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Spring 2-1-2021

ENST 472.R01: General Science - Conservation Education

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CONSERVATION EDUCATION

ENST 472: General Science

Spring 2021

Remote Delivery via Zoom
Mondays @ 11:30 to 1:20pm

Virtual Office Hours

M, W @ 4:00 – 5:00pm
Also by Appointment

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Course Description

Environmental education programs aim, through personal experiential learning, to develop students' environmental sensitivity and affective relationships to the natural environment (Palmberg & Kuru, 2000). Fostering these positive human-nature relationships, coupled with effective environmental literacy programs, is a pathway forward in promoting more sustainable, environmentally responsible behaviors.

To support these goals, we will first explore the concepts related to developing a sense of place and how this can strengthen one's desire to protect and care for our environment. Then, we will explore ecosystems and a range of common natural resources so that we can better understand how we connect with and impact our environment (in positive and harmful ways). We will then focus on concepts related to addressing environmental issues and promoting sustainable behaviors. As we progress through these units, we will supplement our content knowledge with various teaching strategies, methods, and tools to ensure your success as a future educator.

Ultimately, the vision for this class is to help foster the next generation of educators and leaders that can instruct, inspire and embody the values of responsible stewardship. Together, as educators, we have an incredible opportunity to connect our students to conservation in meaningful ways so that we can all contribute to the future health and sustainability of our shared natural resources and the communities that depend upon them.

Course Structure

This course meets remotely over Zoom once a week (Monday's from 11:30 – 1:20pm) at the **recurring** link below. This course will utilize the tools available through Moodle to support document and resource sharing, submission of assignments, and online quizzes.

- **Weekly course meetings:** <https://umontana.zoom.us/j/94845518802>

Instructor Office Hours

I will be holding office hours virtually, every Monday and Wednesday from 4:00 – 5:00pm. I am also available at other times by appointment.

- **Virtual Office Hours:** <https://umontana.zoom.us/j/93890943883>

Course Textbook and Materials

All required readings and activities are available on our course Moodle page. As such, you do not have to purchase a textbook for this course. Be sure to read all assigned materials prior to class.

Course Objectives

By the end of the course, students will:

- Develop an awareness of the environment and its associated issues.
- Develop a set of values and feelings of concern for the environment.
- Develop the motivation to participate in environmental improvement and protection.
- Understand how humans connect to place by reviewing relevant concepts.
- Understand ecosystems, including their structures and functions.
- Understand how humans impact the environment and common natural resources (in positive and harmful ways).
- Develop skills in identifying and solving environmental problems and practice critical decision-making.
- Identify opportunities to actively work towards the resolution of environmental issues.
- Understand conservation by situating it across scales (individual, local, national, global), and across all ages, ethnicities, economic classes, genders, etc.
- Understand and practice various teaching strategies, methods and tools to support work as future educators.

Topic	Assignments	Due Date
Unit 1: Place-Based Education		
Session 1: Intro. to Conservation Education	- Nothing due today	Jan. 25
Session 2: Sense of Place	- Review Syllabus - Complete Engagement Activity # 1 - Read pages 236 – 242 in “Sense of Place in Environmental Education” by Kudryavtsev et al. (2011)	Feb. 1
Session 3: Experiential Learning & Teaching Methods	- Complete “Finding Your Sense of Place” Engagement Activity # 2 - Read pages 1 – 18 in “The Effectiveness of Experiential Environmental Education” by Hanneman (2013)	Feb. 8
NO CLASS on FEBRUARY 15 th President’s Day		
Unit 2: Developing Ecological Knowledge		
Session 4: Ecosystems: Structure and Function	- Complete Engagement Activity # 3 - Read Ecology Chapter - Quiz # 1 due before the start of class	Feb. 22
Session 5: Community Ecology	- Complete Engagement Activity # 4 - Read Community Ecology Chapter	March 1
Unit 3: Human Impacts on Natural Resources		
Session 6: Human Populations	- Read Human Populations Chapter - Quiz # 2 due before the start of class	March 8
Session 7: Biological Resources	- Read Biological Resources Chapter	March 15
Session 8: Water Resources	- Read Water Resources Chapter	March 22
Session 9: Land Resources	- Read Land Resources Chapter	March 29
Session 10: Agriculture and Food	- Read Agriculture & Food Chapter	April 5
Session 11: Air Pollution and Climate Change	- Read Chapters on Air Pollution and Climate Change	April 12
Unit 4: Promoting Sustainable Behaviors		
Session 12: Environmental Problem Solving, Service-Learning, and Action	- Readings available on Moodle - Quiz # 3 due before the start of class	April 19
Session 13: Models & Impact of Conservation Ed.	- Readings available on Moodle	April 26
Session 14: Final	- Students present final projects	May 3

Please note that the schedule is subject to changes and will be announced if needed.

COURSE REQUIREMENTS AND EXPECTATIONS

Attend and Participate in Class

This course is centered around developing the knowledge and skills needed to ensure success in teaching about conservation as future educators. To learn and practice these core components, it is expected that you will read all assigned materials before class and come prepared to discuss them in our session together.

Engagement/Outdoor Activities: 40 points

This course focuses on place-based, hands-on learning. To facilitate this, students will engage with four activities (worth 10 points each) during the first few weeks of our course. Students are encouraged to complete their activity on whatever day and time best suits them (plan according to the weather), just as long as their assignments are submitted by their due date. To enable cooperative learning, students should be prepared to share and discuss their experiences with their fellow classmates during our class sessions.

Quizzes: 30 points

There will be three online quizzes (10 points each) scheduled throughout the semester. These will be administered via Moodle and will be given following each major unit.

Facilitate a Lesson on a Conservation Topic: 100 points

Students will work in teams to develop and lead one 40-45 minute online/remote lesson plan based on selected topics. The intended audience for these lessons will be K - 8th grade. Students are asked to provide place-based, local examples and explanations. Further instructions will be provided in class, but in general, groups are expected to address the following questions:

- 1) How do humans commonly use this resource? How does it show up in our everyday lives?
- 2) How do humans impact this resource? (Identify problems)
- 3) How can we conserve this resource/use it sustainably?
- 4) Why is this natural resource important?

A collaborative approach: The Instructor will meet (remotely) with each group prior to their presentation of the lesson plan to the class. Groups are expected to have read the materials and developed a preliminary framework for discussion and review.

Student Reflection Forms = 30 points

In addition to gaining personal teaching and lesson plan development experience, it is important for students to practice the skills related to evaluation. Every student will be given a reflection form during student-facilitated lessons, where they will record what they liked, where improvements could be made, and offer suggestions to address areas needing improvement. A total of 5 forms will be distributed, totaling 30 points.

Final - Develop a Lesson Plan on Conservation Topic of Interest = 50 points

Students will work independently to research a conservation topic of interest, and then develop a lesson plan to teach what they have learned. Students must have the topic approved ahead of time. Students will present their lesson plan to the class during our final class session. Further details on the requirements of this final assignment will be shared later in the course.

Total points possible = 250

Grading Scale

231 - 250 = A

222 - 230 = A-

216 - 221 = B+

202 - 215 = B

193 - 201 = B-

187 - 192 = C+

174 - 186 = C

165 - 173 = C-

159 - 164 = D+

146 - 158 = D

137 - 145 = D-

Below 137 = F

Respect, Inclusiveness and Diversity of Thoughts, Ideas and People

In teaching courses, I believe and act upon the idea that all students are entitled to and deserve respect, courtesy, and tolerance, regardless of their race, background, religious affiliation, gender identity, sexual orientation, disability, or any other perceived difference. Likewise, faculty, staff, and fellow students deserve the same treatment from other students. Therefore, I will make every effort to promote and create a safe space for diverse thoughts, regardless of the form of communication. I ask that you do the same.

Academic Honesty

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](http://www.umt.edu/student-affairs/community-standards/default.php) (<http://www.umt.edu/student-affairs/community-standards/default.php>).

Plagiarism

I will not tolerate plagiarism in any form. Students need to be familiar with plagiarism and how to properly cite references and attribute the ideas of others to original sources in their work. The following is taken directly from the [UM Catalog Academic Policies and Procedures](https://montana-catalog.coursedog.com/academics/policies-procedures) (<https://montana-catalog.coursedog.com/academics/policies-procedures>):

“Plagiarism is the representing of another's work as one's own. It is a particularly intolerable offense in the academic community and is strictly forbidden. Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion.

Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas. Acknowledgment of whatever is not one's own original work is the proper and honest use of sources. Failure to acknowledge whatever is not one's own original work is plagiarism.”

Equal Access

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors and [Disability Services for Students](http://www.umt.edu/dss/) (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommason 154 or call 406.243.2243. I will work with you and DSS to provide an appropriate modification.

Basic Needs Security Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the [Office for Student Success](http://www.umt.edu/oss/) for support. Furthermore, please notify me if you are uncomfortable doing so. This will enable me to provide any resources to which I have access.