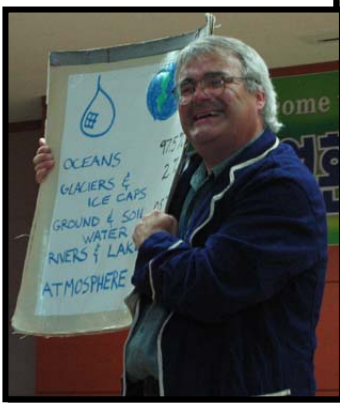


CSUS 431

Interpretation and Visitor Information Systems

*(Optional C.I.G. Certification:
Certified Interpretive Guide
from the National Association for Interpretation)*



Dr. Gail A. Vander Stoep
Michigan State University
Department of Community Sustainability
131 Natural Resources Building (dept address; my office is 136 NR)
East Lansing, MI 48824-1222
517-432-0266
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Spring 2022

CSUS 431
Interpretation and Visitor Information Systems

Spring 2022

Tuesdays/Thursdays 10:20 a.m.–12:10 p.m.

(+ outside work & required field trips—in-person and/or virtual, as permitted)

Learning Facilitator	Dr. Gail Vander Stoep
Office Location (for appts)	146 Natural Resources Bldg. (or scheduled Zoom)
Mailbox Location	151 Natural Resources Bldg.
Mailing Address	131 Natural Resources Bldg.
Office Phone Number	517-432-0266
E-mail	vanders1@msu.edu (primary way to contact GVS)
Course Location	Natural Resources Bldg. Room 19 for in-person (this course is designed for in-person participation). Just in case and “only if”: Access to ZOOM if MSU shifts us to virtual: ZOOM LINK: “CSUS 431 Spring 2022” https://msu.zoom.us/j/98395098687 Passcode: INTERP

Official Paper Size for Formatting Papers (and, if needed, printing): US letter (not A4)

Office Hours: Thursdays after class, until 2:00, or by appointment (send me an e-mail requesting an appointment and specify in-person or Zoom — provide several date/time options and I’ll let you know which time works with my schedule; I teach another course on Tuesday afternoons so am not available then). The reason for options is that, for students with such diverse schedules and circumstances, it’s impossible for specific days and hours per week to meet everyone’s needs.

For Technology Help:

CANR IT services (general): support@anr.msu.edu

D2L Help: <https://help.d2l.msu.edu/> or 517-432-6200 or toll free (N America) 844-678-6200

Last Day to Drop with Refund: Friday, February 4, 2022; **with No Grade Recorded:** Wednesday, March 2, 2022

Official Course Communication System: email (MSU address is the official university communication system; D2L uses your MSU address; check your email regularly).

Registering with NAI Course and for Certificate Program (certificate optional at extra cost): Course Code: GI01122V.
https://www.interpnet.com/nai/nai/_events/Event_Display.aspx?EventKey=GI01122V

Course Descriptions:

Catalog:

Interpretation principles and practice for nonformal settings, such as community development organizations, parks, museums, zoos, aquaria, nature and visitor centers, and historic sites. Goals and functions of interpretation for community development, visitor and tourist experience enhancement, achievement of resource and visitor management goals. Planning, implementation, and evaluation of interpretive programs for diverse audiences. Information systems and visitor services. National certificate optional. Field trips required.

Expanded:

Interpretation is a communications tool or process that helps to develop a park or other resource site (such as zoo, nature center, historic site, museum, garden, industrial site) visitors’/users’ interest in, enjoyment and understanding of the area and its stories, including its natural, historical, cultural, and recreational resources. This is accomplished by revealing

meanings of and relationships among these resources through use of original objects, firsthand & interactive experiences, and illustrative media in a manner relevant to the visitor. Interpretation seeks to make meaningful connections between visitor and resource and to facilitate visitors' personal meaning-making. Interpretation also can help people face and address complex and controversial issues. Some related fields include environmental education, outdoor education, museum studies, conservation education, and folklore. Interpretation can be employed by professionals in archaeology, anthropology, geology, ANY-ology, tourism, industrial/ commercial operations (e.g., via factory tours), and much more. Interpretive techniques can be applied even in formal learning contexts.

The current National Association for Interpretation (NAI) definition:

Interpretation is a purposeful approach to communication that facilitates meaningful, relevant, and inclusive experiences that deepen understanding, broaden perspectives, and inspire engagement with the world around us. [UPDATED definition by NAI, August 2021]

Techniques and media used to tell interpretive stories run the gamut from non-personal techniques (e.g., exhibits, brochures, signs, self-guided trails, videos, films, interactive web or computer programs, Pod-casts, apps, multi-media) to a variety of personal techniques (e.g., talks, guided walks or tours, campfire programs, roving interpretation, storytelling, music, puppetry, theater, slide programs, guided field activities) and blended techniques (e.g., some types of distance learning). Each interpretive media format has advantages and disadvantages. It is an interpretive planner's job to assess and evaluate all relevant variables in selecting the most appropriate and effective strategies for a given situation and target audience. Increasingly interpretation engages the audience, involves them in their own meaning-making, and intends to tell stories of everyone.

Five primary goals of any interpretive program are to:

- **enhance the visitor experience** by assisting the visitor or target audience in developing an awareness of, appreciation for, and understanding of an area, its resources, stories, and related issues, AND to help them make their own meanings;
- **encourage participants' continued curiosity about and engagement** with the topic, place, or issue;
- **accomplish various management goals** of the sponsoring agency or organization (often by guiding visitor behavior, addressing affective and attitudinal components important to resource management, and enhancing knowledge acquisition), to include development of a stewardship ethic & relevant stewardship behaviors;
- **promote public understanding of the agency or organization's** goals and objectives, often to gain public support (managerial, financial, political, or other) – mission-based interpretation; and
- aid in **developing positive public relations** through offering quality programs, services, and experiences.

Often meeting these objectives includes enhancing the social interactions and experiences of your visitor groups (e.g., families, couples, youth groups, tour groups), so facilitating positive social interactions should be incorporated in interpretive experience development. Deliberative dialogue is becoming increasingly incorporated into interpretation.

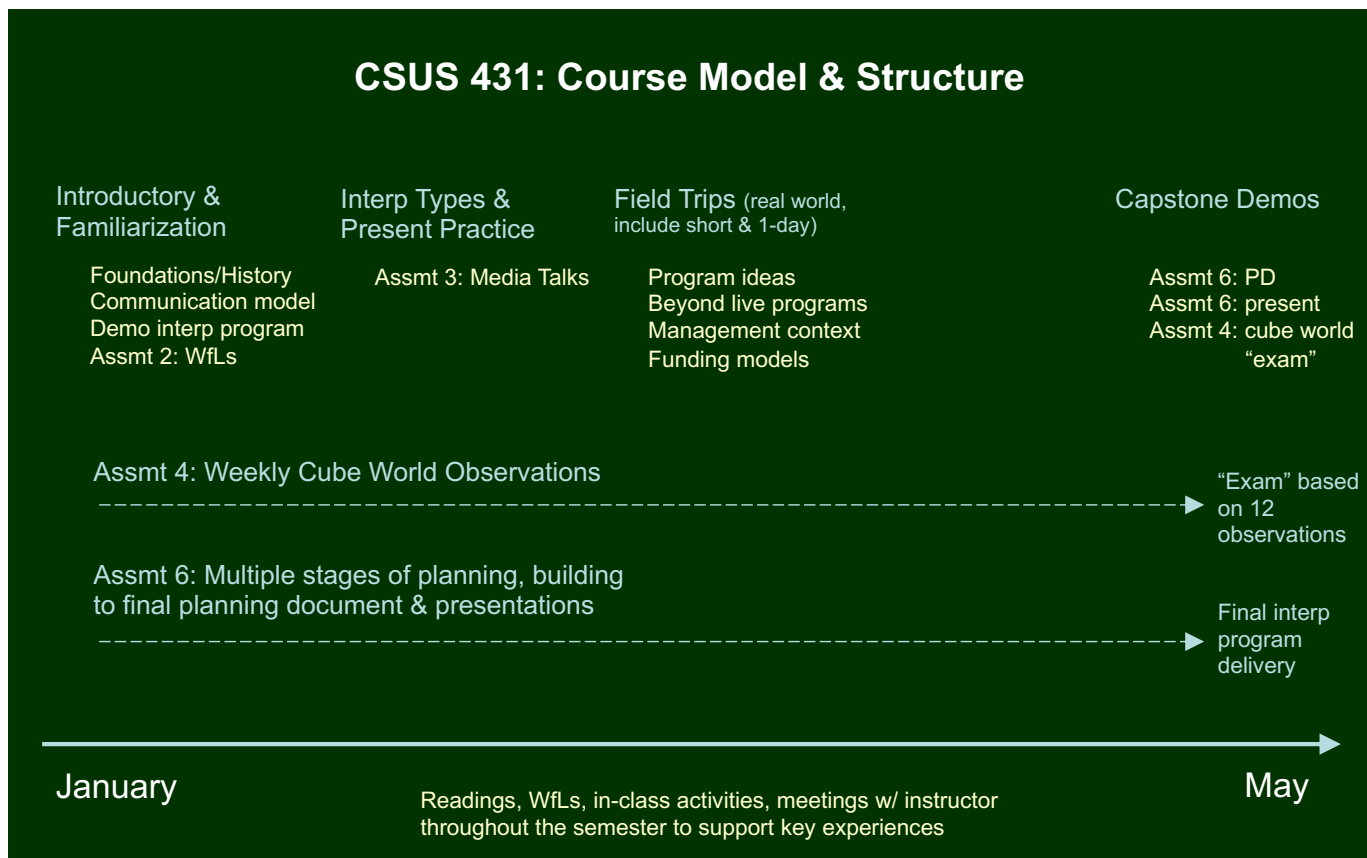
Thus, the **purpose of this course** is for students to understand and apply the underlying principles of interpretation (communicating to visitors/audiences in a positive, engaging, and understandable manner while they are involved in leisure/recreational activities), to be able to explain and work within a visitor information system to develop effective, efficient, appropriate interpretive messages and experiences, and to plan, develop and implement programs using a variety of interpretive techniques.

(In several assignments, you will be allowed to choose topics and contexts of interest and relevance to you.)

In this course we will focus primarily on **personal interpretation**, but will consider planning of non-personal interpretive media as well. Also, we will discuss visitor information systems to understand how individual interpretive programs are integrated within a broader information and experience context and how they can be used to meet a variety of objectives.

Finally, and importantly, this course (partly by design, partly because of multiple “student options,” and partly because we have to spread student presentations across multiple days) is designed to be much like a real work environment – with multiple projects going on at the same time. It is not a linear course. Thus, each student has the responsibility and accountability for creating their own PERT/GANTT or other “schedule planning tool” to identify when you will focus your work on different projects. All “assignments” (including the “final exam” information) will be given to you early in the semester, and you will be expected to make all your decisions about assignment options within the first **two weeks** of the semester. Thus, you will have all the information to work with to build a personal work plan. Plan your time early and wisely, considering your other course, paid work, and other responsibilities. **“LATER” is always busier than it seems now!**

Note that field trips and some of the projects are intended to provide the broader professional context for interpretation while the main course focus will be on developing and delivering an effective personally-delivered interpretive program. Thus, multiple elements of the course are interrelated, and you should be looking for ways that each element is affected by the others and is created within a broader context.



Course Philosophy:

Major responsibilities of any interpreter are to:

- 1) understand your audience (this requires research);
- 2) provide accurate information about the topic of your program, which often includes providing multiple perspectives (this also requires research, even when you think you already know a lot about a topic); and
- 3) then develop an appropriate and engaging program to present and explore the messages in the most interesting, relevant and effective way possible to your target audience and, most importantly, to provoke them into their own learning, meaning-making, and future exploration of the topic, place, or issue(s).

The intent of this course is to provide you with as much hands-on experience as possible, to allow you to explore a variety of media and topics, and to improve your interpretive planning and implementation skills. The course relies heavily on self- and peer-critique (rather than only on grades) and on critique of existing interpretive sites/programs to meet course goals (see Student Evaluation section). The course focuses on learning and practicing the interpretive communications **process rather than content**, although you are expected to thoroughly research the content for your own programs. Thus, the learning facilitator (GVS) will not be “teaching” history, natural resources topics, or issues. You will do your own research and will be able to, *for most projects*, select the topics of your own interest around which to develop projects.

You are expected to participate actively in all parts of the class and work to improve your own skills as well as provide helpful suggestions to your classmates. I will gladly work with you during planning stages of any project. **(It is your responsibility to schedule appointments with me.)** We’re all here to help each other improve as interpreters.

REMEMBER, interpretive program planning is a **process**, not just a **product**. This means that ongoing evaluation and revision are critical components of what you do. **Professionalism** is fundamental to all program development and delivery.

Another focus of the course is on **critical thinking**. This involves research, analysis, decision-making and the ability to explain and justify your decisions in a clear, logical fashion. Many times, particularly in resource management and interpretation, there are no single, simple correct solutions or approaches. Rather, there are multiple alternatives, each with its own implications (positive and negative). Your task is to select the “best” alternative (based on clear criteria), then justify and develop the most appropriate interpretive programs/media to support your decisions, context, and needs.

Course Learning Outcomes:

This course is designed to help you to:

1. understand principles of interpretation in recreation, park, zoo, aquarium, museum and other leisure or natural/cultural/historic/industrial resource settings, and to apply them to course assignments;
2. develop the ability to plan and execute various types of interpretive projects (working individually and in small groups), using topics and resources appropriate to your field of interest;
3. develop the ability to critique application and effectiveness of interpretive programs/projects;
4. appreciate and apply the use of interpretation to help achieve management objectives of park, recreation, museum, living history or other settings/organizations (interpretation is mission-based) and to include ALL stories/perspectives;
5. integrate interpretive projects or programs within a broader information system to assure effective program promotion, efficient use of resources, and effective programming;
6. develop an awareness of and develop programs to meet the needs of diverse audience members (such as seniors, those with disabilities, children, ethnically/culturally diverse, autistic) participating in interpretive services;
7. develop a professional approach to interpretation and become involved in professional interpretive activities;
8. enhance personal observation skills;
9. contribute to society (local, home or other area) through class projects;
10. be able to discuss knowledgeably current, relevant issues facing interpreters (and consider incorporating in programs);
11. improve communication abilities in written (e.g., spelling, grammar, punctuation and professional layout) and oral modes, including effective use of visual aids; and
12. use a variety of resources (electronic, print, phone, other) to find useful resources, materials, ideas, training.

NOTE: Specific information about student evaluation and grading system information will be provided after the class makes a decision about the grading system (traditional grading or “check” system for focus on critique/improvement)

COURSE FLEXIBILITY

Because class participants typically come from a variety of academic departments/fields of interest, and will have potentially different applications of their interpretive skills, the course is designed to include **several choices** (thus permitting each student to tailor the course to his/her needs and interests while gaining knowledge and experience in basic interpretive principles and applications). Thus, most assignments have some degree of choice.

Although students have this flexibility, they also assume the **responsibility of selecting** options early in the semester (and informing the learning facilitator), then taking **responsibility for self-scheduling** the relevant activities/assignments to fit within personal schedules and to meet assignment deadlines.

REQUIRED TEXTS AND READINGS

Many readings and resources will be provided online (via D2L). However, the textbook and other books that are required for reading and completing assignments can be accessed in multiple ways. Choose the format (hard copy—hard bound or soft bound; digital version, Kindle, PDF, or other e-version), source (MSU library, NAI bookstore, former students, Amazon, local bookstores), and costs, as works best for how YOU work and where you are located (relative to MSU and other students). Can include: purchased, checked out/borrowed, shared, MSU library request (format depends on the publication)

Access to additional books is available for those **pursuing a certificate**, although no written literature review (a type of exam) is no longer required.

If you are an NAI member (or become a member as a result of pursuing certification), you will receive a discount on all book purchases through the NAI bookstore. However, there are other ways to access books and other resources for the course.

The CSUS liaison for the **MSU Library** is purchasing and otherwise making numerous of the resources available through the Library, in a variety of formats and strategies. The “**CSUS 431 course guide**” (to be updated as needed) can be found at: <https://libguides.lib.msu.edu/c.php?g=1109282> (course guides for all MSU: <https://libguides.lib.msu.edu/courseguides>)
PLAN AHEAD: GET COURSE MATERIALS EARLY (e.g., takes time to process MARS requests; ‘sharing’ of e-books 1 at a time).

The learning facilitator (Vander Stoep) has a limited number of hard copy **books that can be checked out** from her. (If we have to move back to virtual, a few will be placed on COURSE RESERVE at the MSU Library for short-term use [2 hours] or for photocopying by you.)

Books and other resources are listed on the next page, with some suggestions (and current costs, based on the time of writing of this syllabus) for gaining access.

REQUIRED TEXTS AND READINGS (cont.)

Knudson, D.M., Cable, T.T., and Beck, L. 2003. *Interpretation of Cultural and Natural Resources*. State College, PA: Venture Publishing, Inc. (see separate info sheet for options to purchase through NAI; you may use other sources as long as you acquire a **2003 edition**)

Hard copies available from bookstores serving MSU, Amazon, former students, GVS for check out).

Can be rented on Amazon for \$14.99. Check former students or other sources. Appropriate for **Assmt 3**.

Brochu, L. and Merriman, T. **2017 (5th ed.)**. *Personal Interpretation: Connecting Your Audience to Heritage Resources*. Fort Collins, CO: National Association for Interpretation.

Amazon (Kindle version, \$7.99). New books available from NAI via the NAI bookstore (\$22 plus S&H unless you are currently a member) at

https://www.interpnet.com/NAI/interp/Shop/nai/_store/Association_Store.aspx?hkey=4e41d9d2-4a7b-4c80-aa0f-29a1ff99b728 (search for Personal Interpretation); also check with former students;

Brochu, L. and Merriman, T. *Certified Interpretive Guide (CIG) Training Workbook*

Available **only** from NAI through class; must pay for this at the time you “register for the course” via the NAI website; see separate instructions. Cost is \$15.

Tilden, Freeman. 2007 (4th ed). *Interpreting Our Heritage*. Chapel Hill, NC: UNC Press.

Will be used for **Assmt 2-b**, available free as a PDF file, available on D2L). A Kindle version (5th edition) is available on Amazon if you prefer that (\$9.99).

Professional Presentations: Oral and Written: available as PDF file on D2L. (Some technologies are old, but basics of researching and writing still are relevant.)

American Psychological Association. (2021). *Publication Manual of the American Psychological Association (7th Edition)*.

This is the writing style guide preferred in CSUS. If your discipline uses a different style guide, you may use that one (be sure to identify on any formal papers which one you are using).

Other readings, as assigned or used as reference materials, from sources such as:

Beck, L. and Cable, T. 2011 (3rd edition). *The Gifts of Interpretation: Fifteen Guiding Principles for Interpreting Nature and Culture*. State College, PA: Sagamore Publishing.

GVS has hard copies (to check out), or they are available for purchase via NAI bookstore, Amazon, former students, etc.

Lewis, William J. 1981. *Interpreting for Park Visitors*. USA: Eastern Acorn Press.

GVS has copies for check-out.

Ham, Sam. 2013. *Interpretation: Making a Difference on Purpose*. Golden, CO: Fulcrum Publishing.

Rental via Amazon \$22.65; other sources include MSU Library, instructor’s book check-out, former students, purchase from NAI, other sources you may find.

Ham, Sam. 1992. *Environmental Interpretation*. Golden, CO: North American Press.

(out of print; not available via NAI)

GVS has check-out copies. Appropriate for **Assmt 3**.

Sharpe, Grant W. 1982. *Interpreting the Environment* (2nd edition). New York: MacMillan.

(out of print; not available via NAI)

GVS has check-out copies. Appropriate for **Assmt 3**.

WRITING IMPORTANCE

Although this course is not a designated writing course, it includes a major writing emphasis because all interpreters, whether front-line or managers or planners, are required to write extensively, and are expected to write well. Throughout the course, you will be asked to write short reflective pieces (“writing for learning”). Additionally, much attention will be paid to the actual writing components of all your projects. Most projects involve writing components different in style from typical term papers. Some of the writing will be technical (planning documents), some will be interpretive (actual writing for programs or products), some will be scholarly (e.g., issue paper or journal article analysis). Regardless of format, all written work is to be professional, with attention paid to structure, clarity, grammar, spelling, punctuation, proper word usage, and other writing elements. One process step critical to improving writing is opportunity to revise your work. Such opportunities will be provided as much as possible. Feel free to request additional critique from peers and learning facilitator.

Style Guide: The style guide to be followed in this course is APA (in-text citations and reference lists).

POLICY ON LATE ASSIGNMENTS

You are expected to be prepared for each class, to participate actively, and to have assignments submitted on time (no later than the **beginning** of class on the scheduled due date). Occasionally, unexpected circumstances arise that legitimately impact a student’s ability to meet a specific timeline. In such cases, talk with the learning facilitator as far ahead of the due date as possible to make alternative arrangements. In most cases (other than unexpected emergencies), students will be asked to complete, present, or turn in assignments ahead of the original due date. Assignments and presentations that are due and scheduled for presentation during a specified class period may not be made up. Emergency situations, if presented to learning facilitator **prior** to the **day** of the presentation [except extreme emergencies], are the only exceptions.

ACADEMIC HONESTY & INTEGRITY

Academic Honesty: Academic Integrity, Copyright Infringement and the Use of MSUnet

As an academic community, we value the exchange of ideas and respect the intellectual work and property of others. Consistent with these values, we do not condone plagiarism or copyright infringement – the unlawful use of copyrighted works, including their illegal copying and distribution.

All Michigan State University students, faculty, staff, and other users of MSU's computing systems and digital network are expected to abide by the copyright laws of the United States. Using file sharing software and other means to copy and trade copyrighted music, movies, and videos without the approval of the owners of those copyrights is almost always illegal, and so is the unauthorized copying or distribution of copyrighted software. Users of MSU's computing systems and digital network bear individual responsibility for their use of these resources. This means that users may have personal civil liability for any damages that result from copyright infringement actions brought against them. Copyright infringement also may lead to criminal charges against the infringer.

Various industries are aggressive in their detection and pursuit of individuals they believe are infringing copyrights, including seeking monetary damages in lawsuits against these individuals. MSU complies with the DMCA, and cooperates with copyright owners and their agents who file complaints alleging copyright infringement against users of MSU's computing systems and digital network. MSU's Copyright Notice, policies and procedures may be found at <http://splife.studentlife.msu.edu/regulations/selected/copyright-notice>

The University may terminate the network access privileges of users who are infringers. The University also regularly refers student repeat infringers to the University student judiciary system, which has resulted in penalties up to and including suspension. Similarly, the University may refer employees who are infringers to their supervisors or unit managers for disciplinary action.

The MSU community has a collective interest in protecting legitimate uses of file-sharing programs and of copyrighted materials, as well as in protecting the security of our shared digital network. We thank you for your attention to the appropriate use of computing resources at Michigan State University. More information regarding the acceptable use of MSU computing services may be found at <http://splife.studentlife.msu.edu/regulations/selected/acceptable-use-of-computing-systems-software-and-the-university-digital-network-administrative-ruling>

From *Spartan Life OnLine*:

1.0 Protection of Scholarship and Grades:

The principles of truth and honesty are recognized as fundamental to a community of scholars. The university expects both instructors and students to honor these principles and, in so doing, to protect the validity of university education and grades. From: <http://splife.studentlife.msu.edu/regulations/general-student-regulations> Effective as of January 1, 2018
:No student shall:

1.01 claim or submit the academic work of another as one’s own.

- 1.02 procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.
- 1.03 complete or attempt to complete any assignment or examination for another individual without proper authorization.
- 1.04 allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.
- 1.05 alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.
- 1.06 fabricate or falsify data or results.

Violations will not be tolerated. Any student in this class found to be in violation of University academic honesty regulations automatically will receive, at a minimum, a failing grade on the assignment, project, or in the course.

For details about MSU's academic honesty policies and appeal procedures, consult web pages on Academic Freedom for Students at MSU and Rights and Responsibilities (<http://splife.studentlife.msu.edu/rights-and-responsibilities>), including information specific to Integrity of Scholarship and Grades, which is accessible via the MSU Spartan Life OnLine web site: <http://splife.studentlife.msu.edu/regulations/student-group-regulations-administrative-rulings-all-university-policies-and-selected-ordinances/integrity-of-scholarship-and-grades>

MISCELLANEOUS INFORMATION

Time Management:

Throughout the semester you will be working on more than one project at a time (review gray box on page 2). Plan early, budget your time wisely, and do not get behind. Falling behind is the *faaaastest* way to feel as if you're drowning! Doing all the work for major projects at the end of the semester, when you have other projects and exams in other courses, IS NOT FUN nor is it conducive to QUALITY LEARNING. Develop a personal PERT or GANTT chart. (You can find numerous websites to help you understand what a PERT or GANTT chart is, and how it can help you with planning.)

Protecting Yourself:

Handouts and assignment sheets are available via D2L. It is your responsibility to have the appropriate handouts available for review/use during the appropriate class periods (either electronic [if your screen is large enough] or printed).

Also, it's a good idea to keep a copy of every assignment you turn in – in case of accidental loss or miscommunication. This helps protect you and your work. Keep ALL your work and critique sheets until **after** you receive your final grade report. (You might want to keep them also for your own personal professional portfolio.)

Other Expenses:

During this course you will incur some expenses in addition to textbook/workbook costs. You will need supplies to help you properly and appropriately develop and present projects. Specifics will depend on final choice of projects. (Effective interpreters are skillful at finding creative, inexpensive ways to create materials [examples provided during course].) **If field trips are able to be in-person, we will carpool and share field trip transportation/entry fee costs.** We are working with the MSU Library and the National Association for Interpretation to keep book/workbook costs as low as possible. (See separate information.)

Those choosing to pursue NAI's *Certified Interpretive Guide (CIG)* certificate program (see separate information sheets) will incur certification costs (see separate information sheets about the certificate option).

Typing of Assignments:

All assignments (unless in-class or otherwise indicated) must be typed (1.5 or double-spaced). This gives you a digital back-up copy of your work. KEEP A COPY OF ANY WORK THAT YOU TURN IN (save everything – your work as well as peer and learning facilitator critique sheets – until after you have received your final grade). Identify your documents:

- **In the doc itself:** single-spaced identification blocks (your name, course, assignment name/label, date), titles/section sub-titles at the top of page one [and running header on subsequent pages, plus page numbers], and
- **File name:** identifiable digital file names: **LastName--Assmt #--CSUS431**

Communication:

Communication (what interpretation is all about) is a two-way street. Your work is being critiqued frequently, by yourself, your peers, and your learning facilitator. I'd like to know how I'm doing, too (*especially under pandemic and virtual conditions, which is a totally new approach to teaching this course*). Suggestions or support, I'd like to know how the course is going. If something is not working for the majority of the class, we can modify our approach. If you have questions, please ask. In addition to availability from after class until 2:00 (on Thursdays), I can be reached via e-mail to schedule individual appointments at other times. Please schedule at least **24 hours ahead of time**. It helps to provide multiple time options so I can match your availability with my calendar/availability. We can meet in person or use the common course Zoom session for individual meetings.

[Join ZOOM Meeting](#)

<https://msu.zoom.us/j/96540603441>

Meeting ID: 965 4060 3441

Passcode: CSUS431ind

Important parts of successful communication are respect for others, active listening and engagement (yes, even over Zoom), and matching appropriate media/methods and etiquette with a given audience and context. In this regard, unless specifically working on class projects using any of your non-primary devices during class time, please respect each other and the learning facilitator by not looking at or using your devices for activities not related to class interactions. See details in following sections.

Cell Phones, Smart Phones, Tablets, Recording Devices, and Computers in Class:

GENERAL: Computers, smart phones, tablets and other devices are allowed for taking class notes and for doing Internet searches that are associated with a class project related to that day's activities, or while working in small groups. If you **MUST** deal with an emergency situation, please move out of the classroom (or, if having to move to virtual classes, send a private chat notifying the instructor via the Zoom chat) to conduct your business so as not to disrupt others.

DETAILS

Cell Phones & Smart Phones:

Phones should be turned off while in class, unless used to look up things relevant to class. If you have a specific "emergency" circumstance that requires you be "on alert," with a cell phone turned on, please talk with the learning facilitator ahead of class time.

Recording Devices:

If you have a special need/request to use a recording device, discuss ahead of time with the learning facilitator. We want to assist those with language or hearing challenges, but also respect the rights of other students to discuss freely within the class. [The class sessions will not be recorded.](#)

Laptop Computers & iPads:

Either or both may be used in class, but **only** for taking notes, or looking up material specifically relevant to a topic or issue at hand. They should **not** be used to check email, text, do other work, play games, check Facebook or other social media, surf the web, or any other activity not relevant to the course. Active participation in discussion by everyone is critical to the course's success and your own learning.

If you have a family or other ongoing emergency, or other critical need to receive calls, inform the learning facilitator that you have a specific need for receiving a text message or phone call during a specific class period. Otherwise, you should not be responding to phone calls or text messages during class. Respect your classmates.

RVSM: Confidentiality and Mandatory Reporting

As are all MSU faculty and instructors, GVS is a mandatory reporter in service to making MSU a safe campus. *Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at www.titleix.msu.edu.*

Limits to Confidentiality

Cube world essays and other materials submitted for this class generally are considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of MSU community members and others.

As the instructor, I must report the following information to other University offices if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child;
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff; and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the MSU Counseling and Psychiatric Services (Call (517) 355-8270 and press “1” at the prompt to speak with a crisis counselor).

Accommodations for Students with Disabilities: Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at www.rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to your instructor(s) during the second week of class and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

Religious Observances: Michigan State University is committed to respecting people of all religions. In this spirit, if you have a religious holiday that is in conflict with class during the semester, please let the learning facilitator (GVS) know at the beginning of the semester (on the Hello form) so appropriate plans for missed coursework and/or assignments can be made.

COURSE REQUIREMENTS (modified for the days we have to remain “virtual”):

1. **Assigned readings from the text and others, as assigned (part of ASSMT 1, Participation).** Non-textbook readings either will be posted on D2L, or will be available for check-out from learning facilitator (if you have a way to pick them up), or via any of the other potential sources. Check first with the MSU Library’s Course Guide (when it becomes available).

You must be prepared to discuss and apply readings in class, and base your pre-field trip questions on the related required readings. (In-class discussions can precede or follow up on “Writing for Learning” exercises.)

2. **Active participation in classroom activities and in discussion based on the assigned readings.** You should come to class prepared with questions or specific discussion issues related to the readings. This will help you analyze and synthesize what you are reading. Additionally, you will be participating in hands-on in-class activities, interacting with guest speakers, and developing and presenting projects. **(part of ASSMT 1).** Active participation includes periodic “writing for learning” (class content, readings [both in & out of class], and post-field trip writing **(ASSMT 2 #2)**).

NOTES:

Field trip WfLs include both preparation reading plus written post-trip debriefing essays.

Active class participation assumes on-time attendance in class sessions, being prepared for and engaging in appointments with instructor (on Assmt 6 stages) (thus, attendance is part of participation grade; 3 Lates = 1 Absent).

3. **Completion of assignments/projects** (some individual, some partner or small group; some consist of multiple phases). All papers and projects must be professionally written and presented. (See guidelines in the **Professional Presentations Guidebook** on D2L.) The standards are excellence and professionalism! You are encouraged to develop projects for “real” use, if at all possible. They are easier to develop, more realistic, and can benefit others.

- **ASSMT 3: Interpretive Media Presentation** (20-25 minutes), with partner, to class: overview of an interpretive media type; development of “study guide” to accompany the presentation; includes completion of a written self-assessment of your program after viewing a video of your program.
- **ASSMT 4 + “Final Exam”:** **Developing Personal Observation Skills:** Choose one of two options for Cube World journaling [weekly entries], plus theme identification and development of interpretive stories/analogies for five (5) potential programs for your Cube World site [this is considered the final exam].
- **ASSMT 5: Major Field Visit Experience:** Choose one of two (2) options: all-day class trip to KNC or personal “field trip”
- **ASSMT 6: Interpretive Presentation** (3 parts): 15- to 20-minute interpretive presentation (also used for CIG certificate review); comprehensive written planning document (including submission of early stages of PD); written self-assessment of your program after viewing of video of your presentation

4. Participation in written and verbal **self- and peer-critiques plus final reflective essay** (learning facilitator is looking for thoughtful, thorough and well-justified comments to support a value-based assessment “label.” How well you do these critiques is considered in your overall project grade.

For C.I.G. students only:

Certification does not affect your CSUS 431 grade in any way.

CIG COURSE CODE: **GI011122V**

https://www.interpnet.com/nai/nai/_events/Event_Display.aspx?EventKey=GI011122V

EXTRA CREDIT OPTIONS: Choose from the following categories (then see specific options within a category):

A: Professional Practice & Scholarship: Choose one of four (4) options. **OR**

B: Experiential Learning: Choose one of five (5) options **OR**

C: Reading and Writing a guided WfL on: Freeman Tilden’s *Interpreting Our Heritage*

Class Field Trips:

During the course, we plan to **have three field trips, two local** (both in-class field trips required, with WfLs described in **Assmt 2, #2**) and one all-day Friday field trip to Kalamazoo Nature Center (if you have a major conflict on the KNC field trip day—date **Friday, TBD** – the alternate is to complete one (1) interpretive site critique on your own). The “field trips” will be in-person, if at all possible; otherwise, we will use a virtual option.

For in-class field trips, during-trip involvement (participating, asking questions, engaging in discussion *AND* completing post-field trip “writings for learning” are part of your participation grade. See **Assmt 5** for requirements associated with the two major field trip options [KNC field trip or personal site visit/critique]).

Miscellaneous Job and Internship Information (additional notices will be shared as they are received throughout the semester; other links and announcements will be added to the first folder in D2L, “Job and Internship Announcements”)

Student Conservation Association: <https://thescanetwork.org/>

NAI Regional Job Board: <http://nairegion4.weebly.com/job-postings.html>

STUDENT ASSESSMENT:

Grades will be determined on the following basis (using the traditional or “check” system, as decided by the class):

Assignment/Expectation	Major or Minor	
PARTICIPATION A: Class attendance and participation in in-class activities, in-class field trips	M	(Assmt 1)
PARTICIPATION B: Writing for Learning (in-class WfLs + pre- and post-field trip WfLs)	m	(Assmt 2)
"Interp media" talk (includes study guide handout plus written self-critique)	M	(Assmt 3)
Observation Skills via Journal		
Part A: Journal (choose one of the following 2 options) Opt 1: (<i>hard copy notebook version</i>) Opt 2: (<i>digital version w/ photos, submitted weekly</i>)	m	(Assmt 4, Pt A)
Part B: 5 Interpretive Stories (based on Journal); serves as FINAL EXAM Based on journal entries, with five “Interp themes, stories, analogies” (<i>see assignment for details; give yourself quality time to do this “exam”</i>)	M	(Assmt 4, pt B) (Final Exam)
Field Trip Experience (choose one of the following 2 options) a. Friday most-of-the-day class field trip to Kalamazoo Nature Center OR b. 1 interpretive site “visit” w/ in-depth analysis/critiques (on your own) (<i>written paper required for each option</i>)	m	(Assmt 5)
Final interpretive presentation (also for CIG) – culmination/integration of ALL semester work		
Part A. Comprehensive written planning document (PD)	M	(Assmt 6, Pt A)
Part B. Presentation of program plus written self-critique	M	(Assmt 6, Pt B)

EXTRA CREDIT OPTIONS:

Professional Practice & Scholarship (choose from the following 5 options)

- participate in **NAI R4 workshop** (virtual/Grand Rapids, 3/23-25/21) **OR**
- participate in other relevant virtual **professional conference** **OR**
- select/read book on interpretation, and write **book report** **OR**
- read 3 interpretive **research articles** (summary, applications, implications) **OR**
- research & write **issue paper** (choice of topic; get learning facilitator approval)

Experiential Learning (choose one of the following 5 options)

- one virtual program **observation**/virtual interpreter **interview** (on your own) **OR**
- one **interpretive site visit** w/ in-depth **analysis/critique** (on your own) **OR**
- attend/get **certified** in new Project WET, Wildlife, PLT, etc. **OR**
- create an interpretive **gadget bag** (relevant to your “field”) **OR**
- other virtual (e.g., participate in NAI or other relevant 1-day workshop, training, volunteer experience)

(*oral and written presentations required for all options*)

OR

Tilden: Read, write reflection on Freeman Tilden’s *Interpreting Our Heritage* book. (Ask GVS for guidelines.)

NOTE:

To give you a sense of the numerical MSU grades grades (which ultimately will have to be used), see the following chart for approximate equivalencies and assessment descriptors.

Approx (if choose)					
✓✓✓✓✓ to ✓+	4.0	=	93.0% -	100.0%	Much Above Average to Excellent
✓✓✓✓	3.5	=	88.0% -	92.9%	
✓✓✓	3.0	=	83.0% -	87.9%	Above Average
✓✓	2.5	=	78.0% -	82.9%	
✓	2.0	=	72.0% -	77.9%	Average/Fair (turned in, basic effort)
✓-	1.5	=	66.0% -	71.9%	Below Average
✓--	1.0	=	60.0% -	65.9%	Much Below Average
0	0.0	=	below 60%		Not meet expectations/not submitted

CSUS 431 SPRING 2022 DAILY SCHEDULE (1/15/22 , based on 12 students & unconfirmed KNC trip date; may go faster, slower based on #s/engagemer

DATE		TOPIC	TO HAVE READ BY CLASS TODAY	ASSIGNMENTS DUE TODAY
JAN 11 TUES		<p>Check-in; Discussion of Zoom/WiFi protocols (does anyone need reminder training/instructions? Name [prounouns opt] on Zoom)</p> <p>Ice-breaker activities: didactic peer interviews/ introductions (break-out rooms); "motives/why in class/what hope to get"</p> <p>VIDEO: What is interp: https://www.interpnet.com/NAI/interp/About/About_Interpretation/What_is_Interpretation_/nai/_About/what_is_interp.aspx?key=b5ddef3-03a8-4000-bf73-433c37c8a7af</p> <p>Learning Facilitator course philosophy & course model.</p> <p>Geometrics activity & debrief (communications model & barriers). Discuss assignments/logistics info: Fill out "Hello sheet" & "schedule" & "technology info" (due no later than Thurs, Jan. 13): Read syllabus; assign "pairs" to present sections on Jan. 13. Books: Review info sheets on "how to register" & "explaining check system." Discuss (then you read) info sheets on NAI certificate (CIG) option & book/CIG costs [will review Jan 13; your decision due Thurs, Jan. 20]. Assign Assmt 2 #1 (A&B) "Writing for Learning " (Read/write for Part A due Thurs, Jan. 13; Read/write for Part B due Tues, Jan. 18).</p>	XXXXX	<p>During break (or before class starts): Go get a piece of paper & crayon (or marker, or colored pencil, or whatever) and bring to your "desk" for Geometrics activity.</p>

Decoding Symbols for Reading & Other Assignments

ICNR: Interpreting Cultural and Natural Resources (Knudson, Cable, Beck) **WB:** CIG Workbook

IOH: Interpreting Our Heritage (Tilden) **WfL:** Writing for Learning

PI: Personal Interpretation (Merriman & Brochu) **Assmt:** Assignment

MSU Email is OFFICIAL CLASS CONTACT; check regularly

NOTE: KNC field trip is Fri, ????

Final # of students in class & other things may affect schedule post-spring break.

DATE	TOPIC	TO HAVE READ BY CLASS TODAY	ASSIGNMENTS DUE TODAY
JAN 13 THURS	<p>Syllabus review: student pairs present. Include GVS presentation of course structure (diagram)</p> <p>Discuss "critique" system. Use POLL to "Vote" (alt: via Qualtrics Survey--to be sent after class if needed; respond by 5:00 pm Friday, Jan 15)</p> <p>Review NAI certificate (CIG) option & book/CIG costs [decision due Jan. 20]; role of professional organizations.</p> <p>Student oral sharing:</p> <ol style="list-style-type: none"> 1) "my meaningful object" 2) oral Assmt 2 #1 Part A "job vignette choice" <p>Activities: "hats;" personal/non-personal interp. continuum. Introduce Assmt 3 (media types) [sign up today for topic in GoogleDrive]</p>	<p>Read ASSMT 2 #1 (part A, start part B);</p> <p>Read NAI CIG certificate and "how to register" information;</p> <p>Read all of Syllabus and any other materials not yet read from Jan 11 .</p> <p>Begin accessing required books ("Personal Interp" and workbook will be mailed; part of your "registration")</p>	<p>Complete HELLO sheet (upload to D2L by 10:00 am today, 1/13/22).</p> <p>Complete semester SCHEDULE (upload to D2L by 10:00 am today, 1/13/22); can be edited later, if needed.</p> <p>Complete TECHNOLOGY INFO (upload to D2L by 10:00 am today, 1/13/22).</p> <p>Vote for grading system via Zoom poll in class today (or, if not completed) via Qualtrics survey by 5:00 pm Friday, 1/14/22.</p> <p>Register with NAI & pay \$29 or (\$29 + Cert Fees) (so GVS can mail your workbook to you); See separate handout "How to Register . . ." Your certificate option decision not due until 1/20/22)</p> <p>Bring some small object (or photo of an object) that has special meaning for you, to present orally.</p> <p>Assmt 2 #1 Part A WfL (upload to D2L by 10:00 a.m.</p>
JAN 18 TUES	<p>Why interpret? (discussion of readings Assmt 2-#1 Part B)</p> <p>Review Assmt 3 in more detail (show crit sheets & discuss video review, "chops," review Handout part):</p> <p>Reminder re: CIG/certificate option (any questions?)</p> <p>Pre-Assmt 4 activity (observation): in-class activity (aerial obs); present group "observations, interpretation stories."</p> <p>Assign/discuss Assmt 4 (site ID/description plus first entry will be for week of Jan 24-30). Show journal examples. (will choose digital or hard copy by 1/20/22)</p>	<p>Finish 3 articles for WfL Assmt 2-#1 Part B: Interpretation & Its Links with ...; Interp Career Road Map; Interp Job Vignettes.</p> <p>Read PI ch 1 (if received).</p> <p>Read Assmt 3 & 4.</p> <p>Re-read NAI certificate info (when receive WB, can review cert info WB: pp 8-9)</p> <p>If have WB: read pp 1-5, 8-10; Fill in page 3 before class (why interpret?)</p>	<p>Assmt 2 WFL #1 Part B: WfL (upload to D2L before today's class). Be ready to discuss in class today.</p> <p>Decision by 1/20/22: NAI certificate option (CIG); If choose CIG: "Add Cert" to registration and pay Fees</p> <p>Assmt 3 (media type): sign up today 1/20/22 for topic (in GoogleDoc)</p>

DATE	TOPIC	TO HAVE READ BY CLASS TODAY	ASSIGNMENTS DUE TODAY
JAN 20 THURS	<p>"Ranger Rosie" activity. Debrief.</p> <p>Assmt 6: Intro interpretive planning (GoogleSlides puzzle activity in teams). Intro (presentation). Start thinking about "topic" [idea paragraph due Jan 27]. Review Assmt 6 details/phase development.</p> <p>Assmt 4 Submit "type choice" (hard copy or digital copy) no later than today)</p> <p>Assmt 3: Time for pairs to work in class, come up w/ plan. T of Cs of key sources; order chapters EARLY (if can't get to library or NR bldg). ID presentation dates.</p> <p>Reminder re: CIG/certificate option (any questions?)</p>	<p>Skim ICNR ch 1, 2, 3 (overview of interpretation)</p> <p>Review Assmt 3 & 4.</p> <p>Read Assmt 6.</p>	<p>Decision by today: NAI certificate option (CIG); If choose CIG: "Add Cert" to registration and pay additional fees with the \$29 that everyone pays.</p> <p>Decision by today: Assmt 4 (observation journal--hard copy or digital); NOTE: first two entries [site ID, description, sketch a/o photo] due 11:59 p.m. Sun, Jan 30 for week of Jan 24-30 (entries to be completed by Sunday 11:59 pm of each week); digital entries should be sent by email each week.</p> <p>Assmt 3 (media type w/ partner): be prepared to work with your partner in class (bring resources, articles, ideas); sign up for presentation date (Feb. 1, 3, 8)</p>
JAN 25 TUES	<p>Assmt 6: Finish/discuss. Review Assmt 6 details/phase development. Start thinking about "topic" [idea paragraph due Jan 27].</p> <p>Review Assmt 3: expectations, context, handout; Review assmt, CHOPS doc, self-crit doc. Work with partner on "talk" (you and partner should have started collecting resources/researching your topic)</p> <p>Catch-up time, as needed.</p> <p>Check-in time with Assmt 3 partner</p>	<p>ICNR ch 6.</p>	<p>XXXXX</p>

DATE	TOPIC	TO HAVE READ BY CLASS TODAY	ASSIGNMENTS DUE TODAY
JAN 27 THURS	<p>History of Interpretation(Enda Mills Kiley's friend). Progression to meaning-making, engagement, facilitated dialogue.</p> <p>Assmt 4: Reminder: this is first week for Cube World observation journal; verbally ID/describe location in class today</p> <p>If extra time, time to work with partner Assmt 3</p>	<p>PI rvw ch 1, read ch 2.</p> <p>GVS ch "Grt Lks Biodiversity" book).</p> <p>Workbook pp. 6-7, history.</p> <p>ICNR: pp 117-120 (col 1)</p> <p><i>Catch up on incompletd readings from previous days.</i></p>	<p>Assmt 6: written Idea para. due for interpretive talk (focused message, who you are as presenter (and who you represent), where you will present, audience to whom you will present), goal (what you hope to achieve) List and label each of these items separately. Sign up for individual appointments on Assmt 6 via GoogleDoc (Jan 31 - Feb 4, ~15 min); NOTE: will have longer individual appointments in March.</p> <p>Assmt 4: have Cube World site identified; be ready to "introduce" your cube world site orally (site description plus Week 1 observation should be completed by midnight, Sunday Jan 30. . . and every Sunday</p>
FEB 1 TUES	<p>Assmt 3:"Interp Media" talks (2 presentations; self-critique due one week after presentation:Feb 8). <i>NOTE: pay attention to media types, b/c you may use ideas for section XV of Assmt 6 PD.</i></p> <p>Any extra time in exchange for individual appointment this week. Use time to continue to research for/plan for Assmt 6.</p>	<p>Research as relevant: ICNR ch 9-15 for more info related to various media types.</p>	<p>Assmt 3: Interp talks to present & handouts (#1&2).</p> <p>Assmt 6: Meet with instructor at scheduled time this week (individual appointments)</p>
FEB 3 THURS	<p>Assmt 3: Cont. "Interp Media" talks (2 presentatiosn; self-critique due one week after presentation: Feb 10).</p> <p>Any extra time in exchange for individual appointment this week. Use time to continue to research for/plan for Assmt 6.</p>	<p>Research as relevant: ICNR ch 9-15 for more info related to various media types.</p> <p>Can start reading forward for next week's readings.</p>	<p>Assmt 3: Interp talks to present & handouts (#3&4).</p> <p>Assmt 6: Meet with instructor at scheduled time this week (individual appointments)</p>
FEB 8 TUES	<p>Assmt 3: Cont. "Interp Media" talks (2 presentatiosn; self-critique due one week after presentation: Feb 15).</p> <p>Any extra time: Use time to continue to research for/plan for Assmt 6 or to optionally peer critique each other's planning documents before Feb 10 submission.</p>	<p>Research as relevant: ICNR ch 9-15 for more info related to various media types.</p>	<p>Assmt 3: Interp talks to present & handouts (#5&6)</p> <p>Self-crits for 2/1 presenters due.</p> <p>Assmt 6: If you want peer review prior to submitting expanded, revised PD to, bring a copy.</p>

DATE	TOPIC	TO HAVE READ BY CLASS TODAY	ASSIGNMENTS DUE TODAY
FEB 10 THURS	<p>CIG Workbook: Definitions. NAI Foundations, interp (WB pp 10).</p> <p>Audience: ID, research & analysis. Maslow's hierarchy; motivations; learning styles (WB pp 14-23, 34-35-36-37). Brain parts & functions (including R & L brain), & program implications. . . . and link to T/Int/Universals Tangibles & intangibles. (WB pp 11).</p>	<p>ICNR ch 5, 7.</p> <p>PI ch 3 & 4.</p> <p>WB: be familiar with what's in pp 1-39; be prepared to work within WB.</p>	<p>Self-crits for 2/3 presenters due.</p> <p>Reminder Assmt 4: continue weekly entries. Bring Workbook (incl. completed WB pp. 3 & 10).</p> <p>Assmt 6: Turn in revised expanded talk idea, using assignment format with section labels (incl. focused topic, context, specific audience, your role as presenter - research to begin descriptions), based on appointment with GVS (PD # I, II, IV, V, VI specific, VII parts 1 & 2)</p>
FEB 15 TUES	<p>Cont. CIG Workbook:</p> <p>Review: Audience: ID, research & analysis. Knowing your resource & content research (WB 24-31).</p> <p>Review/cont.: Tangibles & intangibles. (WB pp 11); Interp formula & "interactive dance." (WB 36-39).</p> <p>Start: Tilden's 6, other interpretive principles (WB pp 12-13); Program development: Visitor Economy/Experience,</p> <p><i>NOTE: Changed order of topics b/c needed for your PDs.</i></p>	<p>Review ICNR ch 5, 7.</p> <p>Review PI ch 3 & 4.</p> <p>WB: 24-31, 36-39</p> <p>Rvw WB: pp 11-23, 34-39.</p>	<p>Self-crits for 2/8 presenters due.</p> <p>Bring CIG Workbook (bring to class every day).</p> <p>Should have done significant research on AUDIENCE details for Assmt 6.</p>
FEB 17 THURS	<p>Cont. CIG Workbook:</p> <p>Begin POETRY & TORE (WB 40-50). Objectives.</p> <p>Review Assmt 6 planning & outlining, parts due Feb 24 for peer critique</p>	<p>Be familiar with what is in WB pp 40-50.</p> <p>Review WB pp 12,-13, Review 24-31.</p> <p>Review ICNR ch 6.</p>	<p>Bring Workbook.</p>
FEB 22 TUES	<p>CIG Workbook: Continue POETRY (focus on themes, sub-themes, story elements). Relating themes to interpretive purpose, objectives, & program structure. (WB pp 51-62). then on to organization/themes, and as far as we can get (WB pp 51-62, 63-76...presentation styles will be addressed in a later session).</p>	<p>Catch up on previous readings.</p> <p>PI ch 4, 5.</p> <p>WB pp 51-62.</p> <p>Review entire WB thru p. 62.</p>	<p>Bring Workbook.</p>

DATE	TOPIC	TO HAVE READ BY CLASS TODAY	ASSIGNMENTS DUE TODAY
FEB 24 THURS	<p>Finish CIG Workbook: & review elements as needed.</p> <p>Program delivery: Using AV and objects; effective PPT use, effective voice use, questioning techniques. (WB pp 63-73)</p> <p>Assmt 6 PD: Review peer critiqueing in preparation for this class period (WB pp 74-76)</p> <p>Assmt 6: In-class peer review of revised/expanded PD</p> <p>Assmt 6: Sign up for program presentation dates (April 6, April 7, 12, 14, 19, 21; CIG people first).</p> <p>Assmt 6: Sign up for individual appointment (March 14-18; CIG people first).</p>	<p>PI ch 6, 7. Catch up on previous readings.</p> <p>WB pp 63-73, & 74-76.</p> <p>Focus on reading research materials for PD development for Assmt 6.</p> <p>Review PI and Workbook (incl pp 74-76) as you continue to develop your Assmt 6 program.</p> <p>Skim ICNR Ch 19 (pp 367-375) for background in peer review</p>	<p>Assmt 6: Bring draft planning document: previous elements revised/expanded PLUS objectives, theme, location analysis & implications, audience analysis & implications, for in-class peer review. (PD # I, II, IV, V, VI characteristics & analysis, VII parts 1 & 2 expanded plus implications, VIII, IX, X)</p> <p>Decisions: Assmt 6 individual appointments (March 14-18; CIG people first) and program presentation date preferences (April 12, 14, 19, 21; CIG people first)</p> <p>Bring Workbook.</p>
MAR 1 TUES	<p>Assmt 4: Quick check-in on Cube World journaling</p> <p>Begin "Interpretation for Children" (Ppt). Intro to Child development: cognitive, physical, social.</p>	<p>D2L: McDonough handout. Other Interpretation for Children HOs. Gadget bag HO/article.</p>	<p>Check-in (oral report) on Assmt 4 Cube World journaling (should have initial description plus 5 weekly entries by now, excl. this week's entry)</p>
MAR 3 THURS	<p>Continue "Interpretation for Children" (Ppt). Intro to Child development: cognitive, physical, social.</p> <p>Assmt 6: Clarify PD comments (Q/A); review planning document (PD) details for Assmt 6 (full draft 1 due March 18).</p>	<p>D2L: Read abstract of L. Sams MS-B project. Visit web site: http://www.sisbro.com</p> <p>Cont. to review PI and Workbook (all, incl pp 74-76) as you cont. to develop your Assmt 6 program.</p>	<p>Assmt 6: Submit revised and complete PD to GVS (via D2L) based on peer crit (PD # I, II, IV, V, VI characteristics & analysis, VII parts 1 & 2 expanded plus implications, VIII, IX, X) by midnight, Thursday, March 3. Will discuss during individ meeting w/ GVS after spring break.</p> <p>Bring questions/ideas on your to your individual meeting (as signed up March 14-18)</p>
MAR 8 TUES (no class; spring break)	No class today; spring break	XXXXX	XXXXX
MAR 10 TUES (no class; spring break)	No class today; spring break	XXXXX	XXXXX

DATE	TOPIC	TO HAVE READ BY CLASS TODAY	ASSIGNMENTS DUE TODAY
MAR 15 THURS <i>(individual appts this week)</i>	Assmt 6: Clarify PD comments (Q/A); individual appointments this week. Discuss developing/presenting "detailed" program outline . and review other PD sections. Start Diverse Audiences; preview to Thursday. <i>Begin discussion of logistics for field trips</i>	Begin reviewing handouts on D2L in section: Disabilities/ADA/Autism	
MAR 17 THURS <i>(individual appts this week)</i>	Diverse Audiences, Accommodations & Program Adaptations: Overview to ADA and other adaptations/considerations; working with autistic clients. (will add this section to your PD after this session) Guest presenter : Jeffrey Astrein (visual/hearing impairments). Add "accessibility" info to PD, Assmt 6. Finalize field trip plans/logistics; review "take notes" and "post-field trip reflections" (Assmt 2 #2)	Continue reviewing Disabilities/ADA/Autism handouts on D2L.	Assmt 6: Individual appointments this week; Can add section on adaptations for diverse audiences (XIV) after today's class.
Mar ??? FRI	All-day Virtual Field Trip: Kalamazoo Nature Center (nature centers -- programs & beyond: research, outreach, camp, business plans, service quality, funding, administration; costumes/ props & gadgets). Virtual field trip (multiple hours)	Review KNC website; relevant book chs (mgmt. ICNR rvw 16, 17, 18; interp media: 11 - 15). Note: Use field trips to get ideas for your presentations!	*Submit WfL reflections for KNC field trip xxxxx
MAR 22 TUES HNC	Field trip to Harris Nature Center (history of HNC, programming, school links, management issues, funding); Guest presenter: Kati Adams.	Prep for field trip: ICNR Ch 16, 17; Review HNC website. Note: Use field trips to get ideas for your presentations!	Assmt 6: Revised draft of complete planning document due today (i-XVI revised & expanded previous elements plus III, XI - XIII , XV, XVI). Submit via D2L (GVS will review in order of presentation; CIG people first).
MAR 24 THURS I-5	Field trip to Impression 5 Science Center (philosophy, program development, museums, exhibit design, partnerships, school/curriculum links, funding), Guest presenters: Micaela Balzer, Cyrus Miller, Erik Larson, other staff.	Prep for field trip: ICNR Rvw Ch 10, 11, 16, 17; Review I-5 website. Note: Use field trips to get ideas for your presentations!	XXXXX
MARCH 29 TUES	Start interp as management tool (& "Beyond Translation") Talk with CIG folks about CIG version of program outline/PD (draft due April ??? so GVS can give feedback for revisions)	ICNR Ch 4; handouts; PI ch 8, 9. WB pp 64-68.	*Submit WfL reflections for I-5 and HNC field trips.

DATE	TOPIC	TO HAVE READ BY CLASS TODAY	ASSIGNMENTS DUE TODAY
MARCH 31 THURS	Finish Interp as management tool; Debrief all field trips (HNC, KNC, I-5) as group. Assmt 6: Final review of requirements for planning doc and presentation. Review process & dates for presentations. Presentation/delivery (para & silent language); effective use of questions (consider for inclusion in final version of program)	Review WB pp 64-73.	XXXXX
APRIL 5 TUES <i>NERR conf</i> <i>Annapolis</i>	NO CLASS SESSION, in exchange for KNC field trip & individual meetings with GVS; Work on PD and Presentation	XXXXX	XXXXX
APRIL 7 THURS	Catch-up and check-in day in preparation for final presentations and final "cube world" work; review presentation/delivery; final topics (whatever is not clear or covered from Mar 31) Future of interpretation (reflect on Timeline activity)	XXXXX	XXXXX
APRIL 12 TUES	Assmt 6 presentations (1-3) <i>Everyone expected to be present to serve as "audience" & engage in peer critiques.</i>	xxxxx Review HOs, workbook, and readings, as necessary, to support your planning & delivery	Assmt 6 final plan. doc. for presenters 1-3.
APRIL 14 THURS	Assmt 6 presentations (4-6) <i>Everyone expected to be present to serve as "audience" & engage in peer critiques.</i> Review instructions for Cube World "Final Capstone" interpretive stories based on observations	xxxxx Review HOs, workbook, and readings, as necessary, to support your planning & delivery	Assmt 6 final plan. doc. for presenters 4-6. Draft CIG outlines (for those getting certified) due.

DATE	TOPIC	TO HAVE READ BY CLASS TODAY	ASSIGNMENTS DUE TODAY
APRIL 19 TUES	Assmt 6 presentations (7-9) <i>Everyone expected to be present to serve as "audience" & engage in peer critiques.</i>	xxxxx Review HOs, workbook, and readings, as necessary, to support your planning & delivery	Assmt 6 final plan. doc. for presenters 7-9. Assmt 6: Self-critique for presenters 1-3 due. FOR THOSE WHO CHOSE AN XC: turn in written papers; orally present on May 6. Also submit "Alt KNC Field Trip" assignment (to be presented orally on May 6)
APRIL 21 THURS	Assmt 6 presentations (10-12) <i>Everyone expected to be present to serve as "audience" & engage in peer critiques.</i> Review instructions for Cube World "Final Capstone" interpretive stories based on observations	xxxxx Review HOs, workbook, and readings, as necessary, to support your planning & delivery	Assmt 6 final plan. doc. for presenters 10-12. Assmt 6: Self-critique for presenters 4-6 due FINAL CIG outlines (for those getting certified) due.
APRIL 26 TUES (no class in exchange for field trip)	NO CLASS SESSION in exchange for KNC field trip & individ appts: use time to work on final self-critiques (as needed, for Assmt 6), Cube World "final exam" & overall personal & course assessments	xxxxx Review HOs, workbook, and readings, as necessary, to support your Cube World "5 stories"	Assmt 6: Self-critique for presenters 7-9 due.
APRIL 28 THURS (no class in exchange for field trip)	NO CLASS SESSION in exchange for KNC field trip & individ appts: use time to work on final self-critiques (as needed, for Assmt 6), Cube World "final exam" & overall personal & course assessments	xxxxx Review HOs, workbook, and readings, as necessary, to support your Cube World "5 stories"	Assmt 6: Self-critique for presenters 10-12 due

<p>May 6 FRI Final Exam 7:45-9:45am</p>	<p>Final Exam: Assmt 4 (Cube World observation journal, considered the EXAM): oral reports; submit complete journal plus 5 interpretive stories (An introductory section should describe your site generally--describe characteristics & special features; summarize major changes over semester; then write each of the 5 "interpretive story/program ideas." During class you will orally present 2 of your 5 interpretive themes/ interpretive techniques (considered a "summary final exam").</p> <p>Extra Credit: oral sharing for any extra credit projects (optional)</p> <p>Special Presentation</p> <p>MSU SIRS & SOCT course evaluations will be done online. Self-assessments & reflections/course assessments: may be written in class during exam period OR written ahead of time and brought to</p>	<p>xxxxxx</p>	<p>Assmt 4: Turn in final Cube World observation journal plus introductory description, plus 5 themes/interp techniques (serves as "final exam"). Orally present (top two stories)</p> <p>Assmt 5 (option B): orally present in class for those who missed KNC trip; written papers were due April 19.</p> <p>FOR THOSE WHO CHOSE AN XC: orally present; written papers were due April 19.</p> <p>Turn in self-assessment and course evaluation (2 separate documents: SA via D2L (with name); CE to edington@msu.edu (no name))</p>
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* Class Field Trip "Writings for Learning": (WfLs should be typed; notes can be handwritten) – see separate assignment sheet for more details

BEFORE each trip: review related readings and site website. DURING each trip: take notes.

AFTER trip: Write a reflective essay describing main experiences, observations, "big lessons learned" (related to trip topics/readings, plus others you identify)

EXAM PERIOD: Friday May 6, 7:45 – 9:45 a.m. (exam week is May 2-6, 2022). We'll use this date for "oral presentation of Cube World "final exam," course

evaluations and personal assessments, and a special presentation. Learning Facilitator will provide instructions for the self-assessment and "lessons

learned" essay later in the semester.

<p>RED: elements associated with Assmt 6</p> <p>BLUE: due dates and field trip information/tasks</p> <p>PURPLE: Workbook readings/tracking</p>
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Cube World Entries: 12 weeks *plus overview description/sketch entry to start):

Jan 24-30

Jan 31 - Feb 6

Feb 7 - 13

Feb 14 - 20

Feb 21 - 27

Feb 28 - Mar 6

Mar 7-13 (Spg Brk--Opt; does not count as a week)

Mar 14-20

Mar 21-27

Mar 28-April 3

Apr 4-10

Apr 11-17

Apr 18-24