GEORGE MASON UNIVERSITY
College of Education and Human Development
School of Sport, Recreation and Tourism Management
PRLS/TOUR 362, Section 001—Cultural and Environmental Interpretation
Peterson Hall 1106, 1:30 pm – 4:10pm
3 credits, Spring 2021

Faculty

Name:	Susan L Johnson
	M.S. Recreation Administration
	M.S. Organization Learning and Knowledge Management
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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**
   You will become familiar with some of the various local, state, and federal agencies associated with cultural and environmental interpretation. You will explore in-depth the mission, purpose, structure and interpretive program offerings of the agency. You will create a 20-minute power point presentation to share your findings in class.

2. **Class Field Trips/Site Analysis**
   As a class, we will visit two to three interpretive sites this semester during our regular class period. At each site, we will have a lecture or program lead by an 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.

   During the semester you will visit ONE Interpretive Sites on your own, complete the site analysis form, and a create short presentation on the significance of the site.

3. **Mini Interpretive Talk**
   You will create a 30-minute talk on a topic of your choice. The instructor will provide the template to use. Additional instructions will be provided.

4. **Mid-term**
   EXAM WILL BE ON BLACKBOARD. IT WILL BE TIMED. THE QUESTIONS WILL BE DERIVED FROM THE POWER POINT SLIDES and YOU TUBE VIDEOS ASSIGNED. FINAL EXAM DATE: TBD BY MASON'S REVISED SCHEDULE.

5. **Research Paper**
   You will be required to turn in an eight (8) to ten (10) page paper with at least eight (8) supporting references, using APA Style. The topic for your paper is: What has been the effect of the Pandemic on the use of parks (public and private), the tourism industry, and outdoor recreation activities on park lands.

EVALUATION

This course will be graded on a points basis.

Assignments and Exam	Points
Mid -term exam (based on the readings and class lectures)	100
Mini-interpretive Talk (rubric criteria on Via Rubric in Blackboard	75
Research Paper	75
Agency Presentation	25
Site/Facility Analysis, includes individual sites	100
Class Participation	25
TOTAL	**400 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

WEEK	TOPIC FOR CLASS	READINGS/ASSIGNMENTS/Homework for next class
WEEK1 (January 27)	**IN CLASS** Introductions, ice breakers, review course requirements, ground rules What is Interpretation? Share personal story	READ: Section I and II, Introduction and Why Interpret?

WEEK 2 (Feb. 3)	Why Interpret? History of Interpretation Interpretation on campus-let's take a walk Introduce Site/Facility Analysis Assignment and Who offers Interpretation Project (Agency Presentation)	
WEEK 3 (Feb.10)	**(Not in class)** **Work on your Agency Presentation**	**Reading: Section III, What Guides Us?**
WEEK 4 (Feb.17)	**AGENCY PRESENTATIONS**	
WEEK 5 (Feb. 24)	**(Not in class)** **Field Trip Great Falls National Park**	
WEEK 6 (March 3)	Introduce Tangibles and Intangibles NPS video Creating Signs and Exhibits	**SITE ANALYSIS #1**
WEEK 7 (March 10)	**(Not in class)** **Field Trip** to Ellanor Lawrence Park	
Week 8 (March 17)	Components of an Interpretive Talk, Thematic Interpretation, Effective PRESENTATION Speaking	**SITE ANALYSIS #2 - DUE**
WEEK 9 (March 24)	**(Not in class)** Work on your mini-Interpretive Talk	**CONDUCT PERSONAL SITE ANALYSIS**

WEEK 10 (March 31)	**NO CLASS**	**Finalize mini- Interpretive Talk- submit to Instructor via Blackboard.**
WEEK 11 (April 7)	**Mini Interpretation Talk Presentations** Mid-term review	
WEEK 12 (April 14)	**MID-TERM EXAM** **(Blackboard)**	
WEEK 13 (April 21)	**Field Trip** Potomac Overlook Regional Arlington, VA OR EARTH DAY FOCUS Activity	**Personal SITE ANALYSIS #3 - DUE**
WEEK 14 (April 28)	**(Not In Class)** Work on research paper	**Site Analysis #4- DUE**
WEEK 15 (May 5)	Class Topic- TBD	**Research Paper - DUE**
WEEK 16 (May 12)	Present highlights of your research Class Reflections	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 https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see https://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 https://ds.gmu.edu/).Students must silence all sound emitting devices 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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

College of Education and Human Development

SAFE RETURN TO CAMPUS AND REMOTE LEARNING GUIDANCE FOR STUDENTS ENROLLED IN CEHD COURSES

Both a Safe Return to Campus and Successful Remote Learning Depend on YOU.

All students are required to take Safe Return to Campus Training prior to visiting campus: it is, however, recommended for all Mason students. Training is available in Blackboard.

Students are required to follow the university's public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage.

All students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week.

- You may not come to class if you receive a Yellow or Red email response to the Mason COVID Health Check.
- You may only come to class if you receive a Green email response to the Mason COVID Health Check.
- If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class.
- Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

Disability Services: Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the Office of Disability Services.

Campus Closure: If the campus closes or class is canceled due to weather or other concerns, students should check Blackboard, Mason email, or the Mason website for updates on how to continue learning and information about any changes to events or assignments.

Participation and Make-up Work: CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs (cehdsaa@gmu.edu).

Technology Requirements:
- Activities and assignments in CEHD courses regularly use the Blackboard learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher.
- Additionally, CEHD course activities and assignments may regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.

Course Materials and Student Privacy:
- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
- Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.
- Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
- Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.