

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
PRLS/TOUR 362 (1)—Cultural and Environmental Interpretation
Spring 2016

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|-------------------------|---|-----------------------|-------------------|
| DAY/TIME: | Monday 10:30 – 1:15 p.m. | LOCATION: | 257 Bull Run Hall |
| PROFESSOR: | Susan L. Johnson | EMAIL ADDRESS: | sjohnsoi@gmu.edu |
| OFFICE LOCATION: | Freedom Center Administration | PHONE NUMBER: | 703-993-3761 |
| OFFICE HOURS: | Mondays 2:00 pm – 3:00 p.m. and by appointment | FAX NUMBER: | 703-993-8478 |

PREREQUISITES: PRLS 300 or PRLS 328 or TOUR 352 or permission of instructor

COURSE DESCRIPTION: Focuses on communication processes and practices used to explain and interpret special characteristics of cultural and environmental resource sites for visitors. Conceptual principles for planning interpretive programs and multi-media delivery techniques are discussed. Methods for programming interpretive services, addressing multi-audience accessibility, and administration and evaluation of interpretive services used at recreation and tourism sites are also examined.

COURSE OBJECTIVES: At the completion of this course, students should be able to:

1. Explain how interpretation is important to the management of tourism, event and recreation resource sites;
2. Discuss principles of interpretation and communication;
3. Analyze interpretive materials and presentations; and,
4. Prepare several types of effective spoken and written interpretive messages.

Further, upon completion of this course, students will meet the following professional accreditation standard for the *Council on Accreditation of Parks, Recreation, and Tourism Related Professions*:

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| 7.02 | Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity. |
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COURSE OVERVIEW: In this course, we will examine, discuss, develop, and critique multiple examples of interpretive projects developed by you, your colleagues, and professionals. Because your contributions are so important to this course, you will be expected to attend all class meetings scheduled, actively participate in class discussions on-line and in-person, complete in-class exercises as distributed, and fulfill all assignments according to the due dates noted.

ACADEMIC INTEGRITY: GMU is an Honor Code University; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? First, it means that when you are responsible for a task, you will be the one to perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives and traditions. When in doubt, please ask for guidance and clarification.

COMMUNICATION: Communication is an important part of this course, therefore, I ask that you check our website, **using Blackboard 9.1 each morning for course communications.** To do this, you'll need to go to "My Mason" (found at the top of our gmu.edu webpage), log in with your username & password, click on the "Courses" tab along the top right of the page, and go to the "9.1 Course List" to find our course. This is important since we're using Blackboard 9.1 as our communication source outside of class.

REQUIRED READINGS

Knudson, Cable, Beck (2003) *Interpretation of Cultural and Natural Resources*. 2nd Edition. Venture Publishing, Inc. State College, PA.

ASSIGNMENTS: Assignments will be due at the beginning of class on the specific due date. All written papers are to be submitted in WORD (.doc or .docx). **Papers received after the beginning of class will be considered late and receive a 20% deduction in points per 24-hour period.** If you encounter extreme emergencies or are participating in a pre-approved university-sponsored function, exceptions may be made; however, these must be discussed with me to determine if they fall in this category. I strongly encourage you to make a back-up copy of any work submitted since computers have been known to crash at the most inopportune times.

REQUIREMENTS:

- Students must attend all field trips and arrange their own transportation to/from.
- Students are required to attend both days of final presentations or no credit will be given.
- Students are to discontinue use of cell phones during class and field trips.

Assignment Summaries-all are REQUIREMENTS FOR THIS COURSE

Site/Facility Presentation (teams of 3)

You will select a local, state, and/or federal site/facility to research and visit that is associated with cultural, historical and/or environmental interpretation. You will explore in-depth the mission, organizational structure, clients served, interpretive and recreational program offerings, as well as, their emphasis on tourism and event offerings. You will create a power point presentation to share your findings with fellow classmates. A presentation outline/format will be provided by the Professor.

Site/Facility Analysis (class field trips-Attendance is REQUIRED-individual)

We will visit three interpretive sites/facilities during class this semester. The sites/facilities will offer us hands on learning about their unique qualities and specific themes. You will complete a summary assessment detailing your analysis of the site/facility and their use of interpretive design techniques we discuss in class. The assessment form will be provided by the Professor.

Interpretive Talk (teams of 3)

This is a culminating project for our course and will require you to develop an interpretive talk/presentation on a specific cultural, historical, or natural history topic. You will work in teams to design and present your talk/presentation to your peers during the last several weeks of this course. Guidelines will be provided by the Professor.

EVALUATION

This course will be graded on a point per project basis.

| | Points per Project |
|---|----------------------------|
| Requirements | |
| Mid-Term Exam (based on text readings, class notes/PPT and field trip discussions) | 100 |
| Quiz (Sections assigned to date) | 25 |
| Assignments | |
| <i>Site/Facility Presentation</i> | 75 |
| <i>Site/Facility Analysis (4x25 pts each)</i> | 100 |
| <i>Interpretive Talk Project –Final Project</i> | 100 |
| CLASS PARTICIPATION & ATTENDANCE (Remember FIELD TRIPS ARE REQUIRED) | <u>50</u> |
| TOTAL | 450 possible points |

Grading Scale

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|---------------|--------------|--------------|-------------|
| A+ = 98 – 100 | B+ = 88 – 89 | C+ = 78 – 79 | D = 60 – 69 |
| A = 94 – 97 | B = 84 – 87 | C = 74 – 77 | F = 0 – 59 |
| A- = 90 – 93 | B- = 80 – 83 | C- = 70 – 73 | |

GMU Policies

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2/>].
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.



COURSE SCHEDULE

| WEEK | TOPIC | READINGS/ASSIGNMENTS |
|---------------|---|--|
| 1 (Jan.25) | Introductions, ice breakers, review course requirements What Interpretation Does? Historical Perspectives | Section I – Chapters 1 and 2. What is it and who does it? |
| 2 (Feb 1) | Why Interpret? Values to Society Management Techniques | Section II- Chapters (all) Section IV- How to Manage Interpretation |
| 3 (Feb.8) | Who Offers Interpretation? Team Presentations | Section III- Chapters 6 |
| 4 (Feb. 15) | <i>Guest Speaker:</i> <i>Dave Heath-The Sense of Wonder</i> <i>Exploring The EDGE</i> | Section III-Chapters 12, 14 |
| 5 (Feb.22) | How to Interpret Interpretation Techniques Tangibles, intangibles, universal (Concepts-NPS Video) | |
| 6 (Feb. 29) | Field Trip- Ellanor C. Lawrence Park , 5040 Walney Rd Chantilly, VA 20151 Site/Facility Management | http://www.fairfaxcounty.gov/parks/ec1/site_history.htm Site/Facility Analysis #1-DUE |
| 7 (March 7) | <i>Spring Break</i> | <i>No Class</i> |
| 8 (March 14) | Interpretive Themes, Topics, Resource Inventory. | |
| 9 (March 21) | Field Trip- Event Planning and Interpretation | |
| 10 (March 28) | No Class- Personal Site/facility visit. | Site/Facility Analysis #2- DUE Section III- Chapter 16 Complete site/facility assessment, include website |
| 11 (April 4) | Learning Styles, Presentation skills, Flow Learning (video) | Section III-Chapters 7,8,9 Site/Facility Analysis #3-DUE |
| 12 (April 11) | Interpretive Talk planning – <i>in class</i> | |
| 13 (April 18) | The Future of Interpretation-guest speaker-National Park Service/NAI Interpretive Talk Planning-review with Instructor- <i>in class</i> | |

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| 14 (April 25) | STUDENT INTERPRETIVE TALK PRESENTATIONS | |
| 15 (May 2) | STUDENT INTERPRETIVE TALK PRESENTATIONS | |
| 16 (May 9) | STUDENT INTERPRETIVE TALK PRESENTATIONS | Happy Summer! |

Note: Faculty reserves the right to revise the course schedule.