

RLST 4840 ENVIRONMENTAL INTERPRETATION FOR RECREATION
University of Georgia / Recreation and Leisure Studies
Fall 2005

Dr. Joy James

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Office: 353 Ramsey, 542-5064

8:00am-9:15am Tuesdays & Thursdays

Office Hours: T 2 – 2:30pm; W 3-4pm; or by appointment

Class Meets in: Ramsey 224

Course Description:

Outdoor recreation and park resources provide a unique context for education adults and children about environmental issues. This context is a natural resource setting where people have the motivation and time to invest in an environmental learning experience. The course will include philosophies, concepts, and practical techniques of Environmental Interpretation (EI). The course will also introduce students, through lectures and projects, to individuals and agencies involved in Environmental Interpretation. As a student in this course, you will learn the “methods, principles and philosophies of environmental interpretation in natural systems, with specific reference to natural resource recreation contexts. The roles of environmental education and persuasive communication in promoting environmental attitudes and behaviors will be emphasized.”
<http://www.bulletin.uga.edu/bulletin/courses/descript/rlst.html>

Course Objectives:

Upon completion of the course, students will be able to:

1. Demonstrate knowledge of the role of interpretation in the context of outdoor recreation.
2. Understand the history, goals, and philosophy of interpretation.
3. Identify and apply interpretation techniques in recreation settings with a focus on verbal and non-verbal forms of communication.
4. Understand the principles of education in non-formal settings
5. Evaluate the role of persuasive communication and environmental ethics in interpretation.
6. Identify agencies, practical implications and professional opportunities in interpretation.

Required Texts:

Knudson, D. M., Cable, T. T., & Beck, L. (1999). *Interpretation of cultural and natural resources*. State College, PA: Venture Publishing Inc.

Tilden, F. (1977) *Interpreting our heritage*. Chapel-Hill, NC: Univ. North Carolina Press.

Project Wild Workshop & Book - \$15 (make check out to Project Wild and payment due to instructor by October 11).

Other readings as assigned.

Evaluative Criteria: Students are responsible for keeping up with assignments. All written assignments must be submitted at the beginning of class on the date due. All assignments must be typed, double-spaced with one-inch margins. Unless directed

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otherwise, complete sentences should be used. The use of poor spelling and/or grammar will result in a lower grade. Assignments will be graded both on content and grammar (including spelling). *Work turned in late (including 10 or more minutes after class starts) will be dropped one full letter grade (10%) per day the work is late (including Saturday & Sunday).* Assignments **will not** be accepted after three days (you will earn a zero for that assignment). Regarding grammar and spelling, I will stop reading any assignment after I encounter a third error. I will then return it to you to revise and resubmit with a 10% reduction in your grade. Please remember that ***I don't give grades, YOU earn them.***

Classroom Etiquette: Questions are encouraged. Being on time to class is expected. When anyone is speaking (i.e., instructor or student) please be respectful (Do not talk while they are speaking). Cell phones must be turned off; Laptop's should only be open for note taking – not for internet play or instant messaging; Participation points will be lost if technology interferes with classroom etiquette.

Academic Honesty: Each student is expected to do his/her own work on all course assignments and exams. Any student found cheating or plagiarizing will be subjected to undergo university rules and policy decisions in respect to academic dishonesty. It is expected that all work handed in will be original. All academic work must meet the standards contained in “*A Culture of Honesty.*” Each student is responsible to inform themselves about those standards before performing any academic work.

Special Accommodations: If you need accommodations because of a disability, please make an appointment to see the instructor as soon as possible.

Course Assignments and Evaluation:

- A. Projects: 50% toward the final grade. Each project will also include participation of the other class members. Cooperative participation with others is expected.
- B. Class participation 5%
- C. Quizzes: 10%. (readings and discussions).
- D. Project Wild 10%
- E. Sandy Creek Project 10%
- F. Final Project: 15%

Course Grades:

- A = 89.5% and above
- B = 79.5 % - 89.4%
- C = 69.5% - 79.4%
- D = 59.5% - 69.4%
- F = 59.4% or below

Projects & Final Project: See Project Sheet for details. A series of research, presentations and evaluations will be completed. The culminating project will be the creation & presentation of an interpretive character.

Quizzes: At the core of interpretation is a base of knowledge. Quizzes will be from your readings throughout the semester. If you do the readings, the quizzes will not be a problem.

Project Wild Workshop & Student-led Activities:

Participate in full Project Wild workshop (4 classes: 10/25, 10/27, 11/8 & 11/10). With a partner(s) plan, implement and lead a Project Wild activity to the class 11/15 or 11/17.

Sandy Creek Nature Center Workshop:

This group project will involve applications of environmental interpretive techniques in a natural resource recreation setting. Attendance of the Sandy Creek Nature Center training is required. Students will then create an interpretive program based on the needs of the nature center. More details to come...

Participation: Your participation will be graded based on your attendance, meaningful contributions in class discussions and evaluations of peer presentations.

RLST 4840 Tentative Course Schedule

Date	Learning/Activity/Exploration	Assignment Due
Th 8/18	Introduction to class	
T 8/23	Principles of Interpretation	Tilden Part 1 Quiz
Th 8/25		Ch: 1 & 2; Quiz
T 8/30	Why Interpret?	Ch: 3 – 5; Quiz
Th 9/1	How to Interpret	Tilden Part 2; Quiz
T 9/6	Project/Evaluation Explanation & Sign up	Ch: 6; Quiz; Sign up for project presentations
Th9/8	People & Learning	Ch: 7; Quiz
T 9/13		
Th 9/15	Media – Print & Electronic	Ch: 8-9; Quiz
T 9/20	Presentations/Evaluation Day #1	Peer discussion/evaluation
Th 9/22	Exhibits	Ch: 10-11; Quiz
T 9/27	Self-guided	
Th 9/29	Performance	Ch: 12; Quiz
T 10/4	Presentations/Evaluation Day #2	Peer discussion/evaluation
Th 10/6	Historical	Ch: 13; Quiz
T 10/11	Presentations/Evaluation Day #3	Peer discussion/evaluation; \$15 Payment for Project Wild Due
Th10/13	Leisure/Arts	Ch:14; Quiz
T 10/18	Presentations/Evaluation Day #4	Peer discussion/evaluation
Th 10/20	No Class	
T 10/25	Project Wild Workshop	Readings as assigned
Th 10/27	Project Wild Workshop	
T11/1	Preparation/Research Day #5	Peer discussion/evaluation
Th11/3	Interpretive Resources	
T 11/8	Project Wild Workshop	
Th 11/10	Project Wild Workshop	
T 11/15	Project Wild Student Led Activities	Dress to be outside & active
Th 11/17	Project Wild Student Led Activities	Dress to be outside & active
T 11/22	Preparation/Research Day #6	Self-Reflection & Group Evaluation of PW student-led activities
T 11/29	Preparation/Research Day #7	Peer discussion/evaluation
Th 12/1	Preparation/Research Day #8	Peer discussion/evaluation
T 12/6	Presentations/Evaluation Day #9	Peer discussion/evaluation
Th 12/8	Presentations/Evaluation Day #10	Peer discussion/evaluation
T 12/13	8am Final Project Presentation	Come dress in character & present interpretive talk

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.