

San José State University
Department of Environmental Studies
ENVS 158, Environmental Education, SP'19

"What is the extinction of a condor to a child that has never known a wren?" –Richard Pyle

Instructor: Lauren Hanneman
Office Location: Washington Square Hall (WSQ) 115C
Email: lauren.hanneman@sjsu.edu
Office Hours: Office hours available by appointment
Class Days/Time: Monday, 1:30-4:15 PM
Classroom: Central Classroom Building 100
Library Liaison Kate Barron (kate.barron@sjsu.edu)



COURSE OVERVIEW

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, curiosity has become increasingly focused on artificial pursuits and entertainments. By introducing children to the natural environment, we can open the door to our native inquisitiveness about other species and the processes that sustain life on our planet. 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. 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. Prerequisites: Eng. 1A and Eng. 1B; upper division standing or instructor consent.

Required Texts and Readings

- Gonnick, Larry, and Alice Outwater. 1996. *The Cartoon Guide to the Environment*. Harpercollins, New York, New York.
- Leslie, Clare Walker. 2015. *The Curious Nature Guide*. Storey Publishing, North Adams, MA.

Other equipment / material

- Access to a computer with Microsoft Word and the Internet, Notebook, Pencil &/or pens

Although some art supplies will be provided, you may wish to bring colored pens, pencils, or crayons

LEARNING OUTCOMES

Student Learning Objectives (SLO)

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 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.

ASSIGNMENTS

Readings

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

Nature Journal

Throughout the semester you will keep a nature journal to help connect you with the natural world that one day you will (hopefully) be teaching about. The activities you choose to engage in can be structured or unstructured. You will find a lot of suggestions for how to interact with the outdoor environment in *The Curious Nature Guide*. As you will soon see, nature is EVERYWHERE.

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. You may work in groups of 2-3 students for this assignment.

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. Each group of students will give a 5-minute presentation on her or his subject matter, followed by a class discussion. A 3-5 page paper (double spaced, 12 point type), with a minimum of five bibliographic references, will be required on the day of your presentation.

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 written plan will be 3 to 5 double spaced pages in length and will be organized in a standard lesson plan format. The

lesson should be designed to be 30-60 minutes in length. The lesson plan should include the grade level, and how the lesson addresses California state mandated curriculum standards

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.

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.

Midterm

A written midterm exam will be given covering all material from the readings and lectures. The midterm will consist of short answer, essay, and multiple choice questions.

Extra Credit

There are various opportunities for extra credit. These can include sharing a relevant reading with the class, sharing a children's book with an environmental message or going to a lecture/enrichment activity that is relevant to our class discussions. See instructor for approval. (5 points maximum).

GRADING

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

| <i>Assignment</i> | <i>Percent of grade</i> | <i>Grade Percentage Breakdown</i> | <i>Letter grade</i> |
|----------------------------------|-------------------------|-----------------------------------|---------------------|
| Env. Ed Philosophy | 10 | 97% and above | A+ |
| Lesson Plan | 30 | 93% - 96% | A |
| Environmental issue paper | (10) | 90% - 92% | A- |
| Written lesson plan | (10) | 87% - 89% | B+ |
| In-class presentation | (10) | 83% - 88% | B |
| Midterm | 25 | 80% - 82% | B- |
| Nature Journal | 15 | 77% - 79% | C+ |
| Assignments, Activities, Quizzes | 20 | 73% - 77% | C |
| TOTAL | 100 | 70%-72% | C- |
| | | 67%-69% | D+ |
| | | 60%-66% | D |
| | | 0-59% | F |

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.

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.**

Note that “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> for more details.

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](http://sjsu.edu/senate/docs/S90-5.pdf) 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. The [Late Drop Policy](http://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](http://sjsu.edu/advising) at sjsu.edu/advising.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://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, 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.
- 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://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](http://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](http://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](http://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](http://sjsu.edu/at/asc) 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 2018
Course Schedule**

| Date | Topics | Assigned Readings | Assignments |
|-------------|---|---|--|
| 1/28 | Introduction, Environmental Issue Brainstorm | <i>Is Google Making Us Stupid?</i> <i>The Earth is 100% Flat</i> | Believe/Doubt Game Nature Journal 1 |
| 2/4 | Critical Thinking: EE in Schools, Why we need EE | <i>Gonnick & Outwater</i> : Ch. 1 Rethinking Easter Island | Quiz 1 (canvas) Nature Journal 2 |
| 2/11 | Forests and Deforestation, Watersheds | <i>Gonnick & Outwater</i> : Ch. 2 ,3 | Locate your Watershed Nature Journal 3 |
| 2/18 | Ecological Cycles & Evolution | <i>Gonnick & Outwater</i> : Ch. 4, 5 | Ecosystems presentations assigned |
| 2/25 | Aquatic and Terrestrial Ecosystems and Food Web | <i>Gonnick & Outwater</i> Ch. 6 | Quiz 2 (canvas) |
| 3/4 | Let's Eat! & Other Relationships | <i>Gonnick & Outwater</i> Ch. 7, 8 | Spring Lesson Plan |
| 3/11 | The Rise of Agriculture; Discovering Ecosystems Group Presentations | <i>Gonnick & Outwater</i> Ch. 9 | Ecosystem presentations due |
| 3/18 | Extinction! | <i>Gonnick & Outwater</i> Ch: 10, 11, 12 | Environmental Issue Topic Due Quiz 3 (canvas) |
| 3/25 | Energy & STUFF | <i>Gonnick & Outwater</i> Ch. 13, 14 | Ecological Footprint Quiz |
| 4/1 | SPRING BREAK | | |
| 4/8 | The Solution to Pollution is not Dilution! | <i>Klein & Bauman</i> Ch. 7.8.9 | Response question (canvas) |
| 4/15 | Global Climate Change and Beyond: What is means for life on Earth | | |
| 4/22 | Midterm | | |
| 4/29 | Nature is Everywhere! | | Lesson Plan & Environmental Issue papers due. |
| 5/6 | Lesson Plan Presentations | | |
| 5/13 | Lesson Plan Presentations | | Education Philosophy Paper due |

Additional/Recommended Sources & Readings

Carson, Rachel. *The Wonders of Nature*

Cornell, Joseph. 1998. *Sharing Nature with Children*. Dawn Publications, Nevada City, California.

Louve, Richard. 2005. *Last Child in the Woods: Saving our Children from Nature-Deficit Disorder*. Algonquin Books, Chapel Hill North Carolina.

