

San José State University
Department of Environmental Studies
ENVS 158: Environmental Education (3 units) Section 1
Fall 2015

Instructor	Gina Bacigalupi
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Office Hours	Office: Washington Square Hall (WSQ) 216G Office Hours: <ul style="list-style-type: none"> • Tuesday: 1:30-2:30pm • Wednesday: Noon-1pm • By appointment
Class Days & Times	Mondays and Wednesdays: 10:30-11:45am
Classroom	Classroom: Dudley Moorhead Hall (DMH) 164
Last Day of Class	Monday, December 7 th
Final	Tuesday, December 15 th : 9:45am-Noon

Course Description:

Our ability to relate to the natural world is influenced by the experiences we had with nature as children. The development of our technological society has separated us from the rhythms and cycles of the earth. In the synthetic environments that we have created, childhood curiosity has become increasingly focused on artificial pursuits and entertainments. By introducing children to the natural environment, we can open the door to their natural inquisitiveness about other species and the processes that sustain life on our planet. In our role as teachers, we have the opportunity to plant the seeds of understanding that will eventually germinate into a more environmentally conscious generation.

In addition to a review of current environmental issues, this course explores the use of experiential learning techniques, environmental games, and hands-on activities as tools for helping children to become aware of their connection to the natural world. Unlike many subjects, environmental studies is taught not only in a standard classroom setting, but also in a variety of outdoors settings. Alternative methods for teaching about the environment such as outdoor education, park interpretation, and community workshops will be explored in this course as well. Because of the wide range of possibilities for teaching environmental issues, students who take this course do not need to be on the teaching credential track, though those who are will find this course valuable. Because this course is designed for those who are interested in some form of teaching, a high level of self-motivation and professionalism will be expected.

Course Goals and Student Learning Objectives:

Course Goals:

The purpose of this course is to give students who are considering a teaching-related career a basic understanding of environmental issues and the tools necessary to build environmental studies into a classroom curriculum. Within the context of this course, each student will have the opportunity to develop and implement a lesson plan in an educational context. Students will also be exposed to environmental education in a variety of different contexts, particularly experiential teaching/learning methods.

Information Literacy Learning Objectives:

1. An information literate student determines the nature and extent of the information needed. The information literate student defines and articulates the need for information, as well as identifies a variety of types and formats of potential sources of information.
2. An information literate student evaluates information and its sources critically and incorporates selected information into his/her knowledge base. Students summarize the main ideas to be extracted from the information gathered, articulates and applies criteria for evaluating both the information and its sources, and synthesizes main ideas to construct new concepts.
3. The information literate student understands the economic, legal, and social issues surrounding the use of information, and accesses and uses information ethically and legally.

Prerequisites: ENGL 1A and ENGL 1B; upper division standing or instructor consent

Course Requirements:

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Canvas:

Copies of the course materials such as the syllabus, assignment handouts, lecture PowerPoints, etc. will be posted on Canvas. It is YOUR responsibility to register for the course on Canvas and REGULARLY checking it for updates about the course. You may also sign up for alerts. Be proactive and thoroughly search for what you are looking for before contacting the instructor. The instructor will post (& email) any last minute changes. You will also be submitting (some) assignments through Canvas (& its Turnitin feature).

Required Texts, Readings, & Materials:

Texts:

- Grant T, Littlejohn G. 2005. Teaching Green - The Elementary Years: Hands-on Learning in Grades K-5. Stenhouse Publishers 256 p.
- Modified e-reader (Available on Canvas)
 - Houtman A, Karr S, Interlandi J. 2012. Environmental Science for a Changing World. New York: WH Freeman and Company 432 p.

Other Readings:

- Will be assigned in class and distributed in hard copy and/or posted on Canvas.
- A list of Reading Resources will be distributed in class and posted on Canvas.

Materials:

- Writing implement (pencil and dark blue or black pen)
- Loose-leaf paper or notebook
- Optional: Colored pencils, markers, or crayons

Classroom Protocol

Class/General:

Inappropriate use of phones during class is a disruption to all and will NOT be tolerated. Phones should be on silent or off and put away. A first offence will result in a verbal warning, with repeat disruption of the class resulting in forfeiture of participation points, with placing the phone on the instructor's desk for the remainder of the class meeting or dismissal from the class meeting possible. Notify the instructor in advance if you are expecting a phone call. If you need to take a call, please step outside.

If you would like to or have special needs that require you to use an electronic device (i.e. a laptop) to take notes during lecture, please speak with the instructor. Inappropriate use of electronic devices such as laptops and tablets will NOT be tolerated. They must be used for note-taking, unless otherwise instructed.

Music players and any other electronic devices must be turned off and stored in your backpack/purse. **Any** use of electronic devices during quizzes and exams is considered cheating and will result in a failing grade.

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's or guest's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private study purposes only. The recordings are the intellectual property of the instructor or guest; you have not been given any rights to reproduce or distribute the material. Additionally, course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material or guest lecture recordings for this course without consent of the intellectual property owners involved.

Bottom line: Treat instructor, classmates, and guest speakers with respect. Be considerate of others.

Class Participation, Readings, Assignments, & In-Class Activities:

Participation & Reading:

Students will be expected to actively participate in their learning. As much of this course is based on activities, presentations, and discussions, each student's participation is necessary for the class to function. Students should arrive on time, prepared, be creative when they are presenting, and attentive and supportive when others are sharing their work. Be sure to complete assigned readings BEFORE class. Readings may also include articles or chapter excerpts distributed by instructor. Group activities, example games, and other in-class assignments will also count towards participation points.

Children's Literature:

Select a children's book that helps teach about an environmental topic or concept. Write a 2-page (double-spaced, 1-in margin all around, 12pt font, Times New Roman) summary of the book and how it might be a useful teaching tool. Include:

- Title, author, publisher, date
- Environmental topic
- Age/grade level
- Summary of the story
- Suggestions for hands-on activities related to the book...how to use it in a hands-on, minds-on classroom

See Grant and Littlejohn pg. 218-224 for ideas.

California Bioregions Map:

After doing some preliminary research on an assigned California bioregion at home, you will work in small groups to create a map in class that shows some of the basic environmental features of this bioregion. After creating your map, the group will informally share what has been learned about the bioregion with the rest of the class. This activity will serve as an introduction to the many unique features of our state.

Features that must be included on each map:	Other items that might be interesting to include:
<ul style="list-style-type: none">• Compass points (i.e. North arrow)• Major bodies of water• Hills/mountains• Native plants and animals (min. 3 each)• Minimum 2 negative human influences (i.e. Sources of pollution)• Minimum 2 positive human influences (i.e. Restoration projects)	<ul style="list-style-type: none">• Unique soil types• Endangered species• Foods produced• National/state parks• Environmental education opportunities

Environmental Education Field Trip Sites:

There are many exciting opportunities in the Bay Area for environmental education. You will visit (outside of class time) an environmental education site that can be used as a field trip for K-12 schools. Research what programs and types of topics are covered, take pictures, interview a staff member if possible, do some of the activities, get printed information (i.e. pamphlets, maps, Q & A sheets, etc.), and anything else you want to learn about this site. You will present your site to the class via 1-2 PowerPoint slides. This way everyone in the class will learn about a variety of opportunities in our area. You may work in groups of up to three people; however, each person **MUST** visit the site. Some potential locations will be presented in class a few weeks prior to the due date of this assignment.

Lesson Plan:

A large portion of your time in this course will be spent researching and developing a lesson plan. Each lesson plan will relate to a particular environmental issue and **will include a hands-on activity or game**. You will do some background research, write your lesson plan, and then present this lesson in an educational setting of your choice. You may work in groups of 2-3 students for the *teaching portion* of this assignment, however the *bibliography*, *lesson plan*, and *education philosophy* are **individual** assignments.

Components:

Annotated Bibliography:

In order to prepare a lesson plan on a particular subject, it is important to research that subject first. Giving a lesson without adequate knowledge is a nerve-racking experience. In order to prepare for your in-class teaching day and written lesson plan, you will research your assigned topic and prepare a summary of the information you have learned.

- 8 **COLLEGE-LEVEL** sources minimum: 3-4 peer reviewed, 2-3 secondary academic (i.e. textbook), 1 printed media (i.e. newspaper), 1 website (examples of appropriate websites will be given in class)
- Complete publishing information for each source in CSE format
- Brief summary (4-6 sentences) of each source (including any strengths & weaknesses)
- For media and website sources, evaluate the quality of the source
- Format: 1-in margins, 12pt font, Times New Roman; entries single-spaced, summary double-spaced (examples will be given in class/posted on Canvas)

Written Lesson Plan:

Based on your literature review (and for many of you, your experience teaching in class), you will write a lesson plan that can be taught at the K-12 level. You choose which grade. The lesson may be designed for use in a classroom, on a field trip, at a nature center, or in any other education setting. You should include at least one experiential learning technique, such as hands-on activities, art projects, or single concept field trips. The written plan should be 3 to 5 double-spaced pages in length (1-in margins, 12pt font, Times New Roman) and will be organized in a standard lesson plan format. In terms of “standard lesson plan format”: You may choose the way you layout your lesson plan, whatever feels comfortable to you. The instructor can provide some lesson plan examples if you have never set up a lesson plan before. Helpful tip for all: Bold or underline the lesson plan components (to be given at a later date) so they are easy to find. The lesson should be designed to last 45-90 minutes in length and should also include the grade level and how the lesson addresses California state mandated curriculum standards.

Lesson Plan Placement Presentation:

You will present the lesson plan that you have developed in an educational setting. This can be a classroom, an outdoor education site, or an interpretive setting. Please have the location of your placement approved by the instructor and the lead educator at the site prior to giving the lesson. Students who are currently working in the education field or have a placement for another course may use this setting for this course as well. The placement will include at least three separate visits. During the first two visits you will observe and help out in anyway that the lead educator would like. On the final visit you will give your lesson. Make certain that the lead educator knows what the requirements for this course are and what you expect from them.

Finding a placement is the student’s responsibility. It is important that potential sponsor teachers be treated with consideration and respect.

You will also give our class a brief, informal presentation of the topic/content of your lesson, how teaching it went (or depending on the date of your presentation, how you think it will go), what you liked about it, and what you would like to change for next time.

Environmental Education Philosophy:

You will conclude the course by writing your own educational philosophy. This paper should be 3 pages (or more if you wish) in length (double-spaced, 1-in margins, 12pt font, Times New Roman) and will express your goals as an educator, why you believe teaching is important, and what role you feel that environmental issues have in the broader context of education. You may have done something similar in other classes; however, this educational philosophy should focus on environmental topics, and how you believe they fit into your personal views on education. Additionally, you will include a reflection on your teaching experience from this course. This is your opportunity to evaluate yourself as a teacher. Be certain to answer the following questions regarding your teaching experience: What did you learn from your teaching experience? What could you do to improve the lesson in the future? What was the most enjoyable part of teaching the lesson?

General Note about Submitting Assignments:

An assignment (i.e. Children's Literature, Annotated Bibliography, Written Lesson Plan, Teaching Philosophy, etc.) should be turned in as a **hard copy to the instructor at the beginning of class AND submitted electronically to Canvas by 9:30am on the due date**, unless otherwise mentioned in class. The instructor will also be using the Turnitin feature on Canvas.

Final Exam: Tuesday, December 15th, 2015: 9:45am-Noon

A cumulative, written final exam will be given covering material from readings, lectures, discussions, and other activities. The exam may consist of short answer, essay, and multiple-choice questions. We will have a review the week prior.

Extra Credit:

The instructor will announce in class any opportunities for extra credit. It is YOUR responsibility to record details of these assignments. Think of extra credit as a buffer, not a reason or excuse to not do your best on regular assignments. It is up to the instructor's discretion whether to cap the amount of extra credit students can get. This cap would be the same for all students.

Late Work:

It is NOT accepted, so please get your assignments in on time. If you have extenuating circumstances, please speak with the instructor. For instance, if you are ill, please notify the instructor; you will need to provide a doctor's note.

Citation Method:

We will use the Council for Science Editors (CSE) Name-Year citation method. Your go-to resource for citation formatting help is: http://writing.wisc.edu/Handbook/DocCSE_NameYear.html. Any ideas that are not 100% yours MUST be properly cited.

Grading Policy

Your grade will be based on your assignments, class participation, and final exam.

Grade Scale:
A = 93%-100%
A- = 90%-92%
B+ = 87%-89%
B = 83%-86%
B- = 80%-82%
C+ = 77%-79%
C = 73%-76%
C- = 70-72%
D = 60-69%
F = < 60%

Please note: Grades will not be curved. It is up to the discretion of the instructor whether to bump up a student's grade at the end of the semester. Quality of work, general improvement, and evident effort may be taken into consideration when considering a grade bump. It is also up to the instructor's discretion whether or not to give an A+.

Overview of Points Available:

Assignment	Points
Children's Literature	15
California Bioregion Map	15
ENVS Field Trip Presentation	15
Lesson Plan	120
<i>Annotated Bibliography</i>	<i>(40)</i>
<i>Written Lesson Plan</i>	<i>(40)</i>
<i>Environ. Education Philosophy</i>	<i>(40)</i>
Final Exam	100
Class Participation/Activities	160
TOTAL	425

University Policies & Resources

Dropping & Adding:

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars website at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>

Academic Integrity:

Your commitment as a student to learning is evidenced by your enrollment at San José State University. Students should know that the University's Academic Integrity Policy is available at <http://www.sjsu.edu/senate/docs/S07-2.pdf>. SJSU's Academic Integrity Policy requires you to be honest in all your academic coursework. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Plagiarism (presenting the work of another as your own or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to use an assignment or any material you have submitted or plan to submit for another class for ENVS 158, please note that SJSU's Academic Policy F06-1 requires approval of all instructors involved.

Campus Policy in Compliance with the American Disabilities Act:

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with the instructor as soon as possible or see the instructor during office hours. Retroactive assignment accommodations will not be granted by the instructor. Presidential Directive 97-03 (<http://www.sjsu.edu/president/directives/current/pd9703/>) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) (<http://www.sjsu.edu/aec>) to establish a record of their disability.

Library Liaison:

Peggy Cabrera (peggy.cabrera@sjsu.edu) is the Library Liaison for the Department of Environmental Studies. She is a great resource who is available via email and in person by appointment.

SJSU Writing Center:

The SJSU Writing Center is located in Clark Hall, Suite 126. In addition to one-on-one tutoring services, the Writing Center offers workshops on a variety of writing and has writing-related resources on their website. Visit <http://www.sjsu.edu/writingcenter> to learn more or to make an appointment.

Study/Work Area & Academic Support: ACCESS Success Center

The Academic Counseling Center for Excellence in the Social Sciences (ACCESS Success Center) is located on the 2nd floor of Clark Hall. Quiet study/work areas are available as well as tutoring (i.e. writing & statistics) and academic and professional advising. Visit <http://www.sjsu.edu/access/> to learn more. Note: They have writing tutors available; this could be an additional option/resource to the Writing Center for you.

Student Technology Resources:

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall, on the 2nd floor of the Student Union, and in the Martin Luther King Library. Additional computer labs may be available in your department or college. Media Services in IRC 112 lends a variety of A/V equipment, including digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems and wireless microphones, and projection screens and monitors.

Peer Connections (formerly Learning Assistance Resource Center):

Peer Connections (<http://peerconnections.sjsu.edu>) in Room 600 of the Student Services Center is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development.