

This course integrates interdisciplinary pedagogical theory and practice concerning Environmental Education (EE). EE 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 EE. 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.

GE Learning Outcomes (GELO) Supportive Course Learning Outcomes (SCLO)

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other classes; however, this educational philosophy should focus on environmental topics, and how you believe they fit into your personal views on education.

Late Work

All assignments are due by 9am on the due date listed in the course calendar. Late work is NOT accepted. Exceptions may be considered for legitimate and documented circumstances (medical emergency, death in the family) with proper documentation.

Field Trips

We will be going on 1 or 2 field trips during the course of this class if the timeline allows. All field trips will be during the scheduled class time. These field trips have been chosen to showcase some of the many wonderful educational opportunities in our area. Attending, participating, and engaging in the various activities will hopefully enhance your understanding of the class material, give you inspiration for activities and field trips for your future students, and simply be enjoyable!

Grading Policy Information

Your grade will be based on your assignments and class participation. All assignments, when noted, are to be turned in through CANVAS before the specified due date and time or at the beginning of the due date class unless otherwise indicated. Late work is NOT accepted.

Grading Scale

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
A+	960 to 1000	96 to 100%
A	930 to 959	93 to 95%
A-	900 to 929	90 to 92%
B+	860 to 899	86 to 89 %
B	830 to 829	83 to 85%
B-	800 to 829	80 to 82%
C+	760 to 799	76 to 79%
C	730 to 759	73 to 75%
C-	700 to 729	70 to 72%
D+	660 to 699	66 to 69%
D	630 to 659	63 to 65%
D-	600 to 629	60 to 62%

Grading Rubric

<u>Assignment</u>	<u>Points</u>
Canvas Discussions	10 (5%)
In-Class Discussions/Activities	10 (5%)
Lesson Plan	70 (35%) [Break down just below]
Annotated bibliography	(20)
Unit Backward Design	(30)
Activity/Written Lesson Plan	(20)
Journaling	5 (2.5%)
Environmental Education Philosophy	5 (2.5%)
Final Exam	50 (25%)
Class Participation/Activities	50 (25%)
<u>TOTAL:</u> 200	(100%)

Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

Classroom Protocol

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.

Policies of the Classroom

Vj gtg'kupø'o vej "vj cv'Ki gv'dgpv'qw'qh'uj cr g'cdqw."dwi egm j qpg"cpf "eqo r wgt'r qrlkgu"ctg"cu"vj wu"cpf "vj ku" is where I get *really* vqvej {+<"Kf qpø'y cpv"q"gxgp"sense a cellphone in my classroom or see it being used while I am lecturing, during the taking of tests/exams, or while your classmates are presenting or leading a discussion. Kkpf "k'twf g"cpf "uqekm{"wpcegr wdr0"J qy gxgtí "kh"{qw'ctg'y ckkpi "vq"j gct"ltqo "c"ej kf ectg'r tqxkf gt"ht" your little one, there is an illness in the family, or if there is some other emergency where you require access to your cellphone to receive calls, then *please* let me know and then put it face down on your desk or the table and put it on *vibrate only*. If you need to take a call, please do so in the hallway outside the classroom.

Computers, on the other hand, may be used to take notes, to access Canvas discussions, to research sources for group work or discussions, and for classroom related activities. Y gøg'cf wmu"cpf "y g'pggf "v"dg'r t gupv"v"vj g" dguv'qh'qw"cdkvw{"cpf "y g'ecpø"v"q"vj cv'd{"Hcegdqmqpi "qt"vzv"vpi "vq"ugv'w"vj g'pgz v'uqeknī cyj gtlpi "with our friends. nd,

Course #47719 & #43314 / Environmental Education

Fall 2019, Mon. 12-1:15 pm & Wed. 1:30-2:45 pm

The timeline is mutable and the present

Week (Optional)	Date	Topics, Readings, Assignments, Deadlines
7	Mon, Sept 30th	* Topic: Ej kf tgpøu'Gzr mqtçkqp * Reading: Broda (2007) chapter 4; Sobel (2008) chapter 6; Duhn, et al. (2017); Fortino, et al. (2014); Mayeno (2000)
7	Wed, Oct 2nd	* Topic: Ej kf tgpøu'Gzr mqtçkqp * Online Discussion: Ngwø'i q#'
8	Mon, Oct 7th	* Guest Speaker: Alex Dahl, Program Coordinator * Reading: Warren, et al. (2014)

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Week (Optional)	Date	Topics, Readings, Assignments, Deadlines
15	Wed, Nov 27th	* In-Class Presentations * No Assigned Readings
16	Mon & Wed, Dec 2nd & 4th	* In-Class Presentations * No Assigned Readings
17	Mon, Dec 9th	* The Circle of Life, aka. Class Wrap Up * Assignment Due: Environmental Educational Philosophy and Journal Entries

Course Readings:

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Responsibility. State University of New York Press.

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Chawla, L. (1999). Life paths into effective environmental action. The Journal of Environmental Education, 31(1), 15626.

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<https://doi.org/10.1080/13549830120024224>

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Devine-Wright, P., Devine-Wright, H., & Fleming, P. (2004). Situational Influences
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Education Research, 10(4), 4936506.

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Retrieved from http://3bhuf2134ms42er36k19to8a.wpengine.netdna-cdn.com/wpcontent/uploads/sites/13/2014/12/asm_2009_8_spring.pdf#page=40

Duhn, et al. (2017). Troubling the intersections of urban/nature/childhood in environmental education. Environmental Education Research, vol. 23, no.10, 1357-1368
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International Child Development Centre.

Jensen, B. B. (2002). Knowledge, action and pro-environmental behaviour. *Environmental Education Research*, 8(3), 325-334.

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