

NR 368 Oral Interpretation Methods (3 credits)

Syllabus – Spring 2023

Course Schedule

Lecture: Tuesdays 9:00-9:50 p.m. – TNR 254

Discussion: Thursdays 10:00-11:50 p.m. – TNR 254

Final Exam: Monday, May 15, 12:30 – 2:30 p.m. – TNR 254

Instructors

Chris McCart
Assistant Professor
TNR 182
715-346-2076
cmccart@uwsp.edu

Griffin Bray
Schmeeckle Graduate Student
Schmeeckle Reserve
715-346-4992
gbray@uwsp.edu

Course Description

In this course you will learn principles and techniques to communicate the values of natural history and cultural features to visitors at parks, recreation areas, museums, and other institutions.

Course Learning Outcomes

By the end of the course, you will be able to...

- A. Define and explain personal interpretation
- B. Identify the principles and concepts of effective personal interpretation
- C. Recognize and describe the spectrum of personal interpretation programs and the fundamental structure of any interpretive program type
- D. Develop an effective theme and messages for an interpretive program
- E. Create and deliver personal interpretive talks, guided walks, and illustrated talks
- F. Discuss the benefits of interpretive program evaluation and practice both self- and peer-evaluation.

Evaluation/Course Requirements: Detailed assignment instructions and grading rubrics and submissions in Canvas

Assignments	Points	Outcomes
Guidebook Readings		A-F
Tilden Quizzes	50 (10 pts. X 5)	B
Program Planning Theme Sheets	60 (20 pts. X 3)	D
Interpretive Talk	140	E
Interpretive Walk	180	E
Illustrated Talk	180	E
Participation and Evaluation of Peer Programs	180 (20 pts. X 9)	F
Sign Up, Participation, and Evaluation for 1 Practicum Program at Schmeeckle	20	F
PowerPoint Tutorial	50	B, C, E
Midterm Exam	50	A, B, C, D
Final Exam	50	A, B, C, D
Total	940 points	

Required Course Materials

Buchholz, J., Lackey, B., Gross, M. & Zimmerman, R. (2015). *The interpreter's guidebook: Techniques for programs and presentations* (4th ed.). UW-SP Foundation. (Provided for free in class)

Tilden, F. (2007). *Interpreting our heritage*. The University of North Carolina Press. (Free digital version via Library)

Technology Guidelines

- **Cell phone usage:** Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

- **File formats:** I am only able to review assignments that are submitted and that I can open. Please check that your files are in Word or PDF or another pre-approved format, or check with the instructor well ahead of deadlines. It is the student's responsibility to double check that the correct files were submitted correctly.

Grading Scale: Based on points

94 – 100% = A	87 – 89% = B+	80 – 83% = B-	74 – 76% = C	67 – 69% = D+	60 – 63% = D-
90 – 93% = A-	84 – 86% = B	77 – 79% = C+	70 – 73% = C-	64 – 66% = D	< 60% = F

Communication Guidelines

Keep in mind that faculty teach multiple courses and receive up to 100 emails per day. Your emails should include your full name, the name of the course you are in, and a clear, concise description of your question and what you have done so far to answer your question. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. I will not open attachments without messages or messages that are illegible.

Office Hours:

I am available without an appointment on these days, times, and locations: Mondays 1:00-2:00 @ Schmeckle, Tuesdays 2:00-3:00 @ TNR 320/182, Wednesdays 4:00-5:00 @ TNR 320/182, or Thursdays 12:00-1:00 @ TNR 254/182. Individual meetings can be arranged through an email request, phone call, or conversation directly after class. I do not hold normal office hours during Spring Break and Finals Week.

Attendance

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes and check the resources available on Canvas. Any exceptions to the attendance policy should be confirmed in writing. If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are ill or have an emergency, make appropriate arrangements in a timely manner to make up missed work; this should be confirmed in writing.

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and Veteran educational benefit. If you do not make satisfactory arrangements with your instructor regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course.

Late Work or Missed Presentations

Students have individual rights, but also community responsibilities. To support individual learning, to prepare you for your role in the learning community, as well as to support timely feedback, we have deadlines. Late work is automatically deducted -0.4% per hour late, or about -10% per day, and not accepted after 10 days. That allows you to make occasional choices to turn in work later and supports the development of executive function skills such as planning, prioritizing, and time management.

Equal Access for Students with Disabilities

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety & General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	CNR Student Success Center (TNR 122) has professional advisers and peer mentors for College of Natural Resource (CNR) students. Click here for more information. Academic and Career Advising Center 320 Albertson Hall, Ext. 3226	Dean of Students Office , 212 Old Main, ext. 2611	Counseling Center , Delzell Hall, ext. 3553. Health Care , Delzell Hall, ext. 4646

Information Technology

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

- (2) Examples of academic misconduct include, but are not limited to:
 - (a) Cheating on an examination
 - (b) Collaborating with others in work to be presented, contrary to the stated rules of the course
 - (c) Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - (d) Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - (e) Stealing examinations or course materials
 - (f) Submitting, if contrary to the rules of a course, work previously presented in another course
 - (g) Tampering with the laboratory experiment or computer program of another student
 - (h) Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Other Campus Policies

- **FERPA:** The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.
- **Title IX:** UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students. Please see the [Title IX page](#) for more information for guidance on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

- **Clery Act:** The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.
- **Drug Free Schools and Communities Act:** The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)
- **Copyright Infringement:** This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Tentative Course Schedule					
Week	Dates	Readings	Lecture: Tues. 9-9:50am TNR 254	Discussion: Thurs. 10:00-11:50am TNR 254	Assignments: Due by Thursday @ 11:59pm in Canvas
1	Jan. 24 & 26	<input type="checkbox"/> Syllabus <input type="checkbox"/> Guidebook: Chs. 1 & 2 <input type="checkbox"/> Tilden Ch. 1	Introductions & Course Overview	Definition & Roots of Interpretation Tilden's Principles Meaning-Centered Interpretation	
2	Jan. 31 & Feb. 2	<input type="checkbox"/> Guidebook: Ch. 3 <input type="checkbox"/> Guidebook: Ch. 6 pp. 116-136 <input type="checkbox"/> Tilden Ch. 2	Thematic Interpretation	Interpretive Talk Demo Interpretive Talks	
3	Feb. 7 & 9	<input type="checkbox"/> Guidebook: Ch. 4 pp. 73-86 <input type="checkbox"/> Guidebook: Ch. 5 <input type="checkbox"/> Tilden Ch. 3	Creative Interpretive Techniques	More Creative Interpretive Techniques: Questioning, Non-Verbal Communication Interpretive Themes	<input type="checkbox"/> Due: Tilden Canvas Quiz #1
4	Feb. 14 & 16	<input type="checkbox"/> Guidebook: Ch. 3 pp. 52-53 <input type="checkbox"/> Guidebook: Ch. 10 <input type="checkbox"/> Tilden Ch. 4	Interpretation for Diverse Audiences	Gathering Feedback Preparation for Talks	
5	Feb. 21 & 23	<input type="checkbox"/> Guidebook: Ch. 7	Guided Walk & Tour Techniques	Guided Walk Demonstrations Guided Walks	<input type="checkbox"/> Due: Group A Theme Sheets for Interpretive Talk
6	Feb. 28 & Mar. 2	<input type="checkbox"/> Guidebook: Ch. 4 pp. 74-75; 85-89 <input type="checkbox"/> Tilden Ch. 6	Communication Dealing with Distractions	Interpretive Talks: Group A	<input type="checkbox"/> Due: Tilden Canvas Quiz #2 <input type="checkbox"/> Due: Group B Theme Sheet for Interpretive Talk
7	Mar. 7 & 9	<input type="checkbox"/> Tilden Ch. 7	Midterm Exam Review	Interpretive Talks: Group B	<input type="checkbox"/> Due: Group C Theme Sheets for Interpretive Talk
8	Mar. 14 & 16	<input type="checkbox"/> Tilden Ch. 8	Midterm Exam	Interpretive Talk: Group C	<input type="checkbox"/> Due: Group A Theme Sheets for Guided Walk
-	Mar. 18-26	Spring Break			
9	Mar. 28 & 30	<input type="checkbox"/> Guidebook: Ch. 6 pp. 137-151 <input type="checkbox"/> Tilden Ch. 9	Illustrated Talk Techniques	Guided Walks: Group A	<input type="checkbox"/> Due: Tilden Canvas Quiz #3 <input type="checkbox"/> Due: Group B Theme Sheets for Guided Walk
10	Apr. 4 & 6	<input type="checkbox"/> Tilden Ch. 10	Illustrated Talk Demo	Guided Walks: Group B	<input type="checkbox"/> Due: Group C Theme Sheets for Guided Walk <input type="checkbox"/> Due: PowerPoint Tutorial
11	Apr. 11 & 13	<input type="checkbox"/> Guidebook: Ch. 8 <input type="checkbox"/> Tilden Ch. 11	Spontaneous/Roving Interpretation	Guided Walks: Group C	<input type="checkbox"/> Due: Group A Theme Sheets for Illustrated Talk
12	Apr. 18 & 20	<input type="checkbox"/> Guidebook: Ch. 9 <input type="checkbox"/> Tilden Ch. 12	Interpretation for Children	Illustrated Talks: Group A	<input type="checkbox"/> Due: Tilden Canvas Quiz #4 <input type="checkbox"/> Due: Group B Theme Sheets for Illustrated Talk
13	Apr. 25 & 27	<input type="checkbox"/> Guidebook: Ch. 5 pp. 109-111 <input type="checkbox"/> Tilden Ch. 13	Interpreting with Live Animals	Illustrated Talks: Group B	<input type="checkbox"/> Due: Group C Theme Sheets for Illustrated Talk
14	May 2 & 4	<input type="checkbox"/> Tilden Ch. 14	Audience-Centered Interpretation	Illustrated Talks: Group C	
15	May 9 & 11	<input type="checkbox"/> Tilden Ch. 15	Final Exam Review	Make Up Day	<input type="checkbox"/> Due: Tilden Canvas Quiz #5
16	Finals Week	Comprehensive Final Exam: Monday, May 15, 12:30 - 2:30 p.m.			

Updated 01/25/2023