



Beverley Taylor Sorenson College of Education and Human Development's Physical Education and Human Performance Department

ORPT 4020: Natural Resource Interpretation and Experiential Education – Spring 2008

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Office Hours: M 12-2; TH 11:30-2; W 9-10 and by appointment	E-Mail: eastep@suu.edu
Credit Hours: 3	Course Fee: \$50.00 To be applied to travel and supplies for the course

Course Description:

The design and facilitation of experiential learning activities with an emphasis on team building skills and outdoor recreation visitor information and education programs (SUU's General Catalog, 2007-08).

Required Texts:

The texts are an integral part of this class and are available at SUU's bookstore.

Beck, L. & Cable T. (2002). Interpretation for the 21st Century: Fifteen Guiding Principles for Interpreting Nature and Culture, 2nd edition. Sagamore Publishing, Champaign IL.

Ham, S.H. (1992). Environmental Interpretation: A practical guide for people with big ideas and small budgets. North American Press, Golden, CO.

Other readings will be posted on webct and will be placed on electronic reserve at the library.

Students are responsible for seeking additional credible sources to support and enhance their work. Effective interpretation and experiential education begins with research to find solid information and facts to connect people to with your work.

Course Itinerary, Content, and Learning Outcomes

Week Dates	Classes and Readings FOR classes	Content and (Assignments)	Learning Outcomes: Students will be able to
1: Jan 7-11	T Intro – trad vs. exper ed H Dewey	Experiential Education	Describe and apply guiding theories and models of experiential education
2: Jan 14-18	T Ex Ed cycle H SPEC Model	Experiential Education	Observe and journal about the natural world on a regular basis to refine observation and communication skills (10% of grade)
3: Jan 21-25	T Presentations H Presentations	Tilden (Ex Ed pres. Of Tilden)	Lead the class in a 10-12 minute experiential education lesson (10% of grade) Evaluate experiential education experiences (5% of grade)
4: Jan 28-Feb	T Interpretive Planning H More Planning essentials	Interpretive Planning	Describe and implement an interpretive master plan (20% of grade) Describe and apply the guiding principles and theories of interpretation
5: Feb 4-8 Bryce- Feb 9	T Library H Internet sources	Interpretive Research	Research using credible sources to utilize solid information and facts in interpretation and exp. education.
6: Feb 11-15 WEA	T What is interpretation? H What is quality interpretation?	Quality Analysis (Visit and analyze interpretation)	Evaluate interpretation experiences (5% of grade)
7: Feb 18-22 GSENM Feb 23?	T Themes H Talks	Methods (Practice)	Understand the different methods and tools interpreters can use to create connections between their audiences and their topics.
8: Feb 25-29	T Exhibits H Signs	Methods (Practice)	
9: Mar 3-7	T SG Tours H Power points	Methods (Practice)	Practice and follow through professionally utilizing appropriate interpretive theory and methods (10% of grade)
10: Mar 10-14	T Guided Tours H Other Activities	Methods (Practice)	
Spring Break Mar 17-24			

11: Mar 25-28	T Project proposals H Project proposals	(Gnatt chart of practicum projects – worth 5% of your grade)	Commit to planning, designing, and creating a professional quality interpretive plan.
Possible Practicum Projects:			Utilize 3 different methods to plan, design, and create interpretive works for an agency partner that are part of your master plan for a site (30% of grade)
12: Mar 31-Apr 4 13: Apr 7-11 14: Apr 14-18 15: Apr 21-25	Possible Projects: Cedar Breaks Yurt, Paul Roelandt GSENM, Carolyn Shelton SUU's MNH, Kate Grandison	Must create and implement an interpretive site plan for a partner and create 3 interpretive products appropriate to the agency and site.	Interact on a professional basis with professionals in the field of interpretation Seek to create emotional and intellectual connections between people and nature or cultural resources. Reflect on and create interpretation that provides opportunities for meaningful experiences and promote stewardship of natural lands. Reflect on the value of interpretation and experiential education as tools for outdoor recreation managers and providers Reflect on the role interpretation and experiential education will play in his/her professional career
16: May 2	FINAL : present projects to partners/class (5% of grade)		

Note: The final project is a service learning education opportunity. Please enjoy the responsibility of utilizing the theory and methods you learn and practice in this class at a professional level where your work can be used to educate and a broader audience.

Student Expectations:

I expect each student to actively do their part to create a positive and productive learning environment for everyone in the class. Things you can do to accomplish this: come to class on time and be prepared (read before class and turn in assignments on time), participate (but don't dominate or distract), follow through with your commitments, think about class outside of class, and ultimately take ownership of your learning.

To reinforce these expectations, no late assignments will be accepted. Because things happen outside of your control (accidents, illnesses, and freaks of nature), you have two 24 hours grace periods that you can use during this course. If you are using this grace period, turn in the assignment to my mail box in the PE Department's office within 24 hours and no questions will be asked. An assignment is considered late if it is not put in the "grading folder" during the specified class period. Assignments are to be typed and professionally presented; meaning stapled, in 10-12 point font with one inch margins, and is work that you are proud of completing.

Additionally, I expect students to be in class, but again things happen in a semester beyond your control. Therefore, you have 2 sick/personal days that no questions will be asked. After using these days, your professionalism grade will drop one letter grade for additional absences. If you use these sick/personal days, you are still held accountable for the class' content and for turning in assignments due that day. Absences for university business and professional development are an exception to this rule and will not be counted against you. Please keep Professor Eastep informed. *Please know that if you are absent for any reason, you are responsible for the content covered in the class. Please ask a fellow classmate to take notes, collect handouts, and/or turn in assignments for you.*

Finally, this class' final project is a service learning project. As students in this class you will be asked to act professionally by becoming interpretive consultants to community partners. Please know that professionalism 10% of your grade and will be assessed by your professional actions in class and while interacting with your agency partners. Please be honest about what you can and can not do, and please follow through with your commitments. The end result of doing these things will be the opportunity to significantly contribute to the stewardship of natural lands in southwest Utah, as well as projects to display with pride in your professional portfolios.

Grading Scale:

All assignments must be submitted in order to receive a grade. Attendance and participation are essential components of the course. Percentages for grades are as follows:

100-95	A	79-77	C+
94-90	A-	76-73	C
89-87	B+	72-70	C-
86-83	B	60-69	D

82-80

B-

<60

F

Academic Integrity:

Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

ADA Statement:

Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone

(435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

Course Fees:

Fees charged for this course are designed to maintain high quality programming, equipment, materials, supplies, and services for students in the College of Education and at Southern Utah University. The course fees for this course will be used to supply transportation and supplies for projects. A final course budget is available upon Webct.

Summary of Assessment Tasks:

<u>Task</u>	<u>% of Grade</u>	<u>Due Date</u>
Natural Observation Journal	10%	Week 15
Experiential Education Lesson	10%	Weeks 3 and 4
Experiential Education Evaluation	5%	Weeks 3 and 4
Evaluation of an interpretive site	5%	Week 6
Gnatt Chart	5%	Week 11
Interpretive Site Plan	10%	Week 15

Interpretation Project	30%	Week 15
Final Presentation	5%	Week 16
Professionalism	10%	Throughout semester
Quizzes and practice sessions	10%	Throughout semester