

**REC 3341 FIELD INTERPRETIVE TECHNIQUES
FALL 2000 (3 credits)**

Course description: This course is designed to provide the foundational skills, techniques, and knowledge involved in interpreting the natural history of the environment of northeastern Minnesota. This course will cover geomorphology, woody and nonwoody plant id, aquatic chemistry, global weather systems, bird id, and basic outdoor skills.

Instructors: Julie Flotten and Joe Walewski Office hours: by appointment
Wolf Ridge ELC
6282 Cranberry Rd.
Finland, MN 55403
(218) 353-7414
(218) 353-7762 (fax)
mail@wolf-ridge.org

Class meeting times: This class takes place through Monday morning seminars, field interpretive hikes, training and teaching classes, and independent longitudinal study/natural history journal.

Goals: Upon completion of this course you will be able to:

1. Identify 18 woody plants.
2. Identify 20 nonwoody plants.
3. Identify 3 raptors and 15 passerine birds by sight and/or call.
4. Identify 10 mammals by sight and tracks.
5. Identify 10 major insect orders
5. Describe the main components of weather.
6. Perform and explain basic aquatic chemistry.
7. Interpret general landforms of northeastern Minnesota.
8. Make a fire without using matches.
9. Perform basic map and compass work.
10. Execute basic canoeing strokes.
11. Perform basic cross country skiing skills.
12. Snowshoe.
13. Perform basic rock climbing techniques.
14. Explain phenology and longitudinal studies as teaching techniques.
15. Use field guides to identify plants and animals.
16. Use binomial nomenclature.

Course requirements:

1. Attend class sessions.
2. Participate in class discussions.
3. Visit a site of your selection monthly and complete an assignment in your natural history journal.

Independent learning:

While this course is composed of numerous seminars, what you learn is up to you. The basics of identification and concepts of natural history will be introduced through required seminars. The opportunity to delve in deeper to any or all subjects is your prerogative. In order to identify the fall migrating raptors or the first green things of spring for example, you will have to go outside to look and learn. While your independent learning is driven by you, we are eager and available resources when you need or want help. Let us know.

CLASS SCHEDULE (class times to be announced)

Astronomy	Attend 2
Bird Banding	Attend 1
Early Birds	Attend 1
Green Guys	Attend 2
Aquatic Critters	

Field Guides
Winter Tracking
Global Weather
Maple Syrupping
MN County Bio Survey
Taxidermy
Geology of N. MN
Frogs
Dragonflies

OVERVIEW OF ASSIGNMENTS

1. Field ID/ Interpretive Hike (Baseline assessment - Sep/Oct, Final - May)

You will lead three peers and one program naturalist on a one hour hike in the fall and in the spring. You must use effective outdoor teaching techniques and demonstrate field id skills. The hike should include identification of plants, birds by call or sight, meteorological identification, and landform interpretation (geology) for example.

2. Longitudinal Journal (Due monthly)

Observe. Study. Interpret. These are the three goals of this assignment. Select a spot to which you will return monthly. Feel free to visit your spot frequently, not just to complete assignments. It should be a spot in which you enjoy spending time. Each month you will receive an assignment to be completed at your spot. Part of the goal of this is to encourage you to experience one area and observe change over the seasons, honing observation skills, expressing your thoughts scientifically and artistically, and helping you to develop a sense of place at Wolf Ridge.

3. Skill Demonstration (Will be covered through teaching classes)

You will demonstrate outdoor skills (firemaking, map and compass work, skiing, snowshoeing, storytelling, and rock climbing) through teaching classes to visiting groups.

EVALUATION

This course is intended to promote learning first and encourage the desire to learn and improve as the motivation for doing well. Grades, however, are a component of a graduate program. Therefore, the grades given will be the product of a cooperative effort between the student and the instructor. A grading scale will be established at the beginning of the year by both the students and the instructors. Each assignment will be graded by the student and instructor separately and then discussed at a mid-year and end-of-year meeting. The final grade will be a combination of these discussions.