicing the interpretive communications *process* rather than on interpretive program *content*, although you are expected to thoroughly research the content for your programs. Thus, the learning facilitator will not be “teaching” history or natural resources topics. You will do your own research and will be able to, *for most projects*, select the topics of your own interest around which to develop projects.

You are expected to participate actively in all parts of the class and work to improve your own skills as well as provide helpful suggestions to your classmates. I will gladly work with you during planning stages of any project. (It is *your* responsibility to schedule appointments with me.) We’re all in this together, to help each other improve as interpreters.

REMEMBER, interpretive program planning is a *process*, not just a *product*. This means that ongoing evaluation and revision are critical components of what you do. **Professionalism** is fundamental to all program development and delivery.

Another focus of the course is on **critical thinking**. This involves research, analysis, decision-making and the ability to explain and justify your decisions in a clear, logical fashion. Many times, particularly in resource management and interpretation, there are no single, simple correct solutions. Rather, there are multiple alternatives, each with its own implications (positive and negative). Your task is to select the “best” alternative, then develop the most appropriate interpretive programs/media to support your decisions, context, and needs.

## Course Learning Outcomes:

This course is designed to help you to:

1. understand principles of interpretation in recreation, park, zoo, aquarium, museum and other leisure or natural/cultural/historic/industrial resource settings, and to apply them to course assignments;
2. develop the ability to plan and execute various types of interpretive projects (working individually and in small groups), using topics and resources appropriate to your field of interest;
3. develop the ability to critique application and effectiveness of interpretive programs/ projects;
4. practice, through role-playing situations, giving spontaneous interpretive programs and reacting to unexpected situations;
5. appreciate and apply the use of interpretation to help achieve management objectives of park, recreation, museum, living history or other settings/organizations (interpretation is mission-based);
6. integrate interpretive projects or programs within a broader information system to assure effective marketing, efficient use of resources, and effective programming;
7. develop an awareness of the needs of special audience members (such as elderly, disabled, children, ethnically diverse, autistic) participating in interpretive services;

8. develop a professional approach to interpretation and become involved in professional interpretive activities;
9. enhance personal observation skills;
10. contribute to society (local, home or other area) through class projects;
11. be able to discuss knowledgeably current, relevant issues facing interpreters;
12. improve communication abilities in written (e.g., spelling, grammar, punctuation and professional layout) and oral modes, including effective use of visual aids;
13. use a variety of resources (electronic, print, phone, other) to find useful resources, materials, ideas, training.

**NOTE:** Specific information about student evaluation and grading system information will be provided after the class makes a decision about the grading system (traditional or “check”)

### COURSE FLEXIBILITY

Because class participants come from a variety of academic departments/fields of interest, and will have potentially different applications of their interpretive skills, the course is designed to include **multiple choices** (thus permitting each student to tailor the course to his/her needs and interests while gaining knowledge and experience in basic interpretive principles and applications). Thus, most assignments have some degree of choice.

Although students have this flexibility, they also assume the **responsibility of selecting** options early in the semester (and informing the learning facilitator), then taking **responsibility for self-scheduling** the relevant activities/ assignments to fit within personal schedules and to meet assignment deadlines.

### REQUIRED TEXTS AND READINGS

Knudson, D.M., Cable, T.T., and Beck, L. 2003. *Interpretation of Cultural and Natural Resources*. State College, PA: Venture Publishing, Inc. (see separate info sheet for options to purchase through NAI; you may use other sources as long as you acquire a **2003 edition**) (available via NAI; bookstore, Amazon, former students, learning facilitator check-out books).

\* Brochu, L. and Merriman, T. **2008 (2<sup>nd</sup> ed.)**. *Personal Interpretation*. Fort Collins, CO: National Association for Interpretation. (or more recent edition; available only from NAI and made available through class; see expense sheet)

Brochu, L. and Merriman, T. **CIG Training Workbook** (available only from NAI through class; see expense sheet)

*Professional Presentations: Oral and Written*: available as PDF file on D2L.

### Other readings, as assigned or used as reference materials, from sources such as:

\* Beck, L. and Cable, T. 2011 (3<sup>rd</sup> edition). *The Gifts of Interpretation: Fifteen Guiding Principles for Interpreting Nature and Culture*. State College, PA: Sagamore Publishing.

Lewis, William J. 1981. *Interpreting for Park Visitors*. USA: Eastern Acorn Press. (Learning facilitator has copies)

\* Tilden, Freeman. 1967. *Interpreting Our Heritage*. Chapel Hill, NC: UNC Press.

\* Ham, Sam. 2013. *Interpretation: Making a Difference on Purpose*. Golden, CO: Fulcrum Publishing.

Ham, Sam. 1992. *Environmental Interpretation*. Golden, CO: North American Press. (out of print; not available via NAI; learning facilitator has several copies for research purposes)

Sharpe, Grant W. 1982. *Interpreting the Environment* (2<sup>nd</sup> edition). New York: MacMillan. (out of print; learning facilitator has copies for research purposes) USE THIS ONE AS A STARTING POINT FOR ASSMT 3.

Books marked with \* above (and in blue font) are part of the four-pack CIG Core Review Library, and are available through NAI. You can also check out copies of these and other books short-term from course learning facilitator.

### WRITING IMPORTANCE

Although this course is not a designated writing course, it includes a major writing emphasis because all interpreters, whether front-line or managers or planners, are required to write extensively, and are expected to write well. Throughout the course, you will be asked to write short reflective pieces (“writing for learning”). Additionally, much attention will be paid to the actual writing components of all your projects. Most projects involve writing components different in style from typical term

papers. Some of the writing will be technical (planning documents), some will be interpretive (actual writing for programs or products), some will be scholarly (e.g., issue paper or journal article analysis). Regardless of format, all written work is to be professional, with attention paid to structure, clarity, grammar, spelling, punctuation, proper word usage, etc. One element critical to improving writing is opportunity to revise your work. Such opportunities will be provided as much as possible. Feel free to request additional critique from peers and learning facilitator.

## **POLICY ON LATE ASSIGNMENTS**

You are expected to be prepared for each class, to participate actively, and to have assignments turned in on time (no later than the **beginning** of class on the scheduled due date). Occasionally, unexpected circumstances arise that legitimately impact a student's ability to meet a specific timeline. In such cases, talk with the learning facilitator as far ahead of the due date as possible to make alternative arrangements. In most cases (other than unexpected emergencies), students will be asked to complete, present, or turn in assignments ahead of the original due date. Assignments and presentations that are due and scheduled for presentation during a specified class period may not be made up. Emergency situations, if presented to learning facilitator **prior** to the **day** of the presentation [except extreme emergencies], are the only exceptions.

## **ACADEMIC HONESTY**

### **Academic Honesty: Academic Integrity, Copyright Infringement and the Use of MSUnet**

As an academic community, we value the exchange of ideas and respect the intellectual work and property of others. Consistent with these values, we do not condone plagiarism or copyright infringement – the unlawful use of copyrighted works, including their illegal copying and distribution.

All Michigan State University students, faculty, staff, and other users of MSU's computing systems and digital network are expected to abide by the copyright laws of the United States. Using file sharing software and other means to copy and trade copyrighted music, movies, and videos without the approval of the owners of those copyrights is almost always illegal, and so is the unauthorized copying or distribution of copyrighted software. Users of MSU's computing systems and digital network bear individual responsibility for their use of these resources. This means that users may have personal civil liability for any damages that result from copyright infringement actions brought against them. Copyright infringement also may lead to criminal charges against the infringer.

Various industries are aggressive in their detection and pursuit of individuals they believe are infringing copyrights, including seeking monetary damages in lawsuits against these individuals. MSU complies with the DMCA, and cooperates with copyright owners and their agents who file complaints alleging copyright infringement against users of MSU's computing systems and digital network. MSU's DMCA-related policies and procedures may be found at <http://splife.studentlife.msu.edu/regulations/student-group-regulations-administrative-rulings-all-university-policies-and-selected-ordinances/copyright-notice>

The University may terminate the network access privileges of users who are infringers. The University also regularly refers student repeat infringers to the University student judiciary system, which has resulted in penalties up to and including suspension. Similarly, the University may refer employees who are infringers to their supervisors or unit managers for disciplinary action.

The MSU community has a collective interest in protecting legitimate uses of file-sharing programs and of copyrighted materials, as well as in protecting the security of our shared digital network. We thank you for your attention to the appropriate use of computing resources at Michigan State University. More information regarding the acceptable use of MSU computing services may be found at <http://splife.studentlife.msu.edu/regulations/selected/acceptable-use-of-computing-systems-software-and-the-university-digital-network-administrative-ruling>

From *Spartan Life OnLine*:

### **1.0 Protection of Scholarship and Grades:**

*The principles of truth and honesty are recognized as fundamental to a community of scholars. The university expects both instructors and students to honor these principles and, in so doing, to protect the validity of university education and grades.. From:* <http://splife.studentlife.msu.edu/regulations/general-student-regulations> No student shall:

- 1.01** claim or submit the academic work of another as one's own.
- 1.02** procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.
- 1.03** complete or attempt to complete any assignment or examination for another individual without proper authorization.



**1.04** allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.

**1.05** alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.

**1.06** fabricate or falsify data or results.

Violations will not be tolerated. Any student in this class found to be in violation of University academic honesty regulations automatically will receive, at a minimum, a failing grade on the assignment, project, or in the course.

For details about MSU's academic honesty policies and appeal procedures, consult web pages on Academic Freedom for Students at MSU and Rights and Responsibilities, accessible via the MSU Spartan Life OnLine web site:

<http://splife.studentlife.msu.edu/regulations/student-group-regulations-administrative-rulings-all-university-policies-and-selected-ordinances/integrity-of-scholarship-and-grades>

## MISCELLANEOUS INFORMATION

### Time Management:

Throughout the semester you will be working on more than one project at a time (review gray box on page 2). Plan early, budget your time wisely, and do not to get behind. Falling behind is the *faaaastest* way to feel as if you're drowning! Doing all the work for major projects at the end of the semester, when you have other projects and exams in other courses IS NOT FUN nor conducive to QUALITY LEARNING. Develop a personal PERT or GANTT chart. (You can find numerous websites to help you understand what a PERT or GANTT chart is, and how it can help you with planning.)

### Protecting Yourself:

You will be given handouts and assignment sheets . . . **once**. After that, access assignments and major handouts via D2L.

Also, it's a good idea to keep a photocopy of every assignment you turn in – in case of accidental loss or miscommunication. This helps protect you and your work. Keep ALL your work and critique sheets until **after** you receive your final grade report. (You might want to keep them also for your own personal professional portfolio.)

### Other Expenses:

During this course you will incur expenses in addition to textbook/workbook costs. You will need supplies to help you properly and appropriately develop and present projects. Specifics will depend on final choice of projects and field trips. (Effective interpreters are skillful at finding creative, inexpensive ways to create materials [examples provided during course].)

Those choosing NAI's *Certified Interpretive Guide (CIG)* certification will incur certification costs also (see separate information sheets). Additionally, for class field trips, class members will contribute to gas money for transportation. Department will cover entry/program fee costs for class field trips. Budget your finances to cover additional course costs. **CASH or CHECKS only.**

### Typing of Assignments:

All assignments (unless in-class or otherwise indicated) must be typed (1.5 or double-spaced). This gives you a digital back-up copy of your work. KEEP A COPY OF ANY WORK THAT YOU TURN IN (save everything – your work as well as peer and learning facilitator critique sheets – until after you have received your final grade). Give your documents identification blocks (your name, course, assignment name/label, date), titles/section sub-titles, and identifiable digital file names:

**LastName--Assmt #--CSUS431**

### Communication:

Communication (what interpretation is all about) is a two-way street. Your work is being critiqued frequently, by yourself, your peers, and your learning facilitator. I'd like to know how I'm doing, too. Suggestions or support, I'd like to know how the course is going. If something is not working for the majority of the class, we can modify our approach. If you have questions, please ask. I maintain a weekly schedule on my door (if you happen to wonder by) and can be reached via e-mail to schedule face-to-face appointments. Whether using email or the door calendar, please sign up at least **24 hours ahead of time**; send an e-mail message to make sure that I see door appointment sign-ups to assure I'll be in the office to meet with you. THANKS.

Part of communications involves respect for others, active listening and engagement, and matching appropriate media/ methods and etiquette with a given audience and context. In this regard, unless specifically working on class projects using the Internet on your computers, tablets, and/or cell/smart phones during class time, please respect each other and the learning facilitator by leaving cell phones and the Internet off/put away. See details in the following section.



### **Cell Phones, Smart Phones, Tablets, Recording Devices, and Computers in Class:**

GENERAL: Computers, smart phones, and tablets are allowed in class for taking class notes and for doing Internet searches that are associated with a class project related to that day's activities. If used for non-class activities, first you will be asked to shut them off. For subsequent inappropriate use, you will be asked to move outside the classroom to "do your business" (which will be considered as missing class/part of class, and thus will affect your participation grade). If use persists, your digital tool will be taken and returned at the end of the class period.

#### DETAILS

##### ***Cell Phones & Smart Phones:***

Cell phones should be turned off while in class. If you have a specific "emergency" circumstance that requires you be "on alert," with a cell phone turned on, please talk with the learning facilitator ahead of time.

##### ***Recording Devices:***

If you have a special request to use a recording device, discuss ahead of time with the learning facilitator. We want to assist those with language or hearing challenges, but also respect the rights of other students to discuss freely within the class.

##### ***Laptop Computers & iPads:***

Either may be used in class, but **only** for taking notes or looking up material specifically relevant to a topic or issue at hand. They should **not** be used to check email, text, do other work, play games, check Facebook or other social media, surf the web, or any other activity not relevant to the course. Active participation in discussion by everyone is critical to the course's success and your own learning.

If you have a family or other ongoing emergency, or other critical need to receive calls, inform the learning facilitator that you have a specific need for receiving a text message or phone call during a specific class period. Otherwise, you should not be responding to phone calls or text messages during class. Respect your classmates.

## COURSE REQUIREMENTS:

1. **Assigned readings from the text and others, as assigned (part of Assmt 1).** Non-textbook readings either will be handed out to you, posted on D2L, or will be available for check-out from learning facilitator. Articles may be read in room 150 or may be photocopied (student's expense) for reading at home.  
**You must be prepared to discuss and apply readings in class, and base your pre-field trip questions on the related required readings.** (In-class discussions can precede or follow up on "Writing for Learning" exercises.)
2. **Active participation in classroom activities and in discussion based on the assigned readings.** You should come to class prepared with questions or specific discussion issues related to the readings. This will help you analyze and synthesize what you are reading. Additionally, you will be participating in hands-on in-class activities, interacting with guest speakers, and developing and presenting projects. **(part of Assmt 1).** Active participation includes periodic "writing for learning" (class content, readings [both in & out of class], and field trip writing [pre- and post-]). **(Assmt 2).**

### NOTES:

**Field trip WfLs** include both pre-trip questions plus post-trip debriefing essays.

**Active class participation assumes on-time attendance in class sessions** (thus, attendance is part of participation grade).

3. **Completion of assignments/projects** (some individual, some small group; some consist of multiple phases). All papers and projects must be professionally written and presented. (See guidelines in the **Professional Presentations Guidebook** on D2L.) The standards are excellence and professionalism! You are encouraged to develop projects for "real" use, if at all possible. They are easier to develop, more realistic, and can benefit others.
  - **ASSMT 3: Interpretive Media Presentation** (20-25 minutes), with partner, to class: overview of an interpretive media type; development of "study guide" to accompany the presentation; completion of a self-assessment of your program after viewing a video of your program.
  - **ASSMT 4 + "Final Exam": Developing Personal Observation Skills:** Choose one of two options for Cube World journaling (weekly entries), plus theme identification and development of interpretive stories/analogies for five (5) potential programs for your site [final exam].
  - **ASSMT 5/6: Choose one of the following categories** (then one of the specific assignments within that category):
    - ASSMT 5: Professional Practice & Scholarship:** Choose one of five (5) options. **OR**
    - ASSMT 6: Experiential Learning:** Choose one of five (5) options
  - **ASSMT 7: Major Field Visit Experience:** Choose one of two (2) options: all-day class trip to KNC or personal "field trip"
  - **ASSMT 8: Interpretive Presentation** (3 parts): 15- to 20-minute interpretive presentation (also used for CIG certification review); comprehensive written planning document (including submission of early stages of PD); written self-assessment after viewing of video of your presentation
4. Participation in written and verbal **self- and peer-critiques** (learning facilitator is looking for thoughtful, thorough and well-justified comments to support a value-based assessment "label." How well you do these critiques is considered in your overall project grade.

### For C.I.G. students only:

Complete the open-book, 50-question NAI CIG literature review (graded at the NAI national office); complete the CIG outline (an abbreviated form of the full planning document that is required of everyone in the class).

Certification does not affect your CSUS 431 grade in any way.

### Class Field Trips:

During the course, we will have three field trips, two local (both in-class field trips required) and one all-day Friday field trip to Kalamazoo Nature Center (if you have a major conflict on the KNC field trip day, the alternate is to complete 1 interpretive site critique on your own – see Assmt 7 for instructions). We will carpool to reduce costs.

For in-class field trips, during-trip involvement (participating, asking questions, engaging in discussion **AND** completing pre- and post-field trip "writings for learning" are part of participation grade. See Assmt 7 for requirements associated with each option [KNC field trip or personal site visit/critique]).

## STUDENT ASSESSMENT:

Grades will be determined on the following basis (using the traditional or “check” system, as decided by the class):

Assignment/Expectation	Major or Minor	
<b>PARTICIPATION A: Class attendance and participation in in-class activities, in-class field trips</b>	<b>M</b>	(Assmt 1)
<b>PARTICIPATION B: Writing for Learning</b> (in-class WfLs + pre- and post-field trip WfLs)	m	(Assmt 2)
<b>"Interp media" talk</b> (includes self-critique/handout)	m	(Assmt 3)
<b>Observation Skills via Journal</b>		
<b>Part A: Journal</b> (choose one of the following 2 options)	m	(Assmt 4, pt A)
Opt 1: ( <i>hard copy notebook version</i> )		
Opt 2: ( <i>digital version w/ photos, submitted weekly</i> )		
<b>Part B: 5 Interpretive Stories (based on Journal); serves as FINAL EXAM</b>	<b>M</b>	(Assmt 4, pt B)
Based on journal entries, with five “Interp themes, stories, analogies”		(Final Exam)
( <i>see assignment for details; give yourself quality time to do this “exam”</i> )		
<b>Professional Practice &amp; Scholarship</b> (choose one of the following 5 options)		(Assmt 5)
a. participate in <b>NAI R4 workshop</b> (Traverse City, MI, April 16-20) OR		
b. participate in other relevant <b>professional conference</b> OR		
c. select/read book on interpretation, and write <b>book report</b> OR		
d. read 3 interpretive <b>research articles</b> (summary, applications, implications) OR		
e. research & write <b>issue paper</b> (choice of topic; get learning facilitator approval)		
( <i>oral and written presentations required for all options</i> )		
	<b>OR</b>	<b>M</b>
<b>Experiential Learning</b> (choose one of the following 5 options)		(Assmt 6)
a. one program <b>observation/interpreter interview</b> (on your own) OR		
b. one <b>interpretive site visit</b> w/ in-depth <b>analysis/critique</b> (on your own) OR		
c. attend/get <b>certified</b> in new Project WET, Wildlife, PLT, etc. OR		
d. create an interpretive <b>gadget bag</b> (relevant to your “field”) OR		
e. other (e.g., participate in NAI or other relevant 1-day workshop, training, volunteer experience)		
( <i>oral and written presentations required for all options</i> )		
<b>Field Trip Experience</b> (choose one of the following 2 options)	<b>M</b>	(Assmt 7)
a. Friday all-day <b>class field trip</b> to Kalamazoo Nature Center OR		
b. 1 <b>interpretive site visit</b> w/ in-depth <b>analysis/critiques</b> (on your own)		
( <i>written paper required for each option</i> )		
<b>Final interpretive presentation</b> (also for CIG)		
<b>Part A.</b> Comprehensive written planning document (PD)	<b>M</b>	(Assmt 8, pt a)
<b>Part B.</b> Presentation of program plus written self-critique	<b>M</b>	(Assmt 8, pt b)

## NOTE:

To give you a sense of the numerical MSU grades grades (which ultimately will have to be used), see the following chart for approximate equivalencies and assessment descriptors.

<i>Approx (if choose)</i>					
✓✓✓✓✓ to ✓+	4.0	=	93.0% - 100.0%	Much Above Average to Excellent	
✓✓✓✓	3.5	=	88.0% - 92.9%		
✓✓✓	3.0	=	83.0% - 87.9%	Above Average	
✓✓	2.5	=	78.0% - 82.9%		
✓	2.0	=	72.0% - 77.9%	Average/Fair (turned in, basic effort)	
✓-	1.5	=	66.0% - 71.9%	Below Average	
✓--	1.0	=	60.0% - 65.9%	Much Below Average	
0	0.0	=	below 60%	Not meet expectations/not submitted	

**CSUS 431 SPRING 2018 DAILY SCHEDULE -- Draft** (if 17 students) *MSU Email is OFFICIAL CLASS CORRESPONDENCE; check regularly*

**Decoding Symbols for Reading Assignments**

**ICNR:** Interpreting Cultural and Natural Resources (Knudson, Cable, Beck)

**IOH:** Interpreting Our Heritage (Tilden)

**PI:** Personal Interpretation (Merriman & Brochu)

**PP:** Prof. Presentations: Oral/Written

**WB:** CIG Workbook

*NOTE: Local field trip dates not finalized,  
is # of students in class -- may affect  
schedule post-spring break.*

DATE	TOPIC	TO HAVE READ BY CLASS TODAY	ASSIGNMENTS DUE TODAY
JAN 9 TUES	"Hello sheet" (due Jan. 9) and "schedule" (due Jan. 11). Learning Facilitator course philosophy. Ice-breaker activities (didactic peer interviews/ introductions; geometrics). Activity debrief, communication model & barriers. Brief syllabus review: assign small groups to present on Jan. 11. Discuss NAI certification (CIG) option & book/CIG costs [decision due Jan. 16]. Review <b>Assmt 2</b> "Writing for Learnings." Get WfL #1 assignment on 3 readings (to read/write at home; due Jan. 16). Introduce <b>Assmt 3</b> (media type) [decisions due Jan. 11].	XXXXX	Completed HELLO sheet (sent via email attachment before the class, or hard copy turned in at beginning of class).
JAN 11 THURS	Detailed syllabus review: partner presentations of sections). Diagram of "structure of course." Review <b>Assmt 7</b> (field trips) [decision due Jan. 18]; Types of interpretive media (detailed review <b>Assmt 3</b> , media type presentation; sign up for choices). Meet with partner & look through resource materials for <b>Assmt 3</b> to begin planning presentation	Read: all of <b>Syllabus</b> ; <b>Assignment 3</b> (carefully--to start work on during class), <b>Assignment 7</b> .	<b>Turn in</b> completed "schedule" (hard copy or digital via email attachment) Small group preparation to present syllabus section; (START with Sharpe book, then add others) <b>Decision: Assmt 3</b> (media talk topic).
JAN 16 TUES	<b>Assmt 2 WfL:</b> Discuss "why interpret" (roles, contexts for interp, career paths/diverse). Discuss readings re: WFL #1. <b>Assmt 4:</b> In-class "observation" activity. Journaling (history, samples). Introduce <b>Assmt 4</b> (observation) [decision due Jan. 18; first entry due Jan. 25]. <b>Assmt 3:</b> cont. work on research & planning (with partner) while CIG decisions confirmed. <b>Assmt 2:</b> WfL #2 (read/write at home): sign up for time to check out/read IOH (Tilden).	<b>3 articles for WfL #1:</b> Interpretation & Its Links with ...; Interpretive Career Road Map; Interpretive Job Vignettes (be prepared to discuss). <b>PI</b> ch 1. Read <b>Assmt 4</b> .	<b>Assmt 2 WFL #1:</b> prep to discuss & turn in WFL on 3 articles. <b>Read</b> NAI certification info. <b>Decision:</b> NAI certification (CIG), books orders; <b>Bring</b> NAI CIG/book payments (cash or check). <b>Decision:</b> week to read Tilden's IOH.
JAN 18 THURS	"Ranger Rosie" activity. WfL (in-class) <i>Continue collecting decision choices/\$\$ for books/CIG (if needed)</i> <b>Assmt 4</b> (observation): present group "observations, interpretation stories." Submit choice (hard copy or digital copy). <b>Assmt 5/6:</b> Discuss role of professional organizations [choice due Jan. 23].	XXXXX	<b>Decision: Assmt 4</b> (observation journal). <b>Decision: Assmt 7</b> (field trip--KNC or personal, assuming we have confirmed date from KNC).

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JAN 23 TUES	<b>Assmt 8:</b> Introduce interpretive planning ("knots" activity). Introduce (interp presentation). Start thinking about "topic" [idea paragraph due <a href="#">Jan 25</a> ]. Review assmt details/phase	<b>ICNR ch 6.</b> (all available for check-out from GVS library until books come in) Read <b>Assmt 8.</b>	<b>DECISION: Assmt 5/6;</b> Bring Wrkbk. Group 2 IOH WfL due.
JAN 25 THURS	History of Interpretation (Enda Mills Kiley's friend). Progression to meaning-making, engagement, facilitated dialogue. WfL (in-class) Review <b>Assmt 8.</b>	<b>ICNR ch 1, 2, 3. PI ch 2. Interp book chapter (Grt Lks Biodiversity bk)</b>	<b>Assmt 8:</b> written Idea paragraph due for interpretive talk
JAN 30 TUES	<b>Assmt 3:</b> Start "Interp Media" talks (3 presentations; self-critique due one week after presentation).	<b>ICNR ch 11-15 for more info related to various media types.</b>	<b>Assmt 3:</b> Interp talks & handouts (1, 2, 3).
FEB 1 THURS	<b>Assmt 3:</b> Cont. "Interp Media" talks (3 presentations; self-critique due one week after presentation).	<b>ICNR ch 11-15 for more info related to various media types .</b>	<b>Assmt 3:</b> Interp talks & handouts (4, 5, 6). <b>Assmt 8:</b> Turn in expanded talk idea (incl. focused topic, context, specific audience, your role as presenter -- research to begin descriptions). Group 1 IOH WfL due.
FEB 6 TUES	<b>Assmt 3:</b> Cont. "Interp Media" talks (remaining presentations; self-critique due 1 week after presentation). <b>CIG Workbook:</b> As far as we get with: Definitions. Foundations of NAI, interp (WB pp 8-14). Brain parts & functions (including R & L brain). Tangibles & intangibles. Tilden's 6, other interpretive principles. <b>Sign up for individual appointment on Assmt 8 (week of Feb 19 - 23).</b>	<b>WB pp 2-14. Review ICNR ch 6. PI ch 3</b>	<b>Assmt 3:</b> Interp talks & handouts (7, 8, 9?). Self-crits for 1/30 presenters due. Bring CIG Workbook (bring to class every day). Bring <b>completed WB p 3.</b> <b>Decision:</b> date for Assmt 8 individual appointment.
FEB 8 THURS	<b>CIG Workbook:</b> Audience: ID, research & analysis. Maslow's hierarchy; motivations; learning styles (WB pp 15-23). Knowing your resource (WB 25-31). Content research. Program development. Interpretive equation/opportunity. Social marketing (WB 33-36).	<b>ICNR ch 5, 7. PI ch 4. WB pp 15-36.</b>	Self-crits for 2/1 presenters due. Bring Workbook.
FEB 13 TUES	<b>CIG Workbook:</b> Begin POETRY. Themes, sub-themes, story elements. Relating themes to interpretive purpose, objectives, & program structure. (WB pp 48-62) <b>Review Assmt 8 planning &amp; outlining.</b>	<b>PI ch 5, 6</b>	Self-crits for 2/3 presenters due. Bring Workbook.

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FEB 15 THURS	<b>CIG Workbook:</b> Finish workbook & review POETRY. Program delivery. (WB pp 63-72) Using AV and objects; effective PPT use, effective voice use. <b>Sign up for Assmt 8 program presentation dates (April 3, 5, 10, 12, 24).</b>	<b>PI</b> ch 7. <b>WB</b> pp 63-72. Review entire <b>WB</b> .	<b>Assmt 8:</b> Turn in draft planning document: previous elements revised/expanded PLUS objectives, theme, location analysis & implications, audience analysis & implications. Discuss during individual meeting w/ GVS <b>Decision: Assmt 8</b> program presentation date preferences (CIG people first). Group 2 IOH WfL due. Bring Workbook.
FEB 20 TUES (wk of ind appts)	<b>CIG Workbook:</b> Tie up loose ends, as needed; If time: <b>Begin</b> "Interpretation for Children" (PPT). <b>Intro</b> to Child development: cognitive, physical, social.	xxxxx	Bring Wrkbk. Spot-check progress on <b>Assmt 5/6</b> . Bring questions/ideas on your <b>Assmt 8</b> to your individual meeting.
FEB 22 THURS (wk- ind appts)	<b>Continue</b> "Interp for Children." GFAs (Guided Field Activities). Debrief GFA.	McDonough handout. Other Interpretation for Children HO's.	Re-check status <b>Assmt 5/6</b> . Bring questions/ideas on your <b>Assmt 8</b> to your individual meeting.
FEB 27 TUES	<b>Continue</b> "Interp for Children": Environmental education (school curricula) using Sams' MS-B results; video production & design; integration with other media (use Sams' videos).	Read abstract of L. Sams MS-B project. Visit web site: www.sisbro.com	xxxxx
MARCH 1 THURS	No class: Time in exchange for all-day class field trip to Kalamazoo Nature Center and individual meetings last week. Continue to work on Assmt 8 (may choose to meet with classmates to review/help each other with planning docs)	xxxxx	Group 3 IOH WfL due. Submit via email attachment.
MARCH 6	No Class due to Spring Break holiday	xxxxx	xxxxx
MARCH 8	No Class due to Spring Break holiday	xxxxx	xxxxx
MARCH 13 TUES	<b>Clarify PD comments (Q/A). Review planning document (PD) details for Assmt 8 (full draft 1 due March 15).</b> <b>Assmt 4</b> Cube World update/check-in.	xxxxx	Check-in (oral report) on Cube World journaling (should have 7 weekly entries by now, incl. this week's)
MARCH 15 THURS	<b>Field trip to Impression 5 Science Center</b> (philosophy, program development, exhibit design, partnerships, school/curriculum links), Guest presenters: Erik Larson, Michaela Balzar, Cyrus, Matt. Depart MSU 10:15; depart I-5 12:00.	<b>ICNR</b> Rvw Ch 10, 11, 16; Review <b>PI</b> all as you prepare your Assmt 8 program. Review I-5 website. <i>Note: Use field trips to get ideas for your presentations!</i>	<b>* Turn in 5 questions</b> for I-5 before depart MSU. <b>Assmt 8:</b> Draft complete planning document due no later than 5:00 p.m. on <b>Friday, March 16</b> (revised previous elements plus program description/interp principles, adaptations, etc.). Place in GVS mailbox or send digital copy. (GVS will review in order of presentation; CIG people first)
MARCH 20 TUES	Interpretation as a management tool. <b>Assmt 4</b> Cube World update/check-in.	<b>ICNR</b> Ch 4; handouts.	<b>CIG EXAMS DUE</b> (for those working for certification); turn in to GVS mailbox



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MAR 22 THURS <i>Interp Euro?</i>	<b>Diverse Audiences, Accommodations &amp; Program Adaptations:</b> (Guest presenter: Aswad Ramlan) Overview to ADA and other adaptations/considerations; working with autistic clients.	ADA handouts. Autism handouts.	Group 4 IOH WfL due.
MARCH 27 TUES	<b>Field trip to Harris Nature Center</b> (history of HNC, programming, school links, management issues), Guest presenters: Kit Rich, Kati Adams. Depart MSU 10:15; depart HNC 12:00.	<b>ICNR Ch 16, 17 (rvw); Review HNC website</b> <i>Note: Use field trips to get ideas for your presentations!</i>	<b>*Turn in 5 questions for HNC before depart MSU.</b>
MARCH 29 THURS	Present <b>Assmt 5</b> (prof practice/scholarship) or <b>Assmt 6</b> (experiential learning); Present <b>Assmt 7</b> (Option B--those not going to KNC); Q/A & review for program delivery (incl PD revisions).	xxxxx	<b>Assmt 5/6:</b> orally present; turn in written papers; <b>Assmt 7 (option B):</b> orally present in class; turn in written papers.
<b>MARCH 30 ???</b>	<b>Field Trip: Kalamazoo Nature Center</b> (nature centers -- programs & beyond: research, outreach, camp, business plans, service quality, funding, administration; costumes/ props & gadgets). Depart MSU 7:45; depart KNC ~3:00. Replaces class periods Mar 1, Apr 17, 19.	Review KNC website; relevant book chs (mgmt. ICNR 16, 17, 18, 19; interp media: 11, 12, 13, 15). <i>Note: Use field trips to get ideas for your presentations!</i>	<b>*Turn in 5 questions for KNC before depart MSU.</b>
APRIL 3 TUES	Debrief all field trips as group; review requirements for planning doc and presentation of interpretive program ( <b>Assmt 8</b> ) <b>Assmt 8 presentations (1, if still 17) Everyone expected to be present to serve as "audience" &amp; engage in peer critiques.</b>	Review book chapters, websites as related to 2 field trips as work on WfL.	Turn in written KNC & HNC WfL: D2L or GVS mailbox.
APRIL 5 THURS	<b>Assmt 8 presentations (2-5) Everyone expected to be present to serve as "audience" &amp; engage in peer critiques.</b>	xxxxx	<b>Assmt 8 final plan. doc. for presenters 1-5.</b>
APRIL 10 TUES	<b>Assmt 8 presentations (6-9) Everyone expected to be present to serve as "audience" &amp; engage in peer critiques.</b>	xxxxx	<b>Assmt 8 final plan. doc. for presenters 6-9.</b> Self-critique for presenters 1-5 due.
APRIL 12 THURS	<b>Assmt 8 presentations (10-13) Everyone expected to be present to serve as "audience" &amp; engage in peer critiques.</b>	xxxxx	<b>Assmt 8 final plan. doc. for presenters 10-13.</b> Self-critique for presenters 6-9 due. <b>CIG outlines (for those getting certified) due.</b>
<b>APRIL 17 TUES NAI RW4</b>	No class: Time in exchange for all-day class field trip to Kalamazoo Nature Center. Continue to work on Assmt 4 Final Exam plus Self-Assessment and Course Critique	xxxxx	Work on Assmt 4 Cube World Final Exam (PDs, self-crits as needed)
<b>APRIL 19 THURS NAI RW4</b>	No class: Time in exchange for all-day class field trip to Kalamazoo Nature Center. Continue to work on Assmt 4 Final Exam plus Self-Assessment and Course Critique	xxxxx	Work on Assmt 4 Cube World Final Exam (PDs, self-crits as needed)

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APRIL 24 TUES	<b>Assmt 8</b> presentations (14-17) <i>Everyone expected to be present to serve as "audience" &amp; engage in peer critiques.</i>	xxxxx	<b>Assmt 8</b> final plan. doc. for presenters 14-17. Self-critique for presenters 10-13 due.
APRIL 26 THURS	"Beyond Translation" PPT (applications for interpretation). Informal/spontaneous interpretation	PI ch 8, 9.	<b>Assmt 8</b> Self-critique for presenters 14-17 due.
MAY 4 FRI <i>Final Exam</i> 7:45-9:45am	<b>Final Exam: Assmt 4 (Cube World observation journal, consider the EXAM):</b> oral reports; submit complete journal plus 5 interpretive stories (describe site generally; describe special features; summarize changes; orally present 2 of your 5 interpretive themes/interpretive techniques (considered a "summary final exam"). <b>Self-assessments &amp; reflections/ course assessments:</b> may be written in class during exam period OR written ahead of time and brought to class. MSU SIRS course	xxxxx	Assmt 4: Turn in final Cube World observation journal plus 5 themes/interp techniques (serves as "final exam"). Orally present. Turn in <b>self-assessment and course evaluation</b> (2 separate documents)

\* Class Field Trip "Writings for Learning": (questions & WfLs should be typed; notes can be handwritten) – see separate assignment sheet for more details

BEFORE each trip: Write 5 questions related to main topics (***based on assigned readings and review of trip site's web site; questions MUST relate, AND should not be able to be answered with only a YES or NO.***)

AFTER trip: Write a reflective essay describing main experiences, observations, "big lessons learned" (related to trip topics/readings, plus others you identify)

EXAM PERIOD: Friday May 4, 7:45 – 9:45 a.m. (exam week is May 1-5, 2017). We'll use this date for course evaluations and personal assessments.

Learning Facilitator will provide instructions for the self-assessment and "lessons learned" essay later in the semester.