

San José State University
College of Social Sciences/Department of Environmental Studies
ENVS 158, S1, Environmental Education, Spring 2016

Course and Contact Information

Instructor:	Gina Bacigalupi
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Office Hours:	By appointment
Class Days/Time:	Mondays & Wednesdays: 10:30-11:45am
Classroom:	DMH 164
Prerequisites:	ENGL 1A and ENGL 1B; upper division standing or instructor consent
LAST DAY OF CLASS:	Monday, May 16 th , 2016
FINALS DAY:	TUESDAY, May 24 th , 2016: 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 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 hand on activities.

Information Literacy Learning Outcomes

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.

Required Texts/Readings

Textbook

- Grant T, Littlejohn G. 2005. Teaching green - the elementary years: hands-on learning in grades K-5. Gabriola Island (British Columbia, Canada):New Society Publishers 256 p.
ISBN-13: 978-0-86571-534-9

Other Readings

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

Other equipment / material

- Access to a computer with Microsoft Word and the Internet.
- Notebook and/or loose-leaf paper. If notebook used, pages should be able to be torn out
- Pencil and/or pens with blue or black ink
- 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.

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.

Please do not come to class intoxicated in any way. You will be asked to leave, and your grade will suffer.

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

Grading Policy

Your final course grade will be based on your assignments and class participation. For each major assignment, you will receive a grading rubric along with assignment instructions. It is your responsibility to ask questions about the instructions and/or the rubric prior to submitting the assignment. Claiming you didn't understand what was expected is not an excuse.

For major assignments, your work will be returned to you with feedback and a completed rubric. It is your responsibility to ask the instructor if you do not fully understand how a portion of the assignment was evaluated. For more minor assignments, such as reading responses, you will be graded on completeness and correctness (for non-opinion-based prompts).

There will be participation points assigned to most class meetings. Students will be evaluated using a -, ✓-, ✓, ✓+ system, which will later be converted into a numerical value (0, 1, 3, 5, respectively). As detailed below, you will receive participation points for contributing to discussions and participating in class activities.

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+.

Also, according to [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf>, “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.”

Overview of Points Available

Assignment	Points
Discovery Guide	5
Children’s Literature	15
California Bioregion Map	15
ENVS Field Trip Presentation	15
Sustainability Activities	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>
Midterm Exam	100
Final Exam	100
Class Participation/Activities	160
TOTAL	545*
	(*subject to change)

Midterm & Final Exam:

You will have 2 exams in this course. There will be a variety of question types, including multiple choice, matching, fill in the blank, true/false, and short answer. The final exam will be cumulative but will focus more on the latter part of the course. You will have study guides for both exams.

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.

Course Requirements and Overview of 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](#) 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.

Reading & Participation:

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 any class handouts, and participate in group discussions and class activities. As stated earlier, you will receive participation points for contributing to discussions and participating in class activities. **You must be present and prepared to receive participation points; there are no makeup points for missed class.** You will be held accountable for the readings and may have quizzes, reading responses, questions, and/or discussion prompts pertaining to assigned readings; these points will be put toward participation points.

General Notes about Submitting Assignments:

An assignment should be turned in as a **hard copy to the instructor at the beginning of class AND submitted electronically to Canvas by 9am** on the due date, **unless otherwise mentioned.** The instructor will be using the Turnitin feature on Canvas. Typed assignments are to be **12pt Times New Roman, 1-inch margins all around, double-spaced, and include a header with your name. No cover page necessary. Please title Canvas files with your name and assignment.** A **10% grade reduction** will occur **if formatting instructions are not followed.**

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.

Canvas Instructions:

Copies of the course materials such as the syllabus, calendar, 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 (but hopes to keep last minute changes to an absolute minimum).

Overview of Major Assignments

Children's Literature

Select a children's book that helps teach about an environmental topic or concept. Write a 1-2 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 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 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 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?

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 at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's Policies and Procedures, 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 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/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “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.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “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>.

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](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>.

ENVS 158 Environmental Education (Section 1) Sp16 Calendar (*Subject to change)

As of 2.22.16		Topic	Reading	Activity/Presentation	Assignment Due
Week 1	M	1-Feb	Syllabus & Intro: Defining Env't Ed, Sense of Place, & Env't Issues		
	W	3-Feb			
Week 2	M	8-Feb	Ecological Principles	Reader: Ch.1; G/L: Intro, Ch. 1 (to pg. 8), skim to pg. 218-224	Discovery Guide
	W	11-Feb			
Week 3	M	15-Feb	Activities: Recipe for a Forest & Children's Literature	Recipe for a Forest; The Lorax	
	W	17-Feb			
Week 4	M	22-Feb	Ecological Cycles Continued...; Interpretation; Field Trips	R: Ch.1; G/L: 34-37	Designing a Field Trip
	W	24-Feb			
Week 5	M	29-Feb	Finish Ecosystems; Begin Bioregion (bring device)	R: Ch. 2; G/L: pg. 42-48, 74-95, 99-100, 106-116	Begin Bioregion Map
	W	2-Mar			
Week 6	M	7-Mar	Sustainable Logging; Intro to Annotated Bibs		
	W	9-Mar			
Week 7	M	14-Mar	Biodiversity; Extinction	R: Ch. 4; G/L: 38-41	Wild Animal Scramble
	W	16-Mar			
Week 8	M	21-Mar	Field Trip Presentations		Field Trip Presentations
	W	23-Mar			
x	M	28-Mar	SPRING BREAK - NO CLASS		
x	W	30-Mar	SPRING BREAK - NO CLASS		
Week 9	M	4-Apr	Midterm Review; Lesson Plans: How to		
	W	6-Apr			
Week 10	M	11-Apr	Climate Change	R: Ch. 7; G/L: pg. 122-125, 130-144, 148-150, 172-178, 186-	
	W	13-Apr			
Week 11	M	18-Apr	Sustainability	R: Ch. 9	
	W	20-Apr			
Week 12	M	25-Apr	Agriculture Continued...	Ch. 10	Pathway of a WA Apple
	W	27-Apr			
Week 13	M	2-May	Environmental Justice & Ethics	R: Ch. 11; G/L: 206-212	
	W	4-May			
Week 14	M	9-May	Lesson Plan Presentations		Written Lesson Plan
	W	11-May			
Week 15	M	16-May	Guest Speaker?; Final Exam Review; Informal Class Evals		Env't Ed Philosophy
FINALS	Tu	24-May	FINAL EXAM - 9:45am-Noon		