

**San José State University
Department of Environmental Studies
ENVS 158, Environmental Education, Spring 2019**

Course and Contact Information

Instructor: Dr. Ted Grudin

Office Location: Washington Square Hall (WSQ)

Email: theodore.grudin@sjsu.edu

Office Hours: M, 3-4:30p/by appointment

Class Days/Time: MW, 10:30-11:50a & 12:00-1:20p

Classroom: DMH 357

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

GE/SJSU Studies Category:

Library Liaison: Peggy Cabrera (peggy.cabrera@sjsu.edu)

Course Description

Course Overview

By introducing children to the natural environment we can open the door to their inquisitiveness about other species and the processes that sustain life on our planet. In our role as educators, we have the opportunity to plant the seeds of understanding that will eventually germinate into a more ecologically conscious generation.

In addition to a review of current environmental issues, this course explores the use of experiential learning techniques, ecological games, and hands-on activities as tools for helping children to become aware of their place in 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 teaching in some form I will expect a high level of self-motivation and professionalism: you will be active, key agents in the formulation and execution in this course. In order to promote ecological learning you yourself must first engage with the ideas and realities in a powerful way. Only then will you be able to help lead others into powerful lessons and understandings about complex and beautiful ecological systems.

Required Texts and Readings

Gonnick, Larry, and Alice Outwater. 1996. *The Cartoon Guide to the Environment*. Harpercollins, New York, New York

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 [sjsu.edu/senate/docs/S12-3.pdf](http://www.sjsu.edu/senate/docs/S12-3.pdf).

NOTE that [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.”

Please read the following assignment descriptions carefully. Failing to comply with the specific directions given below will result in a loss of credit points for each assignment.

Grading Policy Class Participation

1. Attendance – You are required to attend every class meeting unless you are ill or have an emergency. If you need to miss class for either of these reasons e-mail me as promptly as possible especially if you are expected to present that week.
2. Participation in discussions – Participation does not mean being verbose. In many cases allowing or encouraging others to speak is more valuable to the group dynamic. Providing the group your insights in an engaging and respectful manner. Statements are always more interesting if they are backed up by logic and evidence.
3. Presentations – As a presenter it is your job to make your subject informative and entertaining. Please be professional and creative!
4. **Respect and decorum – All class participants will behave in a manner that provides a positive and comfortable learning environment for everybody.**

Grading

Student Learning Objectives

The purpose of this course is to give students who are considering teaching as a 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 observe environmental education in a variety of different contexts, and will interact with educational professionals in the field.

COURSE REQUIREMENTS

Students will be expected to actively participate in their learning. As much of this course is based on presentations and discussions each student's participation is necessary for the class to function. Students should be prepared and be creative when they are presenting, and attentive and supportive when others are presenting.

Assignments

Readings

Assigned required readings will be discussed in class on the day that they are due. Readings should be done before class.

Teaching Philosophy

In order to help you to focus your ideas around environmental education(/ecological learning) you will write your own educational philosophy. This paper will be 1 page in length and will express your goals as a teacher, why you believe teaching is important, and what role you feel that ecological issues have in the broader context of education (and how you plan to address ecological issues in your work).

Group Lesson Plan

You will work in a group of 2-3 members and give a 15-30 minute lesson about the reading for the day.

Individual Lesson Plan

A major portion of your time in this course will be spent developing a lesson plan. Each lesson plan will relate to a particular environmental issue and **will include a hands-on activity or game**. This lesson plan will be presented and critiqued in class, and will finally be presented in an educational setting of your choice.

Environmental issue paper

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. You will utilize the supportive environment of our class to refine your knowledge on the subject that you are teaching. 2 pages double-spaced or 1 page single-spaced.

Written lesson plan

A written lesson plan will be prepared on an environmental theme of your choice. Experiential learning techniques, and hands-on activities are encouraged. The lesson should be designed to be 20 minutes in length. The lesson plan should include the grade level.

Lesson plan in-class presentation

You will present a portion of your lesson in class prior to giving the lesson at your placement. The lesson will be followed by a class discussion focused on how the lesson can be improved. The presentation will include one or two activities from your lesson and will be limited to 15 minutes.

GRADING

Your grade in this course will be based on your presentations, your written work, and your participation as follows.

| <i>Assignment</i> | <i>Point Value</i> | <i>Grade Percentage Breakdown</i> | |
|----------------------------------|--------------------|-----------------------------------|----|
| Teaching Philosophy | 10 points | 94% and above | A |
| Individual Lesson Plan | 45 points | 90% - 94% | A- |
| <i>Environmental issue paper</i> | <i>(10 Points)</i> | 87% - 89% | B+ |
| <i>Written lesson plan</i> | <i>(15 points)</i> | 83% - 86% | B |
| <i>In-class presentation</i> | <i>(20 points)</i> | 80% - 83% | B- |

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|------------------------------------|------------------|-----------|---|
| | | 70% - 79% | C |
| Group lesson plan/ presentation | 20 points | 60% - 69% | D |
| In-class activities | 25 points | 0% - 59% | F |
| | <i>100 total</i> | | |
| | | | |

Penalty for late work: All assignments will be turned in by the due date during class time. Assignments turned in after the due date will be dropped a full letter grade, and another full letter grade each week following.

Classroom Protocol

All use of cell phones and smart phones during class time is strictly prohibited. Computers may be used during class time at the instructors discretion exclusively for tasks directly related to class activities. Students should be in class prepared to work at the beginning of each class session. Disruption of the class by students arriving late will not be tolerated. Failure to meet the expectations of classroom protocol will result in a loss of participation points.

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. See University Policy S90-5 at sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.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 serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) 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 webpage](http://sjsu.edu/provost/services/academic_calendars) at sjsu.edu/provost/services/academic_calendars.

Last Day to Drop: February 5, 2019

Last Day to Add (without additional fees): February 12, 2019

The [Late Drop Policy](https://sjsu.edu/aars/policies/latedrops/policy) is available at 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](https://sjsu.edu/advising) at sjsu.edu/advising.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](https://sjsu.edu/senate/docs/S12-7.pdf), sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor's permission to record the course:

- 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,

All assignments will be turned in during class time by the due. Assignments turned in after the due date will be dropped a full letter grade for each class meeting that they are late.

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](https://sjsu.edu/senate/docs/S07-2.pdf) at 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](https://sjsu.edu/studentconduct) is available at sjsu.edu/studentconduct.

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](https://sjsu.edu/president/docs/directives/PD_1997-03.pdf) at sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](https://sjsu.edu/aec) (AEC) at sjsu.edu/aec to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#) at 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.

ENVS 158, Environmental Education, Spring 2019 Course Schedule

| Date | Topics | Readings | Assignments Due |
|------|---|---|--------------------------------------|
| 1/28 | Introductions | | |
| 1/30 | Context: Global Apocalypse | Monbiot: http://www.monbiot.com/2017/11/24/everything-must-go/#.WhmaDxIgm3M.twitter , Wallace-Wells: http://nymag.com/daily/intelligencer/2017/07/climate-change-earth-too-hot-for-humans.html | |
| 2/4 | Nature in & on the Mind | Cronon (pdf), Lakoff (pdf) | |
| 2/6 | Science, Objectivity & Nature | Haraway (pdf) | |
| 2/11 | Back to the Ecological Self | Grudin (pdf) | Teaching Philosophy Due |
| 2/13 | Race & the Environment | https://orionmagazine.org/article/conservation-and-eugenics/ | |
| 2/18 | Race & the Environment cont'd | Omi & Winant (pdf) | |
| 2/20 | Workshop: group lesson planning | | Design a lesson plan in class |
| 2/25 | Group Presentations | <i>Chapter 1: Forests and Water, Chapter 2: More Cycles</i> | Group Lesson Plans due |
| 2/27 | Group Presentations; <i>Chapter 3: Evolving Systems, Struggling Individuals, Chapter 4, 5: Communities Wet..., ...and Dry .</i> | | |

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| 3/4 | Group Presentations | <i>Chapter 6: Let's Eat!, Chapter 7: From Hunting to Planting, Chapter 8: What Limiting Factors?</i> | |
| 3/6 | Group Presentations | <i>Chapter 9: Bye, Bye, Biome! Chapter 10: Energy Webs, Chapter 11: Let's Eat Again!</i> | |
| 3/11 | Group Presentations | <i>Chapter 12: Bright Lights, Big City, Chapter 13: Pollution, Chapter 14: Earth Island</i> | |
| 3/13 | In class: design individual lessons | TBD | |
| 3/18 | In class: pedagogies for environmental ed | TBD | |
| 3/20 | In class: pedagogies for environmental ed | TBD | |
| 3/25 | In class: pedagogies for environmental ed | TBD | |
| 3/27 | In class: pedagogies for environmental ed | TBD | |
| 4/8 | In class: pedagogies for environmental ed | | Individual Lesson plans due |
| 4/10 | Individual Lesson Plan Presentations (see sign-up) | | |
| 4/15 | Individual Lesson Plan Presentations (see sign-up) | | |

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| 4/17 | Individual Lesson Plan Presentations (see sign-up) | | |
| 4/22 | Individual Lesson Plan Presentations (see sign-up) | | |
| 4/24 | Individual Lesson Plan Presentations (see sign-up) | | |
| 4/29 | Individual Lesson Plan Presentations (see sign-up) | | |
| 5/1 | Individual Lesson Plan Presentations (see sign-up) | | |
| 5/6 | Individual Lesson Plan Presentations (see sign-up) | | |
| 5/8 | | | |
| 5/13 | | | |