Instructor: Dr. Donald J. McLean
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Phone: (309) 762-9481 ext. 62307
Email: DJ-McLean@wiu.edu

Course Description:

Develops basic understanding of interpretation of natural, environmental, and cultural resources. Includes philosophy and techniques.

Course Objectives:

1. Students will be able to explain the history, purpose, and value of interpretation.

2. Students will develop a sound theoretical understanding of the principles of interpretation applicable to a wide range of interpretive settings.

3. Students will develop and practice thematic interpretive techniques.

Required Texts:


*Additional reading materials may be distributed to the class.

Grading Plan:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance/Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Peer Review: Written &amp; Verbal</td>
<td>10%</td>
</tr>
<tr>
<td>Thematic Interpretive Outline</td>
<td>10%</td>
</tr>
<tr>
<td>Thematic Interpretive Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Examination*</td>
<td>20%</td>
</tr>
<tr>
<td>Final Examination*</td>
<td>25%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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*Graduate students will write an extended version of the midterm and final examinations.
Graduate Student Grading Scheme:

A 80 - 100%
B 70 - 80%
C 60 - 70%
D 50 - 60%
F 0 - 49%

Undergraduate Student Grading Scheme:

A 84% - 100%
A- 80% - 83%
B+ 77% - 79%
B 74% - 76%
B- 70% - 73%
C+ 67% - 69%
C 64% - 66%
C- 60% - 63%
D+ 57% - 59%
D 54% - 56%
D- 50% - 53%
F 49% and below

Course Requirements:

1) Thematic Interpretive Outline and Presentation: Students must choose a topic relating to either a cultural or natural resource, such as particular park, a historical figure, museum, a type of artifact, a cultural tradition or practice, etc. Based on a topic of his/her choice, each student will submit an outline for a ten-minute thematic interpretive presentation. After receiving feedback from the instructor, each student will prepare and deliver his/her thematic interpretive presentation. The class will play the role of the audience and will provide constructive comments and suggestions to each presenter.

The outline due **October 27, 2014** will be evaluated on the following criteria:

1. Goal(s)
2. Objective(s)
3. Audience
4. Title
5. Theme
6. Introduction
7. Body (subthemes)
8. Conclusion
9. Resources needed
The **presentation** will be evaluated on the following criteria:

1. Introduction
2. Themes and Subthemes
3. Conclusions
4. Transitions
5. Tangibles/Intangibles
6. Spoken Language
7. Body Language
8. Audience Rapport

2) **Examinations:** The midterm and comprehensive final examinations will be conducted on a closed book basis. Students are responsible for the course content presented in lectures and contained in the readings. The instructor will **not** provide “study guides” or other examination aids that indicate the specific nature of the examination questions.

3) **Class Attendance/participation:** The attendance/participation grade will be based on attendance and the contributions that students make to class discussions. Students are encouraged to ask questions, make comments, and debate the topics and ideas presented in class. **Attendance at class is expected and absences will only be allowed for legitimate reasons that can verified.** Each unexcused absences will result in a 33% reduction of the attendance/participation grade. **As well, for students seeking CIG certification, they must attend a minimum of 32 hours of class.**

4) **Variances:** Variances from the course requirements should be requested at least one week prior to a course requirement (such as scheduling and alternate examination time, or requesting an absence from class). Variances because of unforeseen circumstances such as a serious illness of family emergency should be requested as soon as the circumstances allow. Students are reminded that requesting a variance does not guarantee it will be granted.

**Course Schedule**

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td></td>
<td>• Professionalism</td>
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<td></td>
<td>• National Association for Interpretation</td>
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<tr>
<td></td>
<td>• History of Interpretation</td>
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<tr>
<td>Sept 1</td>
<td>Labor Day – No Class</td>
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</tbody>
</table>
Sept 8  **Principles of Interpretation**  
- Definition of Interpretation  
- Tilden’s six principles  
- TORE model  

Sept 15  **Visitor Motivations**  
- Visitor Needs  
- Maslow’s Hierarchy  
- How Visitors Learn  

Sept 22  **Program Development**  
- Themes  
- Universals  
- Tangibles/intangibles  

Sept 29  **Review/Midterm Examination**  

Oct 6  **Social Marketing**  
- Influencing behavior  
- Creating goals and objectives  

Oct 13  **Know Your Resource**  
- Genius Loci  
- Sources of Information  
- Quality of Knowledge  

Oct 20  **Program Planning & Delivery**  
- Drafting the presentation outline  

Oct 27  **Program Planning & Delivery**  
- Presentation techniques  
- Creativity  
- Engaging the senses  
- Questions and answer techniques  
- **Outlines due**  

Nov 3  **Informal Interpretation/ Evaluating Interpretation**  

Brochu: 11-41  
Ham 1-52  
Brochu: 41 - 45  
Ham 53-105  
Brochu, 46 – 54  
Ham 107-148  
Ham 149-171  
Brochu: 55-84  
Ham 173-230  
Nov 10  Presentations
Nov 17  Presentations
Nov 24  Thanksgiving Break – No class
Dec 1  Presentations
Dec 8  Review
Dec 15  Final Examination

*Note: the schedule may be adjusted during the course of the semester to accommodate changes such as rescheduled times for class cancellations and guest speakers.

University Student Disability Policy Statement

In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Resource Center (DRC) and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Resource Center (DRC) at 298-2512 for additional services.

University Student Conduct and Academic Integrity Policy Statement

Western Illinois University, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. Students have rights and responsibilities (http://www.wiu.edu/provost/students/) and students should realize that deception for individual gain is an offense against the members of the entire community, and it is the student's responsibility to be informed and to abide by all University regulations and policies on Academic Integrity. Plagiarism, cheating, and other forms of academic dishonesty constitute a serious violation of University conduct regulations. Students who engage in dishonesty in any form shall be charged with academic dishonesty.

Web address for student rights and responsibilities (http://www.wiu.edu/provost/students.php)

Web address for Academic Integrity Policy (http://www.wiu.edu/policies/acintegrity.php)

NRPA Accreditation Standards: 7.02.01 & 7.02.02