San José State University College of Social Sciences/Environmental Studies Department Course #47719, Section 1/Course #43314, Section 2, Environmental Education, Fall Semester 2019

Course and Contact Information

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Office Hours:	Tuesday, 3 – 4:15 pm or by appointment
Class Days/Time:	Monday and Wednesday, Sec 1: 12 noon – 1:15 pm Sec 2: 1:30

õVj g'r nkp'hævis that the planet does not need more successful people. But it does desperately need more peacemakers, healers, restorers, storytellers, [teachers] and lovers of every kind. It needs people who will well in their places. It needs people of moral courage willing to join the fight to make the world habitable and j wo cpg0"Cpf 'vj gug's werkkgu'j cxg'hkwg'vq'f q'y kj 'uweeguu'cu'y g'j cxg'f ghkpgf 'k06"

óDavid W. Orr, Ecological Literacy: Educating Our Children for a Sustainable World

Course Format

This course uses multiple platforms of engagement such as in-class lectures, class discussions, group work, course readings, writing assignments/journaling, lesson plan development, and class presentations as a means of exploring and communicating ideas, concepts, and theories in environmental education through a pedagogical lens. We will also be using Canvas through the MY SJSU Portal as a means of accessing additional class readings, to engage in some class discussions, and as a repository for most of the assignments. Canvas will also be a medium for communications between the professor and the students when we are not physically meeting.

Course Description

Our ability to relate to the natural world is influenced by the experiences we had (or did not have) 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, childhood curiosity has become increasingly focused on artificial pursuits and entertainments. By introducing children to the 'natural environment' we can open the door to their inherent curiosity about other species and the processes that sustain life on our planet. In our role as teachers, we have the opportunity *and* responsibility to plant the seeds of understanding that will eventually germinate into a more environmentally conscious and pro-active generation.

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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A large portion of your time in this course will be spent researching and developing a lesson plan. Each lesson plan will relate to a particular environmental issue, whether physical/geographical in nature and/or environmental/social justice-oriented (historical or current issue) and will include a hands-on activity or game. You will work in groups of 2-3 students for the in-class teaching portion of this assignment, however the bibliography and lesson plan are individual assignments.

<u>Journaling</u>

Students will keep a bi-monthly journal. Two (2) journal entries per month (for a total of 8-10 entries by the end of the semester) will suffice. Your entries can express multiple points of interest or concern that arise out of your experience in this course. These entries can describe a õvtcpuegpf gpv'pcwtg''gzr gtkgpeg*u+'kp''ej kf j qqf ö'' (Sobel, 2008, pg.9), something that peaked your curiosity that we talked about in class, *or* something that frustrated you, it could be a series of questions (in paragraph form, of course) that you would like to explore in your research, address in your lesson plan, or discuss in our class, etc. The importance of journaling in this course is that it keeps your creative juices simmering as an educator and aids in the process of building lesson plans and curriculum that will only serve to enrich *your* uwf gpv@l'gf wecvkqpcn'gzr gtkgpeg0 Køu''{qwt'' ur tkpi dqctf i ''qt''dgwgt''{qwt''o kpf øu''*chalkboard* or notepad.

Annotated Bibliography

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. In order to prepare for your in-class teaching day and written lesson plan, you will research your assigned topic and prepare a summary of the information you have learned.

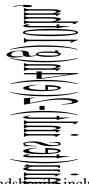
É'You must use 10 sources <u>minimum</u>: 5 peer-reviewed, 3 secondary academic (ie. textbook), 1 printed media (ie. newspaper), 1 website (examples of appropriate websites will be given in class) ÉKpenvf g''y g'eomplete publishing information for each source ÉKpenvf g''c''drief summary of the information you learned from each source (annotation) É'Y j gp''wkpi media and website sources, evaluate the quality of the source. (Wikipedia and *The Onion* do NOT count as reliable sources.)

Unit Backward Design

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/Written Lesson Plan

Based on your annotated bibliography and your experience teaching in class, you will write a lesson plan that can be taught at the K-12 level. The lesson may be designed for use in a classroom, on a field trfET(sig)7(ne) TJETBT



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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.

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

Grading Scale

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 wej "y cv'Ki gv'dgpv'qw'qh'uj cr g"cdqw."dwi egm j qpg"cpf "eqo r wgt"r qnkekgu"ctg"cu'y wu "*cpf "y ku" is where I get *really* qwej {+<"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. Khtof "kv'twf g"cpf "uqekcm{ "wpceegr wcdrg0"J qy gxgtí "kh"{qw'ctg'y ckkpi 'vq"j gct"htqo "c"ej kf ectg'r tqxkf gt "hqt" 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 activitieu0'Y gøtg'cf wnu'cpf 'y g'pggf '\q'dg'r tgugpv\q'y g'' dguv'qh'qwt 'cdktw{ 'cpf 'y g''ecpøv'f q''y cv'd { 'Hcegdqqnkpi ''qt'\gz \kpi ''\q''ugv'\xr ''y g''pgz v'uqekch'i cy gtkpi ''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	Date	Topics, Readings, Assignments, Deadlines
(Optional)		
7	Mon,	*Topic: Ej kf tgpøu'Gzr nqtcvkqp
	Sept	*Reading: Broda (2007) chapter 4; Sobel (2008) chapter 6; Duhn, et al. (2017); Fortino,
	30th	et al. (2014); Mayeno (2000)
7	Wed,	*Topic: Ej kf tgpøu'Gzr nqtcvkqp
	Oct 2nd	*Online Discussion: Ngươi'i q#'
8	Mon,	*Guest Speaker: Alex Dahl, Program Coordinator
	Oct 7th	*Reading: Warren, et al. (2014)

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

Course Readings:

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Chawla, L., & Hart, R. A. (1995). The Roots of Environmental Concern. NAMTA Journal, 20(1), 148-57.

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F qwi ncu.'LOC0^{*}4238+0Y j cwu'I qqf 'lp''y gøJ qqf <The Production of Youth, Nature, and Knowledge in Children, Nature, Cities: Tacoma, Washington.

F qwi rcu.'LOCO'('Mc\ .'E0\422; +0Køu'cm'j cr r gpkpi ''cv'y g'' qq0Chygtuej qqn'O cwgtu.'580 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 https://doi.org/10.1080/13504622.2017.1390884 Fisher, S. R. (2016). Life trajectories of youth committing to climate activism. Environmental Education Research, 22(2), 2296247. https://doi.org/10.1080/13504622.2015.1007337

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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), 3116334. <u>https://doi.org/10.1007/s11256-012-0228-z</u>

J ctv.'T0C0*3; ; 4+0Ej kf tgpøu'Rctvkekr cvkqp<'Htqo 'Vqngpkuo 'vq'Ekkt gpuj kr 0'WP KEGH International Child Development Centre.

Jensen, B. B. (2002). Knowledge, action and pro-environmental behaviour. Environmental Education Research, 8(3), 3256334.

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