Environmental Interpretation Methods
FOR 252

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Human Dimensions and Forest Recreation –
Communications, Education, Recreation, Interpretation
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Course Description:

Three semester hours, three hours lecture per week. Development of effective interpretation, communication and education techniques for interpreting natural and cultural resources to the public. Required field trips. Course fee required. Spring only.

Course Objectives:

- To develop a working knowledge of the basic components of interpretation and natural resource/conservation education;
- To develop a working knowledge of the basic components of natural resource communication;
- To gain experience in the components involved in planning, implementing, and evaluating interpretation and natural resource/conservation education;

Program Learning Outcomes:
List the program learning outcomes addressed in this course as identified in the course matrix for your degree program. If your department requires a listing of all Program Learning Outcomes (PLOs) on the syllabus, please identify those that are directly taught in this course. If this is a general education core curriculum course and no PLOs are taught in this course then insert the following statement under this heading:

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

General Education Core Curriculum Objectives/Outcomes:
List the Exemplary Educational Objectives (EEOs) for this course if the course is included in the general education core curriculum. If you have reworded the EEOs as outcomes for your course, please be sure that the original intent of the EEO is retained.

Student Learning Outcomes:
List all student learning outcomes (SLOs) for this course including the course specific student learning outcomes that support the PLOs above. In general,
SLOs in a course that support the PLOs are specific and include the exact knowledge, skill or behavior taught in the course that supports the more global PLOs. For additional information on meaningful and measurable learning outcomes see the assessment resource page [http://www.sfasu.edu/assessment/index.asp](http://www.sfasu.edu/assessment/index.asp)

Student Learning Outcomes:
Students will be able to:
- Define interpretation/education and discuss why the component is important to management;
- List and discuss the primary factors, forces, and policies that affect interpretation/education;
- Plan, implement and evaluate interpretive products;
- Apply a problem analysis process to analyze and solve various management problems through interpretation/education;

Textbooks:
Readings are required and are provided through the myCourses website for this course. STRONGLY ENCOURAGE ORDERING THE SET FROM NAI!!!

Course Overview:
1. Fundamentals of Interpretation and Natural Resource/Conservation Education.
2. Planning and implementing interpretive projects.
3. Evaluation of interpretive projects.

Projects:
Projects for this class will consist of individual and collaborative assignments to either emulate authentic situations or directly serve as a service-learning experience. They will include training to achieve the skill level needed to meet the assignment, clear criteria for evaluation, multiple drafts, presentation of data, and peer review. Each project is expected to be of the highest professional quality for the field. Final projects are expected to be submitted **ON TIME**, unless there is an emergency preventing this. **Late projects will not be accepted without prior approval.**

You will be required to complete:
1. CIG Activities;
2. Interpretive Plan for Stone Fort Museum;
3. Interpretive research for NPS at Yellowstone;
4. Interpretive research for Grand Teton National Park;
5. GSA Camp Whispering Pines;
6. One program.
7. Field time to get the experience or execution of the product.

**Class Assignments:**
Throughout the semester you will be required to participate in a series of classroom and field exercises to develop your knowledge and skill in interpretation and natural resource/conservation education.

When reading is required, you must be prepared **UPON ARRIVAL IN CLASS.** You may be required to complete short exercises, online reading, prepare response cards, participate in debate, etc. This is a hands-on class and participation is expected of every individual. **Attendance is mandatory! If you do not attend, you will NOT pass the course!**

**Attendance:**
**REPEAT - Attendance is mandatory!** The design of the exercises and projects depends on your presence in class. A major portion of your grade is based on your participation in class and with your group. You will receive 5 points for each class period. If you must miss class, you are responsible for information covered. Extra assignments for make-up may be provided to those with **LEGITIMATE** reasons. Please contact me prior to class, or, in the case of an emergency, as soon as possible.

**Grading:**

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<td>CIG Exercises</td>
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**YOU MUST COMPLETE ALL ASSIGNMENTS TO PASS THE COURSE**

Total: 1000 possible points

Grades will be assigned according to the following scale:
- 1000 - 930 points = A
- 929 - 860 points = B
- 859 - 780 points = C
- 779 - 710 points = D
- 709 and under = F

**Academic Integrity (A-9.1)**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

ACCEPTABLE STUDENT BEHAVIOR: Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
For University Assessment Purposes Only – PLOs Included in this Course

1. Demonstrate understanding and competency in the measurement of forest resources;
2. Demonstrate understanding and competency in managing forest resources;
3. Demonstrate understanding and competency of forest resource policy, economics, and administration.
4. Demonstrate understanding and competency in oral and written communication skills.
I have read and understand the expectations for this class:

Signature:______________________________________________

Name:

Address:

Hometown/State:

Email:

Emphasis/Major:

Load this Semester:

Work or other demands on your time:

Interests:

Short term goals:

Long term goals:

Anything you want to tell me:
Name___________________________________________________________

Place X in all areas you are NOT available.

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