

GEORGE MASON UNIVERSITY
College of Education and Human Development
Hospitality, Tourism and Event Management

TOUR 362 001—Cultural and Environmental Interpretation
3 credits, Spring 2018
Monday 10:30am-1:10pm, 249 Bull Run Hall, Science and Technology Campus

Faculty

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M.S. Recreation Administration

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PREREQUISITES/COREQUISITES

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

UNIVERSITY CATALOG 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 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.

COURSE DELIVERY METHOD

This course will be delivered through lecture, field trips, and guest speakers.

LEARNER OUTCOMES OR 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 sites, materials and presentations; and,
4. Prepare several types of effective spoken and written interpretive messages.

PROFESSIONAL STANDARDS

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*:

- 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.

REQUIRED TEXTS

Beck, Knudson, Cable (2018). *Interpretation of Cultural and Natural Heritage for a Better World*, Urbana, IL: Sagamore Venture Publishing. **(Professor's resource for lectures)**

COURSE PERFORMANCE EVALUATION

ASSIGNMENTS:

Assignments will be due at the beginning of class on the specific due date. All written papers are to be submitted in **WORD**. **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.

Assignment Summaries

1. Agency Presentation (teams of 2)

You will become familiar with some of the various local, state, and federal agencies associated with cultural and environmental interpretation in Virginia. You will explore in-depth the mission, purpose, structure and interpretive program offerings of the agency. You will create a power point presentation to share your findings in class. Format and outline for the presentation will be provided by the instructor.

2. Class Field Trips/Site Analysis

- a. As a class, we will visit three interpretive sites this semester. At each site we will have a lecture or program lead by their interpretive staff. Each site will help familiarize you with and increase your knowledge of Interpretation. We will visit sites such as ones noted in Section IV of our text.

Individual Project (or teams of 2)

- b. You will visit one interpretive site/facility outside of class during this semester. Select a site/facility that offers cultural, natural, environmental theme. You will complete analysis of the site and share experience with the class.

3. Interpretive Program (teams of 2)

This is a culminating project for our course and will require you to develop an interpretive talk for a specific age group in an assigned category. You will work in teams to design and present your talk to your peers during the last several weeks of this course. Guidelines will be provided by the instructor. **Note: you must attend all three classes (April 17 and May 1) to receive full credit—no early departures.**

EVALUATION

This course will be graded on a percent basis.

Requirements	Points per Project
FINAL EXAM- comprehensive	100
Assignments	
<i>Agency Presentation</i>	75
<i>Site/Facility Analysis, includes individual project</i>	100
<i>Interpretive Talk</i>	100
CLASS PARTICIPATION & ATTENDANCE (includes field trips, homework, quizzes)	<u>75</u>
TOTAL	450 possible points

Grading Scale

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	

PROFESSIONAL DISPOSITIONS

<https://cehd.gmu.edu/students/polices-procedures/>

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

Class Schedule

Note: all field trips are waiting for confirmation as of 1/17/18

WEEK	TOPIC FOR CLASS	READINGS/ASSIGNMENTS/Homework for next class
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1 (Jan.22)	Introductions, ice breakers, review course requirements	Read: IX,XI, XIII Section I and II
2 (Jan. 29)	What is Interpretation? Why Interpret?	Read: Section III
3 (Feb.5)	What Guides us? Introduce Site/Facility Analysis Assignment and Who offers Interpretation Project (Agency Presentation)	Read: Chapter 15
4 (Feb.12)	FIELD TRIP Great Falls National Park 9200 Old Dominion Dr. McLean, VA 22102	Read: Section IV NO SITE ANALYSIS DUE
5 (Feb.19)	**No Class** Work in teams on Agency Presentation	Read: Chapters 11, 12, 13
6 (Feb. 26)	Agency Presentations-students Introduce Tangibles and Intangibles, How People Learn, Flow Learning, NPS Training Video	
7 (March 5)	FIELD TRIP Ben Lomond Historic Site 10321 Sudley Manor Dr. Manassas, VA 20169 Topic: HOW TO PLAN FOR AN INTERPRETIVE TALK. CREATING -- Meanings & Relevance and Facilitating a Connection, Immersion Interpretation	Site Analysis #1 DUE: (3/9/2018) Ben Lomond Historic Site
(March 12)	SPRING BREAK NO CLASS	Individual Site Analysis

9 (March 26)	Guest Speaker or work on your Individual Site Analysis	Read: Chapters 18 and 19
11 (April 2)	FIELD TRIP Eleonore C. Lawrence Park Fairfax County Park 5040 Walney Rd Chantilly, VA 20151 Topics: Interpretive Planning and Evaluation	Site Analysis #3 DUE Individual Site Analysis Read: Chapter 14
12 (April 9)	Planning Your Interpretive Talk Talk Formula, Components of an Interpretive Talk, Thematic Interpretation, Effective Writing and Speaking Work on Interpretive Talk w/partner	Site Analysis #4 DUE Eleonore c. Lawrence Park
13 (April 16)	Review DRAFT with Professor	DUE: DRAFT OF INTERPRETIVE TALK
14 (April 23)	INTERPRETATIVE TALK-student presentations	Due: Final Interpretive Talk
15 (May 30)	INTERPRETATIVE TALK-student presentations Review for Final Exam	
*May 7,8	READING DAYS!!	NO CLASS May 8
16 (May 14)	FINAL EXAM (SAME TIME AS CLASS)	HAPPY SUMMER!

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 their principles:

<http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- * Students must adhere to the guidelines of the Mason Honor Code (see <http://www.gmu.edu/honor-code/>)
- * 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. 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 stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.