

**San Jose State University**  
**College of Social Sciences**  
**Environmental Studies Department**  
**ENVS 158, Environmental Education**  
**Section 2, Spring, 2017**

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<b>Office Hours:</b>	Wednesdays, 11:00 AM - 1:00 PM
<b>Class Days/Time:</b>	T/Th, 12:00 – 1:15 PM
<b>Classroom:</b>	DMH 164

### **CATALOGUE DESCRIPTION**

Education of individuals can make a difference in protecting the environment. This course offers a comprehensive overview of environmental education from the perspective of schools, American culture and law. Interdisciplinary approaches for correcting conditions created by modern living, energy and environmental demands will be considered. Prerequisite: ENGL 1A and ENGL 2; upper division standing or instructor consent.

### **COURSE FORMAT**

This is a face-to-face course that includes lectures and class discussions. Students are expected to attend all classes and be prepared for in-class discussion. All students will be expected to lead one (1) class discussion/activity. Reading all assigned materials before class time will help to advance our discussions. Furthermore, class discussions will be extended through out-of-class interaction on Canvas, our interactive learning management system (LMS). All original Canvas posts are due Sundays. Replies to classmates are due before class on Tuesdays. Finally, all students will be expected to present the final product of an environmental education activity in class.

### **CANVAS MESSAGING**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas](#) learning management system course website. You are responsible for regularly checking [Canvas](#) to learn of any updates.

### **COURSE DESCRIPTION**

This course integrates interdisciplinary pedagogical theory and practice concerning environmental education. Environmental education is an effective method for developing societal understanding of social and environmental issues. Furthermore, environmental education may serve as a platform for encouraging youth participation in directly redressing the social and environmental issues that concern them, particularly in at-risk communities, while promoting a sense of individual- and collective-efficacy. Students will learn a broad range of theoretical and methodological approaches employed in environmental education. Students will study strategies for working with youth, while

putting these strategies into practice. Furthermore, students will apply these theories and practices in their own active and original environmental education projects.

## **COURSE LEARNING OUTCOMES**

Upon successful completion of this course, students will develop and demonstrate an:

- Ability to integrate environmental education theory, practice, and problem-solving in classroom settings
- Ability to apply their knowledge and skills to new settings or in addressing complex problems
- Ability to work productively in groups

## **REQUIRED READINGS**

Broda, H. W. (2007). *Schoolyard-Enhanced Learning: Using the Outdoors as an*

*Instructional Tool, K-8*. Portland, Me: Stenhouse Publishers.

Sobel, D. (2008). *Childhood and Nature: Design Principles for Educators*. Portland, Me:

Stenhouse Publishers.

A series of peer-reviewed journal articles and book chapters will be assigned each week. All readings will be accessible through the [Canvas](#) course website.

## **LIBRARY LIAISON**

The Environmental Studies Department encourages all students to visit the King Library to familiarize themselves with available library resources. Please feel free to contact the Environmental Studies Library Liaison, Peggy Cabrera ([peggy.cabrera@sjsu.edu](mailto:peggy.cabrera@sjsu.edu)) to discuss library resources further.

## **UNIVERSITY POLICIES**

### **DROPPING AND ADDING**

It is VERY important that you pay attention to these dates. As an SJSU student, you are responsible for understanding the policies and procedures about add and drops, as well as what level of work qualifies for an incomplete. 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 calendar](#) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). 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 POLICY**

Academic integrity requires that students do not cheat or steal the ideas or works of others. Please familiarize yourself with the information on this website describing the SJSU Academic Integrity Policy: <http://info.sjsu.edu/static/catalog/integrity.html>. One serious form of cheating is plagiarism. According to SJSU's Academic Integrity Policy,

“...plagiarism is the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and/or submitting it to fulfill academic requirements.” Plagiarism in written assignments will result in NO CREDIT for the assignment. But, we'll take measures together to prevent this from happening, especially by using TurnItIn.com. If you have questions about the official SJSU policy on plagiarism, please read the Academic Integrity Policy referenced above. You might also want to go through the simple plagiarism tutorial, developed by the library staff, found at this link:

<http://tutorials.sjlibrary.org/tutorial/plagiarism/selector.htm>. If you are unsure what constitutes plagiarism, it is your responsibility to educate yourself, or to ask for clarification, before handing in written work.

## **CAMPUS POLICY IN COMPLIANCE WITH THE AMERICANS WITH 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](#) at

[http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](#) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

## **STUDENT TECHNOLOGY RESOURCES**

Computer labs for student use are available in the new Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. In addition, computers are 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.

## **PEER CONNECTIONS**

The Peer Connections center is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the [Peer Connections](#) website for more information at <http://peerconnections.sjsu.edu>.

## **SJSU WRITING CENTER**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](#) is located at <http://www.sjsu.edu/writingcenter/>.

## **COMMUNICATION CENTER**

The Communication Center is located in Hugh Gillis Hall 229 and is open Monday - Thursday 10:30AM - 4:30PM September 11th - December 6th. The Center provides support for all students interested in developing their personal and professional communication skills, and offers specialized support for those enrolled in Communication

Studies courses. Services include in-person workshops and self-paced online modules via Canvas. Upper-division Communication Studies students staff the Center and are trained in coaching students on a variety of topics related to our department courses. Enrollment in COMM 80 provides support for the Center. More information can be found through the website <http://commcenter.sjsu.edu/>

### **ACADEMIC COUNSELING CENTER FOR EXCELLENCE IN THE SOCIAL SCIENCES (ACCESS)**

Clark Hall Room 240, 924-5363, [socsci-access@sjsu.edu](mailto:socsci-access@sjsu.edu)

Dr. Hien Do, Faculty Director, [Hien.Do@sjsu.edu](mailto:Hien.Do@sjsu.edu), 924-5461; Valerie Chapman, Academic Advisor, [Valerie.Chapman@sjsu.edu](mailto:Valerie.Chapman@sjsu.edu), 924-5364

All COSS students and interested students are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. Call or email for an appointment, or just stop by.

### **PROFICIENCY EXPECTATIONS AND TECHNICAL SUPPORT**

Students are expected to have basic computer skills including basic proficiency with the operating system of their computer, software used in the course, use and access of the web and SJSU's Canvas site. You should also know how to use Microsoft Word or a similar word processing software program, as well as be able to properly upload documents to the course website and attach documents to emails. This course does not teach computer and software skills. All questions regarding Canvas or related SJSU web or computer issues should be directed to the SJSU help desk.

### **ASSIGNMENTS AND GRADING POLICY**

The assignments provide a mechanism to learn a variety of material, connect issues, gain skills, and express knowledge through writing, discussion, and lesson planning. The information below indicates the type and value of each course requirement.

#### *In-Class Discussions and Activities: 15%*

As this class will include a combination of lectures and group discussions, all students will be expected to participate in discussions, demonstrate knowledge of assigned readings, receive feedback from the professor and peers in a non-defensive manner, and offer constructive criticism to peers in an effort to support collaborative learning. In addition, all students will be required to lead one class discussion based on the readings and one environmental education activity.

#### *Canvas Discussions: 15%*

All students will be expected to post two points for discussion based on class readings on Canvas before class. Furthermore, all class participants will be required to respond to at least two classmates before class time. Details will be discussed in the first class.

#### *Environmental Education Activity/Lesson:*

All students will develop an environmental education lesson plan and deliver the lesson in an educational setting. Student plans may include any number of approaches, from community mapping to observing local flora and fauna. In this process, students will apply environmental education theory and practice discussed throughout the course to develop and implement a lesson. Please note it is the responsibility of students to identify a school or educational setting in which to deliver lessons.

Components of this project include the following:

- *Annotated Bibliography: 10%* - Before developing a lesson on any topic, it is beneficial to read extensively on the issue and annotate sources used. As such, the culmination of this process will be an annotated bibliography. Each bibliography should include at least 20 sources. Details will be discussed in class.
- *Unit Backward Design Template: 10%* - After developing the annotated bibliographies, each student will have a set of information from which to begin designing an environmental education lesson. In pedagogical practice, backward design is a commonly used technique to ensure that lessons are developed to meet the goals of the course. Backward design templates will be provided on Canvas. Details will be discussed in class.
- *Activity/Lesson Plan: 20%* - Having established lesson goals and processes using the Unit Backward Design Template, each student will develop an activity plan to detail the activities, assessments, etc. indicated in the Unit Backward Design template. Details will be discussed in class.

*In-Class Presentation: 15%*

All students will present the final product of their environmental education lesson in class. The purpose of this assignment is to provide a space for students to demonstrate their knowledge of the lesson topic and experiences of delivering the lesson. Each presentation should be no more than 10 minutes with 5 minutes reserved for questions.

*Environmental Education Philosophy 15%:*

At the end of the semester, each student will produce a five-page environmental education philosophy. This will be a reflective essay designed to elucidate student understanding of environmental education, how environmental education may be used to develop a sense of responsibility, the role of youth in addressing social and environmental issues, and the responsibility of educators in fostering a space for inclusive education reflective of contemporary social and environmental issues.

Barring extenuating circumstances, all assignments are due at the time specified in the below schedule.

All formal writing assignments will be graded according to the following standards:

A+	98 - 100
A	93 - 97
A-	90 - 92
B+	88 - 89
B	83 - 87
B-	80 - 82
C+	78 - 79
C	73 - 77
C-	70 - 72
D+	68 - 69
D	63 - 67
D-	60 - 62
F	< 60

## STUDENT RESPONSIBILITIES

The keys to success in this class include (1) reading all assigned materials, (2) doing all assignments, and (3) participating in class and online discussions. All course activities are designed to engage students in a robust learning experience. All students should be prepared to devote up to six (6) hours of out-of-class time to course assignments and online discussions.

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>.

## OFFICE VISITS

Come visit me! One of my favorite things to do is talk to students about environmental issues and research. We can chat about the course, address any questions you have about readings and/or assignments, or just talk about your interests more broadly.

## READING ASSIGNMENTS/COURSE SCHEDULE

Classroom discussions, projects, and reading assignments and due dates are listed on the following course schedule.

### Spring 2017 ENVS 158 SCHEDULE

**PLEASE NOTE:** *This is a tentative schedule that may change during the course.* Course content and assignments may be revised with fair notice. Check the course Canvas site Announcements section several times a week to stay current on assignments and due dates. Unless otherwise noted, all assignments must be uploaded electronically to the course's Canvas website and all readings refer to book chapters and peer-reviewed journal articles.

Week #	Date	Topics	Readings, Assignments, In-class Activities
1	January 26	Introductions	1. No assigned readings 2. In-class exercise: What is environmental education?
2	January 31 and February 2	Seeds of Possibility	1. Broda (2007) chapter 1; Martusewicz et al. (2014) chapter 1; Sobel (2008) chapter 1; TED: How to escape education's death valley 2. Online Discussion: Environmental autobiography
3	February 7 and 9	Life Paths to Social and Ecological Resilience	1. Sobel (1998); Sobel (2008) chapter 2; Chawla (1999) 2. Online Discussion: The long journey

4	February 14 and 16	Culture, Knowledge, and Experience	<ol style="list-style-type: none"> <li>1. Broda (2007) chapter 2; Kellert (2002); Martusewicz et al. (2014) chapter 9; Sobel (2008) chapter 7</li> <li>2. Online Discussion: Your experience</li> <li>3. Assignment Due: Annotated bibliography</li> </ol>
5	February 21 and 23	Children and Animals	<ol style="list-style-type: none"> <li>1. Douglas &amp; Katz (2009); Kellert (1985); Sobel (2008) chapter 4; Vining (2003);</li> <li>2. Online Discussion: Where the wild things are</li> </ol>
6	February 28 and March 2	Developing a Sense of Responsibility	<ol style="list-style-type: none"> <li>1. Berman (1997); Chawla &amp; Hart (1995); Fisher (2015)</li> <li>2. Online Discussion: Responsibility?</li> <li>3. Assignment Due: Backward Design Template</li> </ol>
7	March 7 and 9	Children's Exploration	<ol style="list-style-type: none"> <li>1. Broda (2007) chapter 4; Sobel (2008) chapter 6; Kelley (2016)</li> <li>2. Online Discussion: Let's go!</li> </ol>
8	March 14 and 16	Guest Speaker	<ol style="list-style-type: none"> <li>1. TBA</li> <li>2. Online Discussion: TBA</li> </ol>
9	March 21 and 23	Thinking Spatially	<ol style="list-style-type: none"> <li>1. Broda (2005) chapters 5 and 6; Sobel (2008) chapters 5 and 7; CUNY Public Science Project</li> <li>2. Online Discussion: Map this!</li> <li>3. Assignment Due: Activity/Lesson Plan</li> </ol>
10	March 28 and 30	Spring Break	<ol style="list-style-type: none"> <li>1. No readings</li> </ol>
11	April 4 and 6	From Knowledge to Action	<ol style="list-style-type: none"> <li>1. Chawla (2001); Greene et al. (2013); Jensen (2002)</li> <li>2. Online Discussion: Action oriented!</li> </ol>
12	April 11 and 13	Youth Participation and Social Action	<ol style="list-style-type: none"> <li>1. Douglas (2016); Hart (1993); Sobel (2008) chapter 10</li> <li>2. Online Discussion: Where are the children?</li> </ol>
13	April 18 and 20	Thinking Democratically	<ol style="list-style-type: none"> <li>1. Dewey (1938); Martusewicz et al. (2014) chapter 2; Sobel (2008) chapter 10</li> <li>2. Discussion: what democracy?</li> </ol>
14	April 25 and 27	Teaching for Just Climate	<ol style="list-style-type: none"> <li>3. Devin-Wright &amp; Devine-Wright (2004); Martusewicz et al. (2014) chapter 10; Sobel (2008) chapter 11</li> <li>4. Online Discussion: A climate of change</li> </ol>
15	May 2 and 4	In-Class Presentations	<ol style="list-style-type: none"> <li>1. No Assigned Readings</li> </ol>

16	May 9 and 11	In-Class Presentations	1. No Assigned Readings
17	May 16	Wrap Up	1. Assignment Due: Environmental Philosophy

### Course Readings:

- Berman, S. (1997). *Children's Social Consciousness and the Development of Social Responsibility*. State University of New York Press.
- Broda, H. W. (2007). *Schoolyard-Enhanced Learning: Using the Outdoors as an Instructional Tool, K-8*. Portland, Me: Stenhouse Publishers.
- Chawla, L. (1999). Life paths into effective environmental action. *The Journal of Environmental Education*, 31(1), 15–26.
- Chawla, L. (2001). Putting Young Old Ideas into Action: The relevance of Growing Up in Cities to Local Agenda 21. *Local Environment*, 6(1), 13–25.  
<https://doi.org/10.1080/13549830120024224>
- Chawla, L., & Hart, R. A. (1995). The Roots of Environmental Concern. *NAMTA Journal*, 20(1), 148-57.
- Devine-Wright, P., Devine-Wright, H., & Fleming, P. (2004). Situational Influences upon Children's Beliefs about Global Warming and Energy. *Environmental Education Research*, 10(4), 493–506.
- Dewey, J. (1938). *Experience and education*. Kappa Delta Pi.
- Douglas, J. A. (2016). What's Good in the Hood: The Production of Youth, Nature, and Knowledge in *Children, Nature, Cities*: Tacoma, Washington.
- Douglas, J. A., & Katz, C. (2009). It's all happening at the zoo. *Afterschool Matters*, 36. Retrieved from [http://3bhuf2134ms42er36k19to8a.wengine.netdna-cdn.com/wp-content/uploads/sites/13/2014/12/asm\\_2009\\_8\\_spring.pdf#page=40](http://3bhuf2134ms42er36k19to8a.wengine.netdna-cdn.com/wp-content/uploads/sites/13/2014/12/asm_2009_8_spring.pdf#page=40)
- Fisher, S. R. (2016). Life trajectories of youth committing to climate activism. *Environmental Education Research*, 22(2), 229–247.  
<https://doi.org/10.1080/13504622.2015.1007337>

- Greene, S., Burke, K., & McKenna, M. (2013). Forms of Voice: Exploring the Empowerment of Youth at the Intersection of Art and Action. *The Urban Review*, 45(3), 311–334. <https://doi.org/10.1007/s11256-012-0228-z>
- Hart, R. A. (1992). *Children's Participation: From Tokenism to Citizenship*. UNICEF International Child Development Centre.
- Jensen, B. B. (2002). Knowledge, action and pro-environmental behaviour. *Environmental Education Research*, 8(3), 325–334.
- Kellert, S. R. (1985). Attitudes toward animals: Age-related development among children. In *Advances in Animal Welfare Science 1984* (pp. 43–60). Springer. Retrieved from [http://link.springer.com/10.1007/978-94-009-4998-0\\_3](http://link.springer.com/10.1007/978-94-009-4998-0_3)
- Kellert, S. R. (2002). Experiencing Nature: Affective, Cognitive, and Evaluative Development in Children. In P. H. Kahn & S. R. Kellert (Eds.), *Children and Nature: Psychological, Sociocultural, and Evolutionary Investigations* (pp. 117–152). Cambridge, Mass: The MIT Press.
- Kelley, M. (2016). Unexpected Encounters with Nature in the City: Urban Youth and the Margins of Public Space in *Children, Nature, Cities: Tacoma, Washington*.
- Martusewicz, R. A., Edmundson, J., & Lupinacci, J. (2014). *Ecojustice education: Toward diverse, democratic, and sustainable communities*. Routledge.
- Sobel, D. (1996). Beyond ecophobia. *Great Barrington, MA: Orion Society*. Retrieved from [http://www.eenorthcarolina.org/Documents/beyond\\_ecophobia.pdf](http://www.eenorthcarolina.org/Documents/beyond_ecophobia.pdf)
- Sobel, D. (2008). *Childhood and Nature: Design Principles for Educators*. Portland, Me: Stenhouse Publishers.
- Vining, J. 2003. The Connection to Other Animals and Caring for Nature. *Human Ecology Review*, 2, 89 - 99.

