

University of Montana

## ScholarWorks at University of Montana

---

University of Montana Course Syllabi

Open Educational Resources (OER)

---

Fall 9-1-2021

### ENST 521.01: Foundations in Environmental Education

Fletcher Brown

*University of Montana, Missoula*, [fletcher.brown@umontana.edu](mailto:fletcher.brown@umontana.edu)

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

**Let us know how access to this document benefits you.**

---

#### Recommended Citation

Brown, Fletcher, "ENST 521.01: Foundations in Environmental Education" (2021). *University of Montana Course Syllabi*. 12316.

<https://scholarworks.umt.edu/syllabi/12316>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).

# Foundation in Environmental Education 521

## Fall Semester 2021

---

**Instructor:** Fletcher Brown  
**Meeting Days:** Monday  
**Office Hours:** Tuesday 9-11, Wed 1-3  
**Email:** [Fletcher.Brown@mso.umt.edu](mailto:Fletcher.Brown@mso.umt.edu)

**Office:** 303 Education  
**Meeting Time:** 2:30-4:20  
**Class Room:** 215 College of Ed  
**Phone:** (406) 243-5287

---

### Course Introduction/Description

This class is designed to introduce students to the central themes of environmental education. The course is divided into eight discrete, but connected conceptual units. It is hoped that from exposure to these units you will develop a sound conceptual understanding for your future work in environmental education. To begin our exploration of environmental education students will be involved in discussions and activities focused on defining EE and how it has evolved over the last three decades. This will be followed by a series of explorations of the central foci of the environmental education standards. During the second half of the semester students will explore new domains in EE through student interviews, presentations, and the Internet. As the semester comes to a close, students explore and research a specific area of interest in EE and presenting it to the class. Accompanying students' project work, the class will go out in the field and meet environmental educators in the formal and nonformal setting learning how practitioners translate theory into practice. As a final assessment students are asked to write a reflective essay helping them articulate their interests in the field and how they hope to incorporate EE into their professional goals.

While the units explored in this course are important in your development as an environmental educator, I encourage you to add topics to the syllabus that you find important to your own professional growth in this discipline. This course is full of exploration and student involvement, be prepared to share your experiences and interact with others. I look forward to the semester and learning about your impressions of environmental education.

### Couse Objectives

Participants in this course will:

- Explore the philosophy and scope/sequence of environmental education using constructivist-based pedagogy.
- Personally and socially reflected and reconstruct perceptions of environmental education
- Review environmental education curriculum and programs that mirror best practices.
- Collect and share environmental education resources that students may use in future educational settings
- Investigate and share information about an unfamiliar topic of interest in Environmental Education that applies to student's future professional growth.

## Text or Reading Selected From

Ecological Identity	Mitch Thomashow
Environmental Problem Solving	Bradwell, Monroe & Tudor
Guidelines for the Initial Preparation Of Environmental Educators	NAAEE
Earth in Mind	David Orr
Last Child in the Woods	Richard Louv

Readings will be made available on google docs.

## Student Evaluation

You will be required to complete the following assignments for evaluation in the course. These include:

**Journalizing:** You will be expected to make one journal entry a week for the first seven weeks. This entry should reflect your understanding of the reading and impressions of the discussions in class. You are also required to respond to other student's journal entries briefly each week.

**Curriculum Review:** You will present to class an environmental education curriculum of interest. In the presentation you will be asked to evaluate it based on national guidelines and your own impressions of the materials developed.

or

**Organization Review:** You will be required to characterize and profile through interviews and/or background research a local or regional environmental education center or school in the community.

**Project:** At the end of the semester you will share an investigation of a specific topic of interest in the field of environmental education. The sharing may take a variety of forms including a paper, PowerPoint, video, etc. and should be in a form that can be easily distributed to fellow students.

**Class Participation:** You will be expected to attend all class meeting times and actively participate in discussion. You are also expected to complete several evaluations of the presentations and projects described above.

To keep track of your work and evaluations, each student will download assignments on Google docs where both the instructor and fellow students may access them for assessment and reflection. At the completion of the semester a grade will be given to each student based on the above assignments accompanied with a written narrative summarizing the students work throughout the semester. Enough talk, lets get going on EE.

## Tentative Fall Syllabus 2021

<u>Week</u>	<u>Topic</u>	<u>Assignment</u>
1	Introduction • Reflective Environmentalism	Journal Entry
2	History Perspectives • History of EE • What is EE?	Journal Entry
3	Goals and Objectives • Tbilisi Declaration • Grand Unification Theory • Translating EE Goals into objectives	Journal Entry/
4&5	Instructional Strategies • Conceptual Understanding • Values Education • Action Projects	Journal Entry
6,7,8	Curriculum Perspectives • Infusion or Inclusion • School EE curriculum • Projects: Learning Tree, Wild, Wet, Earth Ed., etc.	Curriculum Presentation & Journal
9	Understanding the Learner • Individual ppsc development • Cultural differences	Student Assessment
10/11	Assessment and Research • Instructional Assessment • Affective Domain • Cognitive Domain	Presentation
13-14	EE Site Visits	Project Work
15	Future Trends in EE Pot Luck, The Gift Must Move On	Project Presentation

## Important Additional Course Information

### Land Acknowledgement

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. We honor the path they have always shown us in caring for this place for the generations to come.

### The University of Montana Commitment to Diversity, Equity, and Inclusion

The University of Montana values leadership, engagement, diversity, and sustainability, because our institution is committed to respect, welcome, encourage, and celebrate the differences among us.

As members of the University of Montana community, we aspire to:

- Respect the dignity and rights of all persons.
- Practice honesty, trustworthiness, and academic integrity.
- Promote justice, learning, individual success, and service.
- Act as good stewards of institutional resources.
- Respect the natural environment.

### Cultural Leave Policy

Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student's customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student's attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.

### COVID Guidance:

Since we will be meeting in person, it will be essential that we all follow the guidance outlined in the [COVID Operations Plan for 2021](#). Please be advised that the guidance provided may change or appear to be contradictory from week to week; we'll always base the information we provide on the most current guidance from the Missoula City-County Health Department (MCCHD) and CDC. In addition to these updates and changes I will share in class, please visit the [UM Coronavirus website](#) for updated information. For the official guidance on instruction, please visit the [Deliver Quality Instruction](#) portion of the [COVID Operations Plan for 2021](#).

Guidance that you will need to be aware of before the first day of class include:

- **Mask use is required within the classroom** or laboratory.
- If you forget your mask, I will have disposable masks on hand.
- If a student(s) is not wearing a mask, I them to put one on.
- If a student(s) is unwilling to wear a mask, politely ask them to leave the classroom.
- If a student(s) is unwilling to leave the classroom, you have the discretion to cancel the class for that day.
- Faculty members should consult with their chair and/or dean to address the situation with the student.
- The chair/dean should report any incidents of students who are not willing to wear a mask to the Provost's Office [officeoftheprovo@umontana.edu](mailto:officeoftheprovo@umontana.edu) and to the Community Standards Office [pamela.altmaier@mso.umt.edu](mailto:pamela.altmaier@mso.umt.edu). These cases may take a few weeks to be processed.
- If you feel sick and/or are exhibiting COVID-19 symptoms, please don't come to class and contact the Curry Health Center at (406) 243-4330.
- If you are required to isolate or quarantine, you will receive support in the class to ensure continued academic progress. Please contact me immediately to begin implementing our plan.

- UM recommends students get the COVID-19 vaccine. Please direct your questions or concerns about vaccines to Curry Health Center.
- Where social distancing (maintaining consistent 6 feet between individuals) is not possible, specific seating arrangements will be used to support contact tracing efforts. We will work on these together, as a class.
- Class attendance and seating will be recorded to support contact tracing efforts.
- Drinking liquids and eating food is discouraged within the classroom.
- Mask use is required in vehicles when traveling to field sites as part of class/fieldwork.
- Please note this class may be recorded. I will notify the class if I intend to record our session together. We will discuss this in greater detail during our first class together.

## **Standards of Conduct**

All students are expected to demonstrate professional, academic honesty. Standards of academic conduct are set forth in the [University's Student Code of Conduct](#). All students ought to be familiar with the Student Conduct Code.

By registering, you have acknowledged your awareness of the Student Code of Conduct, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Student Code of Conduct will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please contact me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course.

**Plagiarism** will not be tolerated. Using another's ideas and/or words as your own constitutes plagiarism. It is therefore critical that you cite all sources you discuss and consult. As a rule of thumb, all sources (texts, photographs, music, internet materials, interviews, lectures, etc.) that are directly quoted, paraphrased, or consulted need to have a proper citation. If I suspect plagiarism, I will investigate, and if warranted, will follow up per the procedure outlined in the Student Code of Conduct. Ted Frick's page at Indiana University should help you understand [what constitutes plagiarism](#), and the Online Writing Lab (OWL) at Purdue University shows you [how to cite sources properly](#) in several different formats. Please use MLA or Chicago 16<sup>th</sup> citation formats. Should you have any questions about how or when to cite, please ask me. Citation software can be useful in documenting and formatting sources. [Zotero](#), for example, is a free, web-based citation software system that is easy to learn and use.

## **Accommodating Disabilities**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that adversely affects your academic performance, and you have not already registered with the Office for Disability Equity (ODE), please contact ODE in Lommasson Center 154 or 406.243.2243. I will work with you and ODE to provide an appropriate modification.

## **Food and Housing Resources**

Any student who faces challenges securing food or housing, and believes that this could affect their performance in this course, is urged to contact any or all of the following campuses resources:

### ***Food Pantry Program***

UM offers a food pantry that students can access for emergency food. The pantry is open on Tuesdays from 12 to 5 PM and Fridays from 10 AM to 5 PM. The pantry is located in UC 119 (in the former ASUM Childcare offices). Pantry staff operate several satellite food cupboards on campus (including one at Missoula College). For more information about this program, email [umpantry@mso.umt.edu](mailto:umpantry@mso.umt.edu), visit the [UM Food Pantry website](#) or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um\_pantry on Instagram).

## ***ASUM Renter Center***

The Renter Center has compiled a **list of resources** (<https://medium.com/griz-renter-blog>) for UM students at risk of homelessness or food insecurity. Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.

## ***TRiO Student Support Services***

TRiO serves UM students who are low-income, first-generation college students or have documented disabilities. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring.

Students can **check their eligibility** ([www.umt.edu/triosss/apply.php](http://www.umt.edu/triosss/apply.php)) for TRiO services online. If you are comfortable, please come see members of the teaching team. We will do our best to help connect you with additional resources.

## **Need IT Help:**

If you encounter problems regarding this Moodle Course please contact UOnline at <https://www.umt.edu/it/solutions-center.php>. There is also a Tech Support area within the menu of the course shell.

For questions and general computer assistance contact IT Central Help Desk at: (406) 243-4357 or [itcentral@umontana.edu](mailto:itcentral@umontana.edu)  
Moodle technical support: 243-4999

## **Student Services**

Additional student services can be found on the University of Montana's [Student Affairs](#) page.

## **Campus Safety and Emergency Procedures**

[Campus safety](#) is of the utmost importance at the University of Montana and the Phyllis J. Washington College of Education and Human Sciences. *Emergencies are rare*, but if one should arise during class, everyone will need to work together. Be aware of your surroundings and familiar with some basic safety and security concepts. Emergency procedures will be discussed during the first class of each semester or session. Above all, remember to dial 911 to report all emergencies.

Emergency procedures are posted in every classroom. Should a building evacuation become necessary, know the evacuation route, the location of the nearest fire extinguisher and the location of the nearest area of refuge. (Areas of refuge are located at the elevator doors on the second and third floors.) Please notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency situation.

[UM's emergency notification system](#) notifies the campus community of emergencies by sending subscribers a text or email. Sign up for notifications through Cyberbear.

Please report suspicious activity by calling 911 or (406) 243-4000. [An online form is also available](#). You may elect to remain anonymous when making a report.

[Active shooter preparedness](#) requires that we develop a survival mindset. [UM recommends the "Run, Lock, Fight"](#) response for an [active shooter](#) incident.

### **RUN**

- Quickly assess your situation.
- Leave your belongings behind.
- Keep your hands visible for law enforcement.

### **HIDE**

- Hide in an area out of the shooter's view.
- Block entry to your hiding place and lock the doors.
- Silence your cell phone and/or pager.

#### FIGHT

- As a last resort and only when your life is in imminent danger.
- Attempt to incapacitate the shooter.
- Act with physical aggression and throw items at the active shooter.

Finally, stay current with campus safety information by following [UM's Police Department](#) on Twitter @UMPublicSafety.