

## Dakota College at Bottineau Course Syllabus

**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, 2-4 pm

**Phone:** 701-527-3714

**Email:** Sherry.Niesar@dakotacollege.edu

**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 Goals/Objectives:** Not a General Education Course

**CTE Learning Objectives:** Demonstrate knowledge of how to connect concepts and use differing perspectives to engage learners.

**Relationship to Campus Theme:**

Environmental Education provides the opportunity for students to learn to teach effectively about nature and to use technology to further their knowledge in the field.

**Classroom Policies:**

Reading the assigned text is the student's responsibility, and is essential to success in this course. Any late work will not be accepted for full credit.

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.

**Academic Integrity:**

*Webster's Encyclopedic Unabridged Dictionary* defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work." There will be *zero tolerance* of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

**Disabilities and Special Needs:**

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. Students with disabilities are encouraged to contact Jacalyn Migler, at 701-228-5672 or email: [jacalyn.migler@dakotacollege.edu](mailto:jacalyn.migler@dakotacollege.edu) to discuss necessary classroom accommodations.