Oral Interpretive Programs
FORS 5367-501, Stephen F. Austin State University
Fall 2023
Course Virtual Class Hours: Monday 7:00 p.m. Central Time

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Office Hours:
By appointment.
Email to arrange a phone call to set up an appointment.

Course Description:
Three semester hours. Web course. Application of interpretive philosophy and techniques to oral interpretive programs. Includes the philosophy, techniques, curriculum, training, and certification process of the NPS Interpretive Development Program (IDP).

Course Objectives:
Student Learning Outcomes
1. Gain experience in the principles of effective communication.
2. Gain experience in the potential of oral interpretation to assist agency or organizational efforts to accomplish their mission.
5. Gain experience in the importance of “knowledge of the audience” and the challenges associated with incorporating diverse and/or multicultural perspectives in interpretation.
6. Demonstrate an understanding of appropriate oral interpretive techniques.
7. Demonstrate an ability to consistently identify the elements of interpretative effectiveness within oral interpretive programs.
8. Demonstrate an understanding of communicating science.

Course Texts:


All other readings will be in d2l or provided by course participants.

Course Content Modules

Course Content Learning Modules may be available throughout the semester as the need arises for special additional content. These modules serve as a lecture alternative to support the weekly discussions, your needed knowledge base, and your assignments execution. Availability will be posted on the course homepage.

Course Technology:

Visit the following website for everything you need to get started and learn how to navigate your online experience in D2L!

http://sfaonline.sfasu.edu/gettingstarted.html#prep

Words of Wisdom:

- Disable your pop-up blocker while working in D2L.
- Call OIT whenever you need to for technical support and cannot solve the situation through the online tutor – they are there for you!
  www.oit.sfasu.edu or (936) 468-1818
- If you are on dial-up, go to a friend’s, a cyber café, anyplace where you can access a high-speed connection, to download supplementary readings, video clips, or audio files – trying to get these files on dial-up will cause extreme frustration!

Course Requirements:
Class Participation:

This is a graduate course in resource communications. As such, it requires students to assume responsibility for analyzing class readings and other course content, identifying the implications for interpretive program development, and applying those insights to class discussions and assignments.

Because this is a graduate level course it differs from undergraduate course format. **As graduate students you will be expected to participate as professionals in the field, meaning that your opinions will be expected and valued.** In addition, the class format is based on a workshop/seminar design.

Class participation includes, but is not limited to:

- Becoming familiar with and using D2L as the primary course delivery mechanism.
- Completing assigned readings.
- Completing and participating in assigned writings.
- **Participating** in online seminar discussions.
- Reading and responding to professional and student writing.
- Working with peers (in pairs or small groups) to complete assignments as required.
- Providing peer review comments for drafts of classmates' projects.
- Submitting assignments online.
- Participating in instructor/student conferences.

Readings:

Course readings are taken from the assigned texts and a variety of supplemental readings. All supplemental readings are available in the texts or in PDF format in the D2L (mySFA) site. Please feel free to provide additional resources as the need and occasion arises.

Workshop/Seminar/Discussion:

Each week students have the opportunity to participate in an online seminar at **7:00 pm Central time on Tuesday.**

Keep track of the announcements and email for changes in the virtual schedule due to professional commitments. Recordings of these sessions will be posted in News as soon as they are available (usually within a few hours).

Grading:
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>200</td>
</tr>
<tr>
<td>Materials/Resources/Outline for your Forum/Controversial Issue Class</td>
<td>200</td>
</tr>
<tr>
<td>Teach/Facilitate a Forum/Controversial Issue Class (including outline)</td>
<td>200</td>
</tr>
<tr>
<td>Interpretive Program or Talk (includes design outline)</td>
<td>100 Design 200 Video</td>
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<tr>
<td>Discussion Board Participation (Reviews, Comments, etc.)</td>
<td>100</td>
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<tr>
<td>Portfolio includes all the above for Total</td>
<td>1000 points</td>
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All assignments must be submitted in order to receive a passing grade in the class!!!!

Grades will be assigned according to the following scale:
- 1000 - 930 points = A
- 929 - 860 points = B
- 859 - 780 points = C
- 779 - 710 points = D
- 709 and under = F
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Agenda</th>
<th>Readings and Facilitators</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 28</td>
<td>Introductions &amp; Course Setup</td>
<td></td>
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<tr>
<td>2</td>
<td>Sept 4</td>
<td>Intro Videos Due</td>
<td><strong>No Class: Labor Day</strong></td>
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<td>Begin Reading: Made to Stick &amp; Talk Like TED</td>
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<tr>
<td>3</td>
<td>Sept 11</td>
<td>How we are influenced by speech…</td>
<td>Class and Discussion Board - Public Speaking Discussion Board</td>
</tr>
<tr>
<td>4</td>
<td>Sept 18</td>
<td>Interpretive Talks and Public Speaking</td>
<td>Class and Discussion Board - Interpretive Talks and Public Speaking</td>
</tr>
<tr>
<td>5</td>
<td>Sept 25</td>
<td>Interpretive Talks</td>
<td>Class and Discussion Board – Interpretive Talks</td>
</tr>
<tr>
<td>6</td>
<td>Oct 2</td>
<td>How is Oral Interpretation different from Public Speaking</td>
<td>Class and Discussion Board – Purpose and Audience</td>
</tr>
<tr>
<td>7</td>
<td>Oct 9</td>
<td>Work on Interpretive Talk Design</td>
<td>As Assigned and Discussion Board</td>
</tr>
<tr>
<td>8</td>
<td>Oct 16</td>
<td>Forum/Controversial IssueIntro</td>
<td>Interpretive Talk Design Due</td>
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<tr>
<td>9</td>
<td>Oct 23</td>
<td>Forum/Controversial Issue</td>
<td>Facilitator:</td>
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<td>Facilitator:</td>
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<tr>
<td>10</td>
<td>Oct 30</td>
<td>Forum/Controversial Issue</td>
<td>Facilitator:</td>
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<td></td>
<td></td>
<td>Facilitator:</td>
</tr>
<tr>
<td>11</td>
<td>Nov 6</td>
<td></td>
<td><strong>No Class or Assignments</strong></td>
</tr>
<tr>
<td>12</td>
<td>Nov 13</td>
<td>Forum/Controversial Issue</td>
<td>Facilitator:</td>
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<td>Facilitator:</td>
</tr>
<tr>
<td>13</td>
<td>Nov 20</td>
<td>Thanksgiving Week</td>
<td><strong>No Class or Assignments</strong></td>
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<tr>
<td>14</td>
<td>Nov 27</td>
<td>Forum/Controversial Issue</td>
<td>Facilitator:</td>
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<td>Facilitator:</td>
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<tr>
<td>15</td>
<td>Dec 4</td>
<td>Interpretive Talk Video Due</td>
<td><strong>Optional Class: TBD</strong></td>
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Program Learning Outcomes

1. The student will demonstrate proficiency in research design, relative to their field of study.
2. The student will demonstrate proficiency in the process of reviewing scientific literature pertinent to their field of study.
3. The student will demonstrate proficiency in basic statistical analysis, relative to their field of study.
4. The student will demonstrate preparation to pursue a professional career and/or Ph.D. degree in subject
5. The student will demonstrate competency in oral and written communication skills.
6. The student will demonstrate competency in comprehensive interpretive planning and design of interpretive products.

Please list each course in the program and indicate how it supports the Program Learning Outcomes for the identified program.

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<td>B</td>
<td>B</td>
<td>N/A</td>
<td>M</td>
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N/A – Not Applicable  B-Basic  I-Intermediate  A-Advanced  M-Mastery

Definition of Rating Categories:

1. N/A – Not Applicable – course does not support the Program Learning Outcome.
2. B – Basic – course supports Program Learning Outcome by providing students with fundamental information, definitions, concepts, and lab activities relative to the expected outcomes.
3. I – Intermediate – course supports Program Learning Outcome by providing students with topic-specific information, concepts, applications, and lab activities that increase the students’ skills in making tactical implementation decisions relative to the expected outcomes.
4. A – Advanced – course supports Program Learning Outcome by providing students with transitional, high-level topic-specific information, activities, and opportunities that enable the students to apply their critical thinking and tactical skills to resolved increasingly challenging strategic situations.
5. M – Mastery – course supports Program Learning Outcome by providing students with opportunities to independently apply tactical and strategic planning skills to successfully accomplish real-world, non-academic management objectives. Completes students’ preparedness for entry-level professional activity accomplishment.
Student Academic Dishonesty Policy (4.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

Course Grades Policy (5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Please read the complete policy at http://www.sfasu.edu/policies/5.5_course-grades.pdf

Academic Accommodation for Students with Disabilities Policy (6.1)
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Responsible Use of Technology
It is expected that all students will only use cell phones, PDAs, laptop computers, MP3 players and other technology outside of class time or when appropriate in class. Answering a cell phone, texting, listening to music or using a laptop computer for matters unrelated to the course may be grounds for dismissal from class or other penalties.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Please read the complete policy at http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf
Mental Health

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:

SFASU Counseling Services • www.sfasu.edu/counselingservices

Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp

Human Services Room 202 • 936-468-1041

Crisis Resources:

Burke 24-hour crisis line 1(800) 392-8343

Suicide Prevention Lifeline 1(800) 273-TALK (8255)

Crisis Text Line: Text HELLO to 741-741