

San José State University
College of Social Sciences/Environmental Studies Department
ENVS 158, Environmental Education, Section 2, Spring 2016

Course and Contact Information

Instructor:	Gina Bacigalupi and Rachel Lazzeri-Aerts
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Office Hours:	Gina: By appointment Rachel: Mon 1:00-2:00pm, Thur 10:30-11:30am, and by appointment
Class Days/Time:	Tuesday 3:00-5:45pm
Classroom:	DMH 164
Prerequisites:	ENGL 1A and ENGL 1B; upper division standing or instructor consent

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 native 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 that are will find this course valuable. Because this course is designed for those who are interested in some form of teaching I will expect a high level of self-motivation and professionalism.

Course Goals and Learning Outcomes

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 environmental education in a variety of different contexts, particularly experiential teaching/learning methods.

Course Learning Outcomes (CLO)

Upon successful completion of this course students will have a clear understanding of basic ecology, environmental studies, and sustainability topics. Students will be able to create and teach an effective lesson on a science or environmental topic including hands on activities.

Information Literacy Learning Outcomes

- 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 for 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.

Required Texts/Readings

Textbook

Grant T, Littlejohn G. 2005. Teaching Green - The Elementary Years: Hands-on Learning in Grades K-5. Stenhouse Publishers 256 p.

Other Readings

E-reader available on Canvas

Additional readings may be assigned in class and will be available on Canvas.

Other equipment / material

You will need access to a computer with Microsoft Word and the internet. Be sure to bring pencil and/or pens with blue or black ink and paper to every class even if you take notes on a laptop. Although art supplies will be provided, you may wish to bring colored pens, pencils, or crayons.

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.

Classroom Protocol

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. One 10-15min break will be factored into each class meeting.

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.

Grading Policy

Your grade will be based on your exams, assignments, and class participation. All assignments are to be turned in through Canvas before the specified due date and time or at the beginning of the due date class unless otherwise indicated. All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf>.

Grade Scale

97%-100% = A+	93% - 96% = A	90% - 92% = A-
87% - 89% = B+	83% - 86% = B	80% - 82% = B-
77% - 79% = C+	73% - 76% = C	70% - 72% = C-
60% - 69% = D	less than 60% = F	

Late Work

All assignments are due by 2pm on the due date listed in the course calendar. Late work is NOT accepted. Exceptions may be considered for legitimate and documented circumstances (medical emergency, death in the family) with proper documentation.

Extra Credit

Students are responsible for recording the details of any offered extra credit opportunities. Think of extra credit as a buffer, not a reason or excuse to not do your best on regular assignments.

Grading Overview

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

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class,

participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

The exams and assignments are designed to help you learn the course material and develop skills for evaluating, analyzing, and expressing solutions to environmental issues. **For this class, all assignments are to be completed by the individual student unless otherwise specified.** All written take home assignments are to be submitted in electronic form through Canvas unless otherwise noted.

Canvas Instructions

For this course, all take home assignments must be turned in through the Canvas learning management system, unless otherwise noted. If you have trouble with this, please come see me. **All assignments are due by 2pm on the due date listed in the course calendar.** 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 instructors. The instructors will post (& email) any last minute changes.

Children’s Literature

Select a children’s book that helps teach about an environmental topic or concept. Write a one-two page 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 pages 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 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 things that might be interesting to include
<ul style="list-style-type: none"> • Compass points (ie. North arrow) • Major bodies of water • Hills/mountains • Native plants and animals (min. 3 each) • Minimum 2 negative human influences (ie. Sources of pollution) • Minimum 2 positive human influences (ie. 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 (ie. 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 up to three people; however, each person **MUST** visit the site.

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 and then write your lesson plan, and finally you will 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.

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 (ie. textbook), 1 printed media (ie. newspaper), 1 website (examples of appropriate websites will be given in class)
- Complete publishing information for each source
- Brief summary (6-8 sentences) of the important information or main points of each source
- 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 your previous teaching experiences, you will write a lesson plan that can be taught at the K-12 level. 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 must 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 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 be 45-90 minutes in length, and should 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 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.

Environmental Education Philosophy

You will conclude the course by writing your own educational philosophy. This paper should be about 3 pages in length 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: 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?

Final Exam

A written final exam will be given covering all material from the readings, lectures, discussions, and other activities. The exam may consist of short answer, essay, and multiple-choice questions.

Formatting

Please note that all assignments need to be formatted as follows: 12 point font, Times New Roman, 1 inch margins, doubled spaced, and include a header with name and date. 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. A 10% deduction will occur for not following these guidelines.

Class Participation, Readings, In-Class Activities

Students will be expected to actively participate in their learning. [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.” As much of this course is based on activities, presentations, and discussions, each student’s participation is necessary for the class to function. Students are expected to attend each class on time, complete the assigned readings before class, take good notes, ask questions, turn assignments in on time, pick up class handouts, and participate in class debates, discussions, and activities. You will receive participation points for contributing to debates and discussions and participating in activities. **You must be present and prepared to receive participation points; there are no makeup points for missed class.**

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S90–5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester’s [Policies and Procedures](http://info.sjsu.edu/static/catalog/policies.html), at <http://info.sjsu.edu/static/catalog/policies.html>. In general,

it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor'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; you have not been given any rights to reproduce or distribute the material. See [University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>.

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 for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>. Instances of academic dishonesty will not be tolerated. **Cheating on exams or 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 include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of both instructors.

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 me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at

the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

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](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or

psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Course Calendar Please note that calendar may change based on progress of class.

Date	Topic	Readings	Due
2 Feb Gina and Rachel	Defining Environmental Education Sense of Place Intro to ENVS Issues	SJSU Academic Integrity Policy	
9 Feb Rachel	Eco Principles Children's Lit	G/L: Intro, Chpt. 1 to pg. 8, skim to pg. 32, pgs. 218-224 Reader Ch 1	
16 Feb Rachel	Eco Cycles Food Webs Field Trips/Interpretation	G/L: Pgs. 34-37 Reader Ch 1	Children's Literature
23 Feb Gina	Ecosystems	G/L: Pgs. 42-48, 74- 95, 99-100, 108-116 Reader Ch 2	Bioregion Map Research
1 Mar Gina	Ecosystems	G/L: Pgs. 42-48, 74- 95, 99-100, 108-116 Reader Ch 2	
8 Mar Rachel	Population Growth Resource Use/ Sustainable logging Annotated Bibliography Intro	G/L: Pgs. 118-121, 145-147 Reader Ch 3	
15 Mar Rachel	Biodiversity and Extinctions	G/L: Pgs. 38-41 Reader 4-5	
22 Mar Gina	Energy Field Trip Presentations	Reader Ch 6	Annotated Bibliography
29 Mar	NO CLASS—SPRING BREAK		
5 Apr Rachel	Climate Change Pollution	G/L: Pgs. 122-125, 130-144, 148-150, 172-178, 186-188 Reader Ch 7-8	
12 Apr Gina	Sustainability	Reader Ch 9	
19 Apr Gina	Agriculture	Reader Ch 10	Story of Stuff/Ingredient List Research
26 April Gina	Finish Agriculture Lesson Plan How-To	Reader Ch 10	
3 May Rachel	ENVS Justice & Ethics Discussion	G/L: Pgs. 206-212 Reader Ch 11	Written Lesson Plan
10 May Gina and Rachel	Presentations/Review		ENVS Education Philosophy
MONDAY 23 May	Final Exam 2:45-5:00pm		