



-David W. Orr, (2005)  
Sierra Club Books, San Francisco, CA

, (The Bioneers Series)

### Course Description

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Education of individuals can make a difference in protecting the environment. Comprehensive overview from the perspective of schools, American culture and law. Interdisciplinary approaches for correcting conditions created by modern living, energy and environmental demands.

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The ways in which Environmental Education (EE) has been approached in the classroom are quickly transforming as our individual and collective relationships with, and



ARLO 2 Students will be able to critically reflect on and articulate through classroom discussions, online discussions, & through writing assignments how colonization has greatly shaped & impacted the 'places that we inhabit' by reflecting on the history of

For this course, all take home assignments must be turned in through the Canvas Learning Management System, unless otherwise noted by the instructor.

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- You must use 10 sources **minimum**: 5 primary/peer-reviewed, 3 secondary academic (i.e., textbook), 1 printed/online media (i.e., newspaper, magazine), 1 website (i.e., organizational, educational, lesson plan development, etc., other examples of appropriate websites will be covered in class)
- Include the complete publishing information for each source (APA format)
- Include a brief summary of the key points you learned from each source (the annotation)
- When using media and website sources, evaluate the quality of the source. (WikipedTf e

Teaching collective mission statement

Section dedicated to all EE concepts and academic skills in your CBP

Section dedicated to the CDE, NGSS, (STEAM, VAPA) address

(XZ?M' ZMIX" w bNYI { '1Z{{Zx(XZy (instructor reserves the right to administer [+/-] if applicable)

- 90% - 100% = A
- 80% - 89% = B
- 70% - 79% = C
- 62% - 69% = D
- >62% = F

### Due Dates vrs. Deadlines

Every assignment, whether that be an online canvas discussion, a written assignment, or a class activity, all have **X/Z** **XZy**. With that said, since we are returning to in-person classes and the transition might present us all with challenges, due dates are . Meaning that we need to transition to an online platform due to pandemic restrictions being re-imposed (heaven forbid!), you need to request an extension for a valid reason, or we need to shift due dates as a class to give us more wiggle room, we can do that for ourselves. No points will be taken off anyone's assignments.

Now **XZMjb Zy** are something altogether different. They tend to be more 'written in stone.' Meaning that your final projects will be due at the end of the semester, as final projects tend to be and there is little to wiggle room there. If you request an extension and you just that you take longer than the agreed upon time to complete it next





by that date or don't plan on getting vaccinated, you **WILL NOT** be in this course. I **will not** risk anyone's health on the collective level due to the lack of vaccinated individuals. So **PLEASE** get yourself fully vaccinated **ASAP**.

**PLEASE** **SHARE** **THIS** **LINK** **WITH** **YOUR** **PEERS**

[https://www.sjsu.edu/healthadvisories/vaccination.php?mkt\\_tok=NjYzLVVLU005OTgAAAF-vNIAyczAdyTFomEC](https://www.sjsu.edu/healthadvisories/vaccination.php?mkt_tok=NjYzLVVLU005OTgAAAF-vNIAyczAdyTFomEC)



\*Activity In-Class: Intersectionality, Social Identity, and Education chart(s)

\*Movie: Kimberlé Crenshaw, what is Intersectionality?

<https://www.youtube.com/watch?v=ViDtnfQ9FHc>

\*Lecture/Discussion @Who are we and how does this affect we teach?

Journal Reflection in class: How does this affect your identity & lived experience impact?

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			through an in-class perceptual exercise, collaborative group work, & a journal reflection exercise.
Wk. 5/ Module 4	Mon Sept 20th	<p>*<u>Topic(s)</u>: Intro to the Annotated Bibliography assignment: Why do I need to conduct research as an educator?</p> <p>*<u>Lecture</u>: An (Environmental) Educator's Resources, Where to Go?</p> <p>*<u>Video Assignment</u>: Annotated Bibliography APA Formatting &amp; Advice: <a href="https://www.youtube.com/watch?v=qVYmU4kXEhA">https://www.youtube.com/watch?v=qVYmU4kXEhA</a></p> <p>*<u>Read</u>: TEXT: Weil, Z. (2016) Intro &amp; Part I; Duoto, L. (2020)</p> <p style="text-align: center;">, Master Thesis (Abstract, Motivation &amp; Scope, Background, &amp; Literature Review)</p> <p>*<u>Online Discussion(s)</u>: Weeks 1, 2, 3, &amp; 4 (<u>DUE</u>: Sunday, Feb. 21<sup>st</sup>)</p> <p>*<u>Activity</u>: St. James Park vs. William Street Park, Accessibility, Resource Allocation, &amp; Incivilities Data Collection Activity</p> <p><b>**Assigned: Annotated Bibliography**</b></p>	<p>1. Students will be able to identify various resources that will guide them in their research for their annotated bibliography assignment through classroom discussion and PPTX lecture.</p> <p>2. Students will become familiar with the content, APA formatting, &amp; other expectations in their annotated bibliography assignment through video tutorial and PPTX lecture.</p> <p>3. Students will be able to exercise their 'research muscles' by collecting data about accessibility, resource availability, &amp; presence of incivilities between 2 different green spaces near SJSU using provided data collection tools (PDFs).</p> <p>4. Students will be able to critically reflect upon and connect various socio-cultural &amp; ecological issues previously discussed in class up against the data collection variabilities of accessibility, incivilities, &amp; resource allocation through group collaboration and class discussion.</p>
Wk. 6/ Module 5	Mon Sept 27th	<p>*<u>Research Workshop</u>: SJSU, Martin Luther King Library w/ Environmental Studies Library Liaison, Peggy Cabrera.</p> <p>*<u>Topic(s)/Activity</u>: Researching our environmental topics.</p> <p>*<u>Activity</u>: Group research collaborative work: Research one ecological issue and one socio-cultural issue (EJ) and answer 3 questions: How are your issues connected?</p>	<p>1. Students will be able to access various resources of the SJSU Library through a guided workshop &amp; PPTX presentation by Peggy Cabrera, ENVIS Library Liaison</p> <p>2. Students will be able to conduct independent and group collaborative</p>

Why are your issues connected and who bears the weight of the detrimental effects of such ecological/socio-cultural issue(s)?

Use either a lived experience, a case study that you've read, or some other news article or resource t



ENVS 158, Section 1, Fall 2021 Teaching Group Collaborative Sign Up Sheet

2. Students will be able to identify the elements of both biophilia and ecophobia as well as how the various challenges that are presented by race/racism, SES, class, access to green space, & (dis)ability may contribute to the



		<p>*Activity: Group workshopping sessions</p> <p>*Videos: (below)</p> <p>(<del>nn`jZ`@ZyA {nX0Y1</del> <a href="https://www.youtube.com/watch/OsNat-3-D3s">https://www.youtube.com/watch/OsNat-3-D3s</a></p> <p>° XnUZ`@uMl`H ZUYkZ` <a href="https://www.adobe.com/express/">https://www.adobe.com/express/</a> (optional)</p> <p>*Reading: Wiggins (2005); Wiggins &amp; McTighe (2005)</p> <p>***<u>DUE</u>: Annotated Bibliographies!***</p>	<p>expected in their final project submissions through PPTX lecture and classroom discussions.</p> <p>2. Students will be able to distinguish between the components of Understanding by Design (UbD), backwards design planning, &amp; Universal Design for Learning (UDL). (reading of articles, workshopping templates collaboratively, &amp; classroom discussions)</p>
<p>Wk. 9/ Module 8</p>	<p>Mon Oct 18th</p>	<p>*<u>Topic</u>: Children's Exploration, Standards &amp; Creativity in the Classroom</p> <p>*<u>Lecture</u>: Creativity, Standardization &amp; Building Skills in the Classroom</p> <p>*<u>Activity</u>: Group sessions, unpacking the standards through LPA examples (Course Resource List, Home Page)</p> <p>*<u>Canvas Online Discussion Due</u>: Wks. 7-9</p>	<p>1. Students will be able to distinguish and identify the various elements that are necessary to both foster creativity in their lesson plans as well as meeting California Department of Education's, Next Generation Science Standards (CDE, NGSS).</p> <p>2. Students will be able to explore and experiment with various age &amp; grade-level appropriate EE activities through independent &amp; group-based research based on their particular topics and themes.</p> <p><u>CANVAS DISCUSSIONS</u>:</p> <p>3. Students will be able to critically reflect upon the material through online discussion prompts and engaging with at least two of their peers.</p> <p>a. The importance of introducing youth early on to nature and the environment</p> <p>b. The difference between Biophilia &amp; Ecophobia</p>

c. How empathy is key to developing a strong relationship with nature/the environment and thus creating an investment in preserving it

d. How race/racism, SES, class, & (dis)ability impacts and/or contributes to lack of access, or altogether blocks any sort of relationship with nature/the environment

Wk. 10/  
Module 9

Mon  
Oct  
25th

\*Topic: Thinking Spatially

\*Lecture: How Mapping Can Enhance Youth Experience in EE

\*Activity #1: Mapping from Memory & Mapping Your Pathways  
(Concept Maps)

\*Activity #2: Conservation Mapping Exercise (Geographical maps)

\*Reading: Bourke (2013); Place-Based Community ion M



Wk. 11/  
Module 10

Mon  
Nov  
1st

\*Topic: Youth Participation & Social Change (Democracy & the Classroom)  
\*Movie, in-class: TBA, Discussion to follow  
\*Lecture: Youth Participation & Social Change  
\*Activity #1: Sherry Arnstein's Ladder of Participation exercise.  
\*Activity #2: Origins of Protests Exercise (optional)  
\*Reading: Douglas (2016); Hart (1993); Thames (2016) PCfE, Martusewicz (2014) chapter 2; Saltmarsh, (1996).





activism, advocacy,  
legislative change,  
policy-making, as  
methods of  
community  
empowerment.

Wk. 13/  
Module 12

Mon  
Nov  
15th

\*Topic: Teaching for a Just Climate  
\*Lecture: What is Environmental Justice?  
\*Readings: Bigelow (2016) PCFE; Miller & Opland-Dobbs (2016) PCFE  
\*Movie: Aguilar, M. (2019) "No Place to Grow" ([0g1arjg](https://www.youtube.com/watch?v=0g1arjg))


