

**Course Code & No. - Section:** ODAL - 301  
**Course Title (Credits):** Fundamentals of Environmental Interpretation  
**Term & Year:** Spring / 2013  
**Course Ref. No. (CRN):** 10237  
**Instructor:** Dr. Andy Rost  
**Phone(s):** 775 831 1314 x 7532  
**Email:** [arost@sierranevada.edu](mailto:arost@sierranevada.edu),  
**Office:** TCES 2<sup>nd</sup> floor SNC faculty area, by copier machine  
**Office Hours:** W 9:30-11:30 and by appointment  
**Class Meeting Time:** Thursday 1:00 – 3:45 p.m.  
**Location:** TCES 206  
**Prerequisites** CORE 205/206  
**Corequisites**

### Course Description

This course is designed to provide students interested in environmental interpretation with skills, practice, and theory to develop and implement place-based environmental interpretation for a range of audiences in diverse ecosystems. Instruction is largely field based and will occur in two general categories;

- 1) Fundamentals of Environmental Interpretation
- 2) Natural ecosystems in the Sierra Nevada, Sierra Foothills, California Central Coast and Great Basin

### Student Outcomes

The primary objective of Fundamentals of Environmental Interpretation, ODAL 301, is to develop skills to interpret, share and teach natural ecosystems and human's role in these systems. The following is a list of secondary objectives designed to support the primary objective

1. Develop a better understanding the physical, chemical and biological processes that define multiple ecosystems with an emphasis on a range of ecosystems in California.
2. Develop an understanding of curriculum development and activity design
3. Understand the theory, philosophy and goals of environmental interpretation
4. Build a portfolio of multiple environmental education modules designed for different ecosystems, audiences, and outcomes
5. Practice teaching in an outdoor environment

### Methods of Assessing Student Outcomes

Student outcomes will be assessed using the following:

1. Class Participation
2. Assignments  
During the semester, students will have readings and writing assignments based on environmental education and natural history
3. Projects  
During the semester, students will have projects that will include various teaching demonstrations to different audiences using different methods and mediums.

### Grading Policy

Student's grade will be assessed accordingly;

A > 90%, B > 80%, C > 70%; D > 60%, F < 60%.

<b>Assignments</b>	<b># during semester</b>	<b>Points</b>	<b>Total points</b>
Class participation	18	10	180
Projects	5	100	500
Assignments	8	25 to 50	200 to 400
			<b>780 to 1080</b>

\*Number of assignments may change therefore total points may change as well

### Instructional Strategies

This class will combine in class lectures and discussion, with field based curriculum with part or entire classes held outside. Typical classes will be split between instruction focused on natural history and education instruction. Teaching style will combine experiential education with lecture, discussion, inquiry, case studies, group activities, and independent research.

### Required Texts and Materials

1. *Environmental Interpretation; A practical guide for people with big ideas and small budgets*; Sam Ham, 1993 ISBN-13: 978-1555919023
2. *An Island Called California; an introduction to its ecological communities*; Elna Baker, 2<sup>nd</sup> Ed, University of California Press, 1984, ISBN 978-0520049482
3. Laptop computer (one that meets the published SNC Laptop Requirements)

### Recommended Texts and Material

4. "Rite-in-the-rain" large spiral notebook
5. *The Sagebrush Ocean*;
6. *Sierra Nevada Naturalist's Companion*
7. There will be a series of books and articles stored in the library for student use on specific assignments and to help with independent research during the semester. These include;
  - a. Books
    - i. Environmental Interpretation: A practical guide for people with big ideas and small budgets
    - ii. Outward Bound Earth Book
    - iii. Earth Education...A new beginning
    - iv. NOLS Environmental Education Notebook
    - v. Beyond Ecophobia: Reclaiming the Heart in Nature Education
    - vi. Earth Education
    - vii. Earth in Mind
    - viii. The Interpreter's guide
  - b. Articles
    - i. Landfullness in adventure-based programming: Promoting reconnection to the land
    - ii. Lost in the Australian bush: Outdoor education as curriculum
    - iii. Reading between the lines-outdoor education as environmental text
    - iv. Nothing here to care about: Participant constructions of nature following a 12-day wilderness program.
    - v. The Experience of place: Exploring the land as teacher.

### Attendance

Due to the dynamic, field based and general non-repeatability of each class, students are required to attend every class. Students are required to arrive on time and ready to learn. Tardiness will not be accepted. If necessary and with permission from the instructor in advance, students may miss one class without penalty. Two unexcused absences will reduce final course grade by one letter grade. In addition to the regularly scheduled class periods, there are two weekend field trips which will leave on Thursday at 1:00 (our class time) and return Saturday late afternoon. These trips are mandatory.

**Class Requirements**

All students are required to come to class prepared to be outside for several hours. This includes clothing, field books, snacks and water. Cell phones and pagers must be turned off or set to “silent mode” during class.

Assignments are due at the beginning of class. Late assignments will be reduced by a letter grade for each day they are late.

**Consequences for Violating the Faculty/Student Honor Code:**

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC catalog. Faculty are responsible for presenting the Honor Code and consequences for violating it to students at the start of their classes and for reporting all incidences of academic dishonesty to the provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM, and FABRICATION and refraining from these and other forms of academic dishonesty. Violations of the honor code become part of a student academic record.

**SNC'S DISCIPLINARY SANCTIONS FOR HONOR CODE VIOLATIONS:**

- 1<sup>st</sup> Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 2<sup>nd</sup> Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 3<sup>rd</sup> Offense: Student is expelled.

**Prim Library Resources**

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

**Academic Accommodations:**

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, [hconover@sierranevada.edu](mailto:hconover@sierranevada.edu) or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.