

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

Instructor:	Robert Foran
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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 – 2:45 pm
Classroom:	Clark Hall, Room #243 (sections 1 & 2)
Prerequisites:	Eng. 1A and Eng. 1B; upper division standing or instructor consent.

“The plain fact is 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 humane. And these qualities have little to do with success as we have defined it.”

–David 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)

The Department Program Learning Outcomes for all Environmental Studies undergraduates and graduate students are found at <http://www.sjsu.edu/depts/EnvStudies/assessment/>.

This course will be used to promote undergraduate student learning for the following outcomes:

SLO 1 - Qualitative Environmental Literacy: Students are able to write a logical analytical paper/lesson plan using good writing style and construction supported by appropriate research.

SLO 3 - Content Environmental Literacy: Students will develop proficiency in the interdisciplinary sustainability principles that are the foundation of environmental studies; they will know the key environmental challenges facing the planet, know relevant interdisciplinary information about these challenges, and be able to develop/identify feasible solutions

Specific Course Learning Objective/Eco-literacy

- 1) The ecoliterate student will be able to integrate environmental education theory, practice, and problem solving in classroom settings.
- 2) The ecoliterate student will be able to apply their knowledge and skills to new settings or in addressing complex problems that fall under the various rubrics of environmental and social issues, knowing that they are inextricably connected.
- 3) The ecoliterate student will demonstrate the ability to work productively and collaboratively in groups and community settings.

Required Texts/Readings

Required Textbooks

Broda, H. W. (2007). *Schoolyard Enhanced Learning: Using the Outdoors as an Instructional Tool, K-8*. Portland, ME. Stenhouse Publishers

Sobel, D. (2008). *Childhood and Nature: Design Principles for Educators*. Portland, ME. Stenhouse Publishers

Recommended Readings

Bigelow and Peterson. 2002. *Rethinking Globalization: Teaching for Justice in an Unjust World*. A Rethinking Schools Publication, Milwaukee, WI

Bigelow and Swinehart. 2014. *A People's Curriculum for the Earth*. A Rethinking Schools Publication, Milwaukee, WI

Carter, Forest. 1976. *The Education of Little Tree*. University of New Mexico Press, New Mexico

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

Gonick, Larry, and Alice Outwater. 1996. *The Cartoon Guide to the Environment*. HarperCollins, New York, New York. (available from [Amazon.com](https://www.amazon.com))

Grant, Tim and Gail Littlejohn, (eds). 2005. *Teaching Green: The Middle Years*.

Grant, Tim and Gail Littlejohn, (eds). 2005. *Teaching Green: The High School Years*.

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

Orr, David. 1994. *Earth in Mind: On Education, Environment, and the Human Prospect*. Island Press, Washington, D.C.

Orr, David W., Michael K. Stone, Zenobia Barlow, and Fritjof Capra. 2005. *Ecological Literacy: Educating Our Children for a Sustainable World (The Bioneers Series)* Sierra Club Books, San Francisco, CA (available on [Amazon.com](https://www.amazon.com))

Silko, Leslie Marmon. 1986. *Ceremony*, New York, NY, Penguin Books.

Sobel, David. 2004. *Place-Based Education: Connecting Classrooms & Communities*. The Orion

Course Requirements and Assignments

Canvas Learning System

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

Class Participation, Readings, In-Class Activities

Students will be expected to actively participate in their learning. As much of this course is based on activities, presentations, and discussions, each student's participation is necessary for the class to function. Students should arrive on time, prepared, be creative when they are presenting, and attentive and supportive when others are sharing their work. Be sure to complete assigned readings before class. Readings may also include articles distributed by instructor. You will receive participation points for attending class and contributing to debates and discussions and participating in activities. You must be present and prepared to receive participation points; there are no makeup points for missed class. Group activities, example games, and other in-class assignments will also count towards participation points.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

In-Class Discussions and Related Activities

As this class will include a combination of lectures and group discussions, all students will be expected to participate in discussions, demonstrate knowledge of assigned readings, receive feedback from the professor and peers in a non-defensive manner, and offer constructive criticism to peers in an effort to support collaborative learning. In addition, all students will be required to lead one class discussion based on the readings and one environmental education activity.

Canvas Discussions

All students will be expected to post two points for discussion based on class readings on Canvas before class. Furthermore, all class participants will be required to respond to at least two classmates before class time. Note: when using supportive research and information in your posts, you *must* cite them in APA format and include a bibliography at the end of your post. Details will be discussed in the first class.

Environmental Education Activity/Lesson Plan

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.

Journaling

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 “transcendent nature experience(s) in childhood” (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* student’s educational experience. It’s your springboard... or better yet, your mind’s *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.

- You must use 10 sources **minimum**: 5 peer-reviewed, 3 secondary academic (ie. textbook), 1 printed media (ie. newspaper), 1 website (examples of appropriate websites will be given in class)
- Include the complete publishing information for each source
- Include a brief summary of the information you learned from each source (annotation)
- When using 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 trip, at a nature center, or in any other educational setting. You must include at least one experiential learning technique, such as hands-on activities, art projects, or single concept field trips. The written plan should 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, and should include the grade level and how the lesson addresses California state mandated curriculum standards.

Environmental Education Philosophy

You will conclude the course by writing your own educational philosophy. This paper should be 2-3 pages 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.

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

There isn't much that I get bent out of shape about, but...cellphone and computer policies are as thus (and this is where I get *really* touchy): I don't want to even *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. I find it rude and socially unacceptable. However... if you are waiting to hear from a childcare provider for 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. We're adults and we need to be present to the best of our ability and we can't do that by Facebooking or texting to set up the next social gathering with our friends.

Office Visits

Come visit me! One of my favorite things to do is talk to students about environmental and social justice issues and research. We can chat about the course, address any questions you have about readings and/or assignments, or just talk about your interests more broadly. My goal is to be here *for you* to the best of my ability.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>". Make sure to visit this page, review and be familiar with these university policies and resources.

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 schedule is subject to change with fair notice. You will be informed by email and/or through Canvas.

Course Schedule

Week (Optional)	Date	Topics, Readings, Assignments, Deadlines
1	Tue, Aug 19th	*No Class, first day of instruction on Wednesday, August 21st
1	Wed, Aug 21st	*Syllabus/adds/introductions *Topic: Defining ENVIS education
2	Mon, Aug 26th	*Topic: Positionality: Space, place, power & identity... what is it? *Reading: Cole, A.G. (2007); Bilge (2013) <i>first 9 pages only</i> .
2	Wed, Aug 28th	*Topic: Seeds of Possibility *Readings: Broda (2007) chapter 1; Martusewicz et al. (2014) chapter 1; Sobel (2008) chapter 1; TEDTalk: How to escape education's death valley (Curiosity vrs. Compliance) *Online Discussion: Change of Pace, Change of Space
3	Mon, Sept 2nd	*NO CLASS, LABOR DAY
3	Wed, Sept 4th	*Topic: Life Paths to Social and Ecological Resilience *Online Discussion: The long journey *Readings: Sobel (1998); Sobel (2008) chapter 2; Chawla (1999)
4	Mon, Sept 9th	*Topic: Culture, Knowledge, and Experience *Reading: Broda (2007) chapter 2; Kellert (2002); Kellert (1985) chapter 9; Martusewicz et al. (2014) chapter 9; Sobel (2008) chapter 7
4	Wed, Sept 11th	*Topic: Culture, Knowledge, and Experience *Online Discussion: Your experience *Assignment Due: Annotated bibliography
5	Mon, Sept 16th	*Topic: Children & Animals *Reading: Douglas & Katz (2009); Kellert (1985); Sobel (2008) chapter 4; Vining (2003)
5	Wed, Sept 18th	*Topic: Children & Animals *Online Discussion: Where the wild things are
6	Mon, Sept 23rd	*Class Activity: Backward Design Working Session *Reading: Wiggins (2005); Wiggins & McTighe (2005)
6	Wed, Sept 25th	*Class Activity: Backward Design Working Session Assignment Due: Backward Design Template

Week (Optional)	Date	Topics, Readings, Assignments, Deadlines
7	Mon, Sept 30th	* Topic: Children's Exploration * Reading: Broda (2007) chapter 4; Sobel (2008) chapter 6; Duhn, et al. (2017); Fortino, et al. (2014); Mayeno (2000)
7	Wed, Oct 2nd	* Topic: Children's Exploration * Online Discussion: Let's go!
8	Mon, Oct 7th	* Guest Speaker: Alex Dahl, Program Coordinator * Reading: Warren, et al. (2014)
8	Wed, Oct 9th	* Field Trip: Veggie-lution, http://veggielution.org ??? * Online Discussion: Social Justice in Outdoor Experiential Education
9	Mon, Oct 14th	* INDIGENOUS PEOPLE'S DAY (No class for us) * Requested Assignment: In honor of this day, I would like you to find a rally, protest, march, or some other public/social action to participate in (in some capacity) and that you could incorporate into your lesson plan or... that you could post on social media & talk about in class, etc. DO NOT put yourself in harms way!
9	Wed, Oct 16th	* Topic: Thinking Spatially * Reading: Broda (2005) chapters 5 and 6; Sobel (2008) chapters 5 and 7; Bourke (2013); National Geographic Mapping Fundamentals (PDF)
10	Mon, Oct 21st	* Topic: Thinking Spatially * Online Discussion: Map this! * Assignment Due: Activity/Lesson Plan
10	Wed, Oct 23rd	* Topic: From Knowledge to Action * Readings: Chawla (2001); Greene et al. (2013); Jensen (2002)
11	Mon, Oct 28th	* Topic: From Knowledge to Action * Online Discussion: Action oriented!
11	Wed, Oct 30th	* Topic: Youth Participation and Social Action * Reading: Douglas (2016); Hart (1993); Sobel (2008) chapter 10
12	Mon, Nov 4th	* Topic: Youth Participation and Social Action * Online Discussion: Where are the children?
12	Wed, Nov 6th	* Topic: Thinking Democratically * Reading: Saltmarsh (1996); Martusewicz et al. (2014) chapter 2; Sobel (2008) chapter 10
13	Mon, Nov 11th	* NO CLASS. VETERAN'S DAY
13	Wed, Nov 13th	* Topic: Thinking Democratically * Discussion: What democracy?
14	Mon, Nov 18th	* Topic: Teaching for Just Climate * Reading: Devin-Wright & Devine- Wright (2004); Martusewicz et al. (2014) chapter 10; Sobel (2008) chapter 11
14	Wed, Nov 20th	* Topic: Teaching for Just Climate * Online Discussion: A climate of change * Video: "Katrina, The Storm That Never Stopped."
15	Mon, Nov 25th	* In-Class Presentations * No Assigned Readings

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:

Berman, S. (1997). *Children's Social Consciousness and the Development of Social Responsibility*. State University of New York Press.

Broda, H. W. (2007). *Schoolyard-Enhanced Learning: Using the Outdoors as an Instructional Tool, K-8*. Portland, Me: Stenhouse Publishers.

Chawla, L. (1999). Life paths into effective environmental action. *The Journal of Environmental Education*, 31(1), 15–26.

Chawla, L. (2001). Putting Young Old Ideas into Action: The relevance of Growing Up in Cities to Local Agenda 21. *Local Environment*, 6(1), 13–25.

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

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

Cole, A.G. (2007). *Expanding the Field: Revisiting Environmental Education Principles Through Multidisciplinary Frameworks*. Journal of Environmental Education, Heldref Publications. Vol. 38, no. 2

Devine-Wright, P., Devine-Wright, H., & Fleming, P. (2004). Situational Influences upon Children's Beliefs about Global Warming and Energy. *Environmental Education Research*, 10(4), 493–506.

Douglas, J. A. (2016). *What's Good in the Hood: The Production of Youth, Nature, and Knowledge in Children, Nature, Cities*: Tacoma, Washington.

Douglas, J. A., & Katz, C. (2009). It's all happening at the zoo. *Afterschool Matters*, 36. Retrieved from http://3bhuf2134ms42er36k19to8a.wengine.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), 229–247. <https://doi.org/10.1080/13504622.2015.1007337>

Fortino, et al. (2013). Growing Up Wild, Teaching Environmental Education in Early Childhood. *International Journal of Early Childhood Environmental Education*, 2(1), p. 156-171.

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), 311–334. <https://doi.org/10.1007/s11256-012-0228-z>

Hart, R. A. (1992). Children's Participation: From Tokenism to Citizenship. UNICEF International Child Development Centre.

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

Kellert, S. R. (1985). Attitudes toward animals: Age-related development among children. In *Advances in Animal Welfare Science 1984* (pp. 43–60). Springer. Retrieved from http://link.springer.com/10.1007/978-94-009-4998-0_3

Kellert, S. R. (2002). Experiencing Nature: Affective, Cognitive, and Evaluative Development in Children. In P. H. Kahn & S. R. Kellert (Eds.), *Children and Nature: Psychological, Sociocultural, and Evolutionary Investigations* (pp. 117–152). Cambridge, Mass: The MIT Press.

Kelley, M. (2016). *Unexpected Encounters with Nature in the City: Urban Youth and the Margins of Public Space in Children, Nature, Cities: Tacoma, Washington*.

Martusewicz, R. A., Edmundson, J., & Lupinacci, J. (2014). *Ecojustice education: Toward diverse, democratic, and sustainable communities*. Routledge.

Sobel, D. (1996). *Beyond ecophobia*. Great Barrington, MA: Orion Society. Retrieved from http://www.eenorthcarolina.org/Documents/beyond_ecophobia.pdf

Sobel, D. (2008). *Childhood and Nature: Design Principles for Educators*. Portland, Me: Stenhouse Publishers.

Vining, J. 2003. The Connection to Other Animals and Caring for Nature. *Human Ecology Review*, 2, 89 - 99.