

CSUMB

ENSTU 349S: Environmental Interpretation

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Course Description:

The purpose of ENSTU 349S:Environmental Interpretation is to introduce students to the field of environmental interpretation and communication. Environmental interpreters are people who can clearly communicate scientific and other sources of information to people at parks, aquaria, museums, and other informal education outlets. Through the process of visiting interpretive sites, reading, reflecting, and working with interpreters/environmental communicators in the community, students will learn environmental interpretation skills. Through readings and discussions students will explore ways that each of us views the world through particular "lenses" based on our life experiences. We will explore how understanding views that may differ from our own may help us to become a more effective interpreter in California's increasingly diverse society. To gain experience in interpretation and working with diverse audiences, each student will be working closely with a community partner to either create an interpretive product and test it on one or more audiences, or to communicate environmental messages to local audiences. This course is geared for informal educators (such as those working at parks and aquariums); however many of the principles can be used in formal education settings (such as in schools) and for outreach to the public (such as scientists or employees at organizations). Students will have the option to use the course to become a professionally-certified environmental interpreter. (Note: certification requires an additional fee to the certification organization, the National Association of Interpretation, and thus is optional.)

Expectations of Community Partners

- Attend the Community Partner Fair to present to students the project and answer questions (Sept. 9 12:05-2 pm) or make alternative arrangements with Professor Worcester if can't attend.
- Meet with student before the end of September to discuss the service goals and educational goals to be listed in the Service Learning Agreement (in keeping with the needs of the organization and the skills and abilities of the student). And then sign the completed Service Learning Agreement which is a mutual contract of the organization and the student's expectations for the completed project by the first week of November.
- If possible given schedules, attend the student's final presentation on their project during the second week of December. '

Community Partner Expectations of Service Learning Students

- The student will be accessible to the Community Partner – both by initiating contact every few weeks and/or when needed to keep the project moving along and by responding to queries from the Community Partner.
- The student will complete the project as discussed in the Service Learning Agreement. (Or the student will be in contact with the partner consistently through the semester so the partner knows if the project needs to take a new direction or an alternative project is put in place instead.)

- At the end of the semester (mid-December), the student will provide the partner with all final product materials that were expected as part of the Service Learning Agreement (if there were any).
- If the partner finds the student either is not communicating effectively enough or not progressing on the project at a sufficient rate to finish in a reasonable manner, he/she should contact the professor who will discuss the project with the student. The partner may do so whenever they may have a concern.

ENSTU 349S Tentative Schedule – Sept 1, 2015
 (Key dates related to the MCWD)

Day	Learning Activities	Readings/Assignments (Before Class)
Mon Aug 24	Nature and the environment – Where do we learn outside the classroom? Why do interpretation? Overview of the semester/this course	
	Syllabus	
Wed Aug 26	Intro to service learning and service goals Why link service with environmental interpretation? Introduce Culture Bags Review/revise discussion expectations Discuss Davis and Remen: Why do we serve? Getting to know each other	Read through Service Learning Prism (http://service.csumb.edu/sli-overview/sli-prism) Read Davis (RS) Read Remen (RS)
Mon Aug 31	Jim Covell – Director of Guest Experience Training and Interpretation at the Monterey Bay Aquarium What is interpretation? Why become a Certified Interpretive Guide?	Ham ch. 1 (Ham Reading Summary (RS))
Wed Sep 2	Culture Bags Discuss Takacs: Do our life experiences influence our perspectives? Discuss service learning placements and expectations	<i>Bring the items in your "culture bag" today</i> Read Takacs (RS)
Mon Sep 7	Labor Day	<i>Pick top 3 SL partner choices by today</i>

Wed Sep 9	Community Partner Fair - Talk with each potential partner and get your questions answered	Bring postcard size bio to give to each of your potential partners: (1) Name, major, e-mail, phone, availability (like "Tues, Fri, and Sat afternoons only") (2) Why want this partner? (3) What skills/abilities can you bring to this partner/project? And/or- how do you fulfill the special requirements/expectations of this partner?
Mon Sep 14	The core of interpretation: TORE	Ham ch. 2 (RS)
Wed Sep 16	Field Trip –Elkhorn Slough Can we see TORE in action?	Come prepared to look for TORE in the exhibits at Elkhorn Slough
Mon Sep 21	History of professional interpretation NPS Interpretive Equation Knowing your audience: Discuss Sachatello-Sawyer	Read Sachatello-Sawyer (RS) <i>Submit signed Learning Agreements before you begin your service</i>
Wed Sep 23	Knowing your audience: Meeting their needs: Maslow Interpreting to visitor's with disabilities Learning Styles	Bloomer et al. and Geiger et al. (RS) Snow (RS)
Mon Sep 28	Storytelling – a key interpretive skill The Experience Economy Know your Resource – why is this so important?	<i>Journal grading date</i>
Wed Sep 30	Field Trip to Palo Corona Regional Park <i>Jackie Nelson</i> – Monterey Peninsula Regional Park District: Giving interpretive walks; interpretive tools when outside	How to prepare and present a guided walk (from Widner-Ward) (RS)
Mon Oct 5	Can interpretation influence behavior? Should it? Moral Development Theory <i>Discussion on service learning projects</i>	H: ch. 3 -5 (RS) Handout: Moral Development Theory(RS)
Wed Oct 7	Knowing your audience: Six Americas Different view points – discussing climate change Introduction to Community Scan Assignment	Ackerloff (RS) CRED (~ Psychology of climate change) RS Bonar - Verbal Judo Watch " <u>Climate of Doubt</u> " (53 min) – before class

Mon Oct 12	Themes – Part II Tangibles and Intangibles	H: ch. 6 & 7 (RS)
Wed Oct 14	Field Trip: Monterey Bay Aquarium Use of themes; visitors with disabilities; interpreting to influence behavior	
Mon Oct 19	-How to prepare and present a talk -Public speaking tips -Tangibles and intangibles	Ham ch. 9 (RS)
Wed Oct 21	Sample Engaging/CI/G presentation Elements of great posters, exhibits, etc. -Stereotypes – what role might they play in the interpretive field? <i>Discussion on service learning projects</i>	Read Ham ch. 10 (RS) Read Bargh "Unconscious Mind" (RS) Read Furt (RS) – this one is very short ☺
Mon Oct 26	Access: do all Californians have equal access to parks and outdoor areas? Why or why not? Your experience? Do all have equal access to science education? Nature Deficit Disorder/Environmental Ed	Floyd (read assigned pages) Bell "Learning Science in Informal Environ" (see guidance on which parts to read) Read Suzuki (RS) or Sobel (RS) Read Weilbeicher (RS)
Wed Oct 28	Community Scan Presentations	Community Scan doc and ppt due
Mon Nov 2	Creating Objectives Creating your outlines	Ham, ch. 8 <i>Journal Grading Date</i>
Wed Nov 4	Can we change environmental attitudes? Social Marketing POETRY, NPS equation, and others Introduction to privilege	Clayton and Brook (RS) Stafford and Hartman "Making Green Macho" (RS) Bonar ch. 4 (RS) Proposed theme for presentation due
Mon Nov 9	Privilege as it relates to interpretation Service Learning Video <i>Discussion on service learning projects</i>	Read Johnson (RS) Read <u>Blow</u> (RS)
Wed Nov 11	teran's Day	
Mon Nov 16	In class time to get feedback on outlines	<i>Bring outline hard copy or e-copy on personal laptop</i>

Wed Nov 18	More in class time for outlines Introduction to Interpretive Site Evaluation Project	* All Outlines must be signed off by today
Mon Nov 23- Wed Nov 25	Fall Break – Happy Thanksgiving!	
Mon Nov 30- Wed Dec 2	Engaging Presentations (CIg presentations)	
Mon Dec 7	Reflect on service learning experiences, engaging presentations, and interpretive site evaluations	<i>Interpretive Site Evaluations due</i>
Wed Dec 9	Final Service Learning presentations – presentations on what each student accomplished and learned from the partnership	<i>All final Service Learning paperwork due</i>
Mon Dec 14	Finish CIg exams, CIg evaluations	All CIg paperwork due <i>Final Journal Grading Date</i>
Wed Dec 16		Final Exams due Thursday at midnight