

Natural Resources 374/482
Practicum in Environmental Interpretation
and Human Dimensions of Natural Resources
Schmeckle Reserve
Spring 2022

Course instructors

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<https://wisconsin-edu.zoom.us/j/91964848320?pwd=MEJKZ2N3NFJ2T1hHdjU0WkczcTlvUT09>

Office hours (TNR 237):

Please call or email for an appointment

Wednesdays, 11am-12pm – In person or Zoom:

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Schmeckle Reserve

715-346-4992

Course information

Mondays 2-5pm at Schmeckle Visitor Center

One other day per week self-directed; evening and weekend programs based on program schedule

Course description

Plan, present, and evaluate interpretive programs, and further your skills creating media for nature centers and park visitors. This capstone course allows you to demonstrate proficiency in skills and knowledge gained in previous environmental education and interpretation courses.

Recommended resources

- Buchholz, J., Lackey, B., Gross, M., & Zimmerman, R. (2015). *The Interpreter's Guidebook: Techniques for Programs and Presentations*, 4th ed. Stevens Point, WI: UW-SP Foundation.
- NRES 369 Interpretive Media Lab tutorials binder.

Environmental Interpretation Practicum Learning Outcomes

Learning Outcome (LO) #1: Knowledge of Self
Demonstrate a strong awareness of self, including personality, knowledge, strengths, and weaknesses, and work to develop these skills: <ul style="list-style-type: none">• Be creative and open to trying something new• Adapt to various situations with flexibility, problem-solving, and creativity• Demonstrate a commitment to professional and personal growth• Prioritize tasks through organizational skills and personal responsibility• Admit when you don't know something and be willing to find the answer• Exhibit commitment through enthusiasm and passion for Schmeeckle's mission and values• Demonstrate professionalism in appearance, attendance, demeanor, and representation of Schmeeckle Reserve• Accept constructive feedback and guidance
LO #2: Knowledge of Site and Visitor
<ul style="list-style-type: none">• Develop interpretive programs and media that relate to Schmeeckle Reserve's mission and are relevant to central Wisconsin natural and cultural history.• Increase your personal connection to Schmeeckle Reserve and integrate that passion into your interpretive efforts to relate to your audience.• Develop interpretive programs and media that target audiences typical to Schmeeckle Reserve, including a variety of ages, backgrounds, and abilities.
LO #3: Program Development
Conduct research, develop a theme and sub-themes, incorporate a variety of creative techniques, and present professional-level interpretive programs for a variety of audiences.
LO #4: Interpretive Media
Create, write, and design non-personal professional interpretive media for program marketing and interpretation.
LO #5: Evaluation
Evaluate your peers' interpretive programs and media and critique your own work for effectiveness and quality.

Student Learning Outcomes adapted from the National Association for Interpretation (NAI) Interpretation Standards Project, 2018.

Environmental Interpretation Practicum Assignments:

See our Canvas course for all due dates.

LO #1: Knowledge of Self – 50 points

1. **NAI and NAAEE Standards Self-Assessment:** *Completed in NRES 483 and referred to in the Schmeeckle practicum.*
2. **Coaching Sessions** (25 pts/each): Schedule and attend two one-on-one meetings with Becca. Attend meetings prepared to share updates on program and media development progress and bring questions and concerns for feedback and guidance.

LO #3: Interpretive Program Development – 725 points

1. **Individual Interpretive Program:** Research, plan, develop, and present a public interpretive program on a topic of your choosing that's relevant to Schmeeckle Reserve and its visitors.
 - Develop an outdoor program (guided walk, campfire program, etc.) with a built-in rain date, at least 45 minutes long, presented to an audience of all ages.

Assignments for Public Interpretive Program:

- **Tangibles/Intangibles and Theme Statement** (10 pts): Develop a focused, creative interpretive theme for your program.
 - **Three Pillars of Interpretation** (10 pts): How does your individual program meet Schmeeckle's goals and adapt to potential audiences? (also relates to LO #2: Knowledge of Site & Visitor)
 - **Program Research** (10 pts): Conduct research for your interpretive program and document your sources.
 - **Subthemes** (10 pts): Develop your program's main points, based on your theme.
 - **Creative Techniques** (10 pts): Develop creative techniques for your program.
 - **POW and Conclusion** (10 pts): Develop a thematic POW and Conclusion.
 - **Final Theme Sheet** (50 pts): A final draft, based on the feedback you receive on the components above, will be due one week before your rehearsal.
 - **Dress Rehearsal** (75 pts): Presented at least 1 week prior to your program. Each program will be presented in its entirety (including props, costumes, demonstrations, activities, etc.) to the class during Monday class time. The class will provide feedback to help you make final adjustments. Be prepared!
 - **Program Evaluation** (180 pts): Your final public program will be evaluated on the use of interpretive principles, program organization, interpretive techniques, and effort.
2. **Nature Notes Program Video:** Create a short (~5 minute) interpretive program video that will be posted on Schmeeckle social media sites. Assignments include:
 - **Draft Theme Sheet** (10 pts)
 - **Final Theme Sheet** (25 pts)
 - **Draft Video** *optional*

Final Video (100 pts)

*NRES 374 students have a choice between this assignment and the Interpretive Media project.

3. **Group Character Program:** As a group, develop thematic characters, write a script, and create costumes for a character program based on a theme. Assignments include:
 - Draft Script (25 pts)
 - Final Script (50 pts)
 - Dress Rehearsal (50 pts)
 - Final Presentation (100 pts)

LO #4: Interpretive Media – 185 points

1. **Program Brochure (15 pts):** Develop a program description and source a copyright-free image for the program brochure that will be distributed to the Schmeckle Reserve mailing list. The brochure will advertise each program with a date, time, meeting location, a concise interpretive description, and the presenter's name.
2. **Facebook Posts (10 pts/each):** Develop a concise, creative Facebook post that encourages Schmeckle visitors to attend your program or watch your video.
3. **Interpretive Media:** You will develop either an interpretive sign or print media piece for Schmeckle Reserve. Assignments include:
 - a. Planning phase: Media topic, format, theme development, statement of purpose, measurable objectives (20 pts)
 - b. Draft media design (30 pts)
 - c. Final media design (100 pts)

*NRES 374 students have a choice between this assignment and the Nature Notes Program Video.

LO #5: Evaluation – 160 points

1. **Program Evaluation Reflection (10 pts):** Reflect on the qualities of constructive feedback.
2. **Rehearsal Attendance (50 pts):** Attend and participate in the critique of all other class members' program rehearsals. The greatest learning usually occurs in the interactions at rehearsals where we can make suggestions to each other and brainstorm ideas with the pressure of an upcoming public program. It is your responsibility to attend all of these rehearsals, and notify the instructors as soon as possible if a conflict arises.
3. **Program Attendance (40 pts):** Attend 4 of your classmates' public programs and stay after to provide an evaluation and discuss as a group.
4. **Critical Review of Individual Program (25 pts):** Due 1 week after your program video is posted. Write a 2-3 page paper to critique your public presentation based on your experience and the video.
5. **Critical Review of Nature Notes video (15 pts):** Due 1 week after your program video is posted. Write a 1-2 page paper to critique your video. *NRES 374: If doing Nature Notes.
6. **Peer Media Evaluation (20 pts):** Provide peer feedback on draft media designs. *NRES 374 if doing Interpretive Media project

Grading scale

Percentage	Grade	Percentage	Grade
93+	A	74-76	C
90-92	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	63-66	D
80-83	B-	<63	F
77-79	C+		

Your final grade for NRES 482 will be an average of your final grade on the two practicum components:

50%: CWES teaching responsibilities and assignments (see CWES syllabus)

50%: Schmeeckle interpretive programs and projects

Course policies

You are expected to attend all class meetings. Active participation in discussions and activities will enhance your own learning experience and that of your classmates. You should arrive on time, mentally and physically prepared to learn, having completed all readings and assignments. Texting, emailing, and engaging in other distracting behaviors during class is not allowed. If you need to miss a class for any reason, please email the instructor ahead of time and, if possible, provide appropriate documentation upon returning to class. Excessive unexcused absences will negatively affect your final grade.

During the Schmeeckle practicum, we view you as ambassadors of the natural area and have high expectations for your professionalism in how you represent Schmeeckle and the university to the public. For your public interpretive programs, in particular, if you do not demonstrate acceptable progress on your program development, Schmeeckle staff reserve the right to cancel your program with no opportunity to make up those points

COVID-19 related expectations

Face Coverings:

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

Other Guidance:

- Please monitor your own health each day using this screening tool. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
 - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

Privacy and intellectual property

- Recordings of lectures and any class meetings are posted to Canvas for students in this course only. You are not permitted to share them with individuals not currently registered for this course.

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. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which 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: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

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 information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. Dean of Students: <https://www.uwsp.edu/DOS/sexualassault> Title IX page: <https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx>

Disability and Accommodations

In accordance with [federal law and UW System policies](#), UWSP strives to make all learning experiences as accessible as possible. If you need accommodations for a disability (including mental health, chronic or temporary medical conditions), please visit with the [Disability and Assistive Technology Center](#) to determine reasonable accommodations and notify faculty. After notification, please discuss your accommodations with me so that they may be implemented in a timely fashion. **DATC contact info:** datctr@uwsp.edu; 715/346-3365; 609 Albertson Hall, 900 Reserve Street

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.

Academic Integrity

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. For more information on UWS chapter 14 visit: <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

Reporting Incidents of Bias/Hate

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

You may also contact the Office of the Dean of Students directly at dos@uwsp.edu. Diversity and College Access is available for resources and support of all students: <https://www.uwsp.edu/dca/Pages/default.aspx>.

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.

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 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](#).

University of Wisconsin-Stevens Point
College of Natural Resources-Principles of Professionalism

The College of Natural Resources at the University of Wisconsin – Stevens Point prepares students for success as professionals in many fields. As a professional, there are expectations of attainment of several personal characteristics. These include:

Integrity

Integrity refers to adherence to consistent moral and ethical principles. A person with integrity is honest and treats others fairly.

Collegiality

Collegiality is a cooperative relationship. By being collegial you are respecting our shared commitment to student education through cooperative interaction. This applies to all involved in the process: students, staff, faculty, administration and involved community members. You take collective responsibility for the work performed together, helping the group attain its goals.

Civility

Civility refers to politeness and courtesy in your interactions with others. Being civil requires that you consider the thoughts and conclusions of others and engage in thoughtful, constructive discussion to express your own thoughts and opinions.

Inclusivity

Inclusivity requires you to be aware that perspective and culture will control how communication is understood by others. While many values are shared, some are quite different. These differences in values should be both considered and respected.

Timeliness

Timeliness is the habit of performance of tasks and activities, planned in a way that allows you to meet deadlines. This increases workplace efficiency and demonstrates respect for others' time.

Respect for Property

Respect for property is the appreciation of the economic or personal value an item maintains. Maintaining this respect can both reduce costs (increase the operable life of supplies and equipment) as well as demonstrate respect for others' rights.

Communication

Professional norms in communication require that you demonstrate the value of your colleagues, students, professors or others. The use of appropriate tone and vocabulary is expected across all forms of communication, whether that communication takes place face to face, in writing or electronically.

Commitment to Quality

Quality is the ability to meet or exceed expectations. By having a commitment to quality, we intend to provide a learning environment that is conducive to learning. Intrinsic to this commitment to quality is defining expectation (committed to in a syllabus through learning outcomes), implementation (with quality control in place) and assessment (where meeting of learning outcomes is determined).

Commitment to Learning

Learning is a lifelong process. By being committed to learning you are providing a model for all to follow. This model is not only professor to student but involves all combinations of people within our university and broader community

Online Academic Etiquette

We like to make some suggestions for good "digital citizenship" moving forward. First, please be aware that lectures (including your verbal questions, chats, etc.) are being recorded. If you don't want your video feed or image captured in a recording, then it is totally acceptable to keep your video feed "off". Verbal questions end up in a transcript. Chat-based statements also are recorded. Both will have your name associated with them and are part of the recorded lecture. This isn't that different from when you raise your hand to ask a question in class EXCEPT that there is now a recording associated with it. So,

please take extra care to ask questions, answer questions, and use chats in a respectful way. Additionally, please keep in mind that your instructor's lectures are their intellectual property. In order to maintain a safe learning environment for everyone (so that students can ask questions freely and so that faculty can deliver material freely) , it is critical that you DO NOT share Zoom links/passwords to lectures/discussion meetings OR Zoom recordings of the class with anyone outside of our class. Misuse of chats, sharing these links/passwords, or recordings will be considered a disruption of the classroom as a learning environment. Disruptions (even digital ones) could impact your grade in a negative way.

Adherence to this compact is required of the faculty and staff of the College of Natural Resources and of all students enrolled in College of Natural Resources courses.