



Course Prefix/Number/Title: RLS 212 Principles of Interpretation

Number of Credits: 3

Course Description: The course will provide an introduction into the field of environmental education; facilitate methods to teach environmental educational and environmental literacy.

Pre-/Co-requisites: None

Course Objectives:

It is expected that students will be able to:

- Explain the importance of interpretation in our natural and cultural settings.
- Utilize planning techniques to plan and present an effective interpretive program.

Instructor: Sherry Niesar

Office: Online

Office Hours: Mondays, Tuesdays & Thursdays, 4:00-6:00 pm

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Lecture/Lab Schedule: online

Textbook(s): *Interpretation for the 21st Century - Fifteen Guiding Principles for Interpreting Nature and Culture* by Larry Beck and Ted Cable, Sagamore Publishing, Second Edition

Course Requirements:

- Regular participation in the class is expected.
- Graded assignments: Assignments are given to reinforce chapter content. They are practical in nature and require the student to apply new knowledge of chapters.
- Graded quizzes/tests: 2 one-hour exams of approximately 30 questions will be given. Quizzes follow each chapter with the exception of chapter 1 where no quiz is given.
- Grades: Grades are based on total points earned and include the points earned on practice exercises.

Tentative Course Outline:

Chapter 1 - Lighting a Spark

Chapter 2 - 2nd Principle - Interpreting in the Information Age

Chapter 3 - 3rd Principle - The Importance of a Story
Chapter 4 - 4th Principle - Provocation
Chapter 5 - Holistic Interpretation
Chapter 6 - Interpreting Throughout the Life Span
Chapter 7 - Bringing the Past Alive
Chapter 8 - Modern Tools of Interpretation
Chapter 9 - Enough is Enough
Chapter 10 - Technique Before Art
Chapter 11 - Interpretive Writing
Chapter 13 - Interpreting Beauty
Chapter 14 - Promoting Optimal Experiences
Chapter 15 - Passion
Conclusion: The Gift

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

Not a General Education Course

CTE Learning Outcome: Develop technical skills used in Recreation Management workplaces in preparation for career readiness.

Relationship to Campus Focus: This course provides the student with the tools and the professional skills to to explore the world beyond their communities.

Classroom Policies:

Reading the assigned text is the student's responsibility, and is essential to success in this course. **Late work will be penalized 5 points.**

This academic environment is an open and harassment free one. Participation within the online classroom is highly encouraged and is an integral part of the higher education experience. Ask questions – comment on discussions.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the

violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.