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EVST 521: Foundations in Environmental Education

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SYLLABUS

EVST 521: Foundations in Environmental Education Fall 2004

Instructor: Steve Archibald

Text

A Sand County Almanac
Earth in Mind

Aldo Leopold
David W. Orr

Overview

Obviously, environmental education is the central topic of this course. During our weeks together we will seek to explore it from many angles. We will look at it through a number of lenses:

- What is environmental education (yesterday, today, tomorrow)?
- Who is providing environmental education and what are they doing?
- How might I fit into the environmental education world?
- What further training/information do I need in order to further my personal environmental education skills?

This course will consist of several components:

- An exploration of the personal, professional and community opportunities/expectations of the environmental educator.
- An exposure to practicing environmental educators who approach what they do in a variety of ways.
- Assigned readings (from texts and provided materials), group discussions, and individual assignments will help extend the scope of the course. Student participation and quality-of-work will provide the foundation for course grades and personal development.

This course intends to be well-planned as well as flexible; dynamic, yet grounded; intellectually motivating and, at times, inspirational. Aldo Leopold wrote (in one of our texts), "Is education possibly a process of trading awareness for things of lesser worth?" Our plan is to make no such trade-offs. Together, we should be able to sharpen our intellectual and sensual selves in regards to, at least, environmental education.

Assignments

Each student is required to complete each of the following assignments by the due dates indicated:

1. Class Attendance/Participation (Approx 34% of grade)
 - In order for this class to have any meaningful impact on students they must attend the weekly class periods (Tuesdays; 4:10 - 7:00 p.m.).
 - Students will be expected to participate in assigned readings and related discussions that indicate that readings were completed.
 - Students will receive credit for each class period attended.
 - Any student who needs to miss a class period can contact the instructor for information related to make-up work for the attendance points (not more than two times per term).
2. Weekly Journal Prompt (Approx. 15% of grade)
 - Due (via email attachment or personally delivered hard copy) by the beginning of each class period.
 - 13 entries (First entry due: 9/7/04; last entry due: 11/30/04)
 - Specific prompts will be given by the instructor during the current class period (i.e. September 7th's prompt will be handed out during class August 31st).
 - Thoughtful and complete responses are required that address fully the prompt given.
 - Prompts will often relate to one or more of the assigned class readings.
3. Guest Speaker Presentation Notes (Approx. 6% of grade)
 - During the course, 7 - 10 guest speakers will present unique perspectives related to environmental education.
 - Students will be expected to take notes during presentations.
 - Edited copies of 5 of these presentation notes should be turned in.
 - Notes should be turned in to the instructor the class period following the presentation.
4. Community Service Project (Approx. 23% of grade)
 - Each student will propose and design an *Environmental Education Community Service Project*.
 - These projects can be done individually or in teams of two students.
 - Written proposals are due at the beginning of the 9/28 class period.
 - Fifteen minute in-class presentations will be scheduled beginning 11/2 and continuing through 11/30.
 - Extra credit (up to 25% extra) available for students who actually do a *Community Service Project* based on their proposal and design.
5. Environmental Education Filing System (Approx. 23% of grade)
 - Environmental educators receive a great deal of printed information. This includes background information, interesting and/or related essays or articles, lesson/activity plans, etc. Dealing with how to

organize and access this information becomes important for future retrieval and use.

- Each student will be expected to plan, organize and be ready to present their system to the instructor.
- Early in the course, the instructor will show examples of what is expected.
- Students will sign-up for a 10 minute individual sharing time with the instructor on FINALS DAY (12/14) between 4:00 and 7:00 p.m.

Grading Criteria

Each assignment will be graded using the following criteria:

Outstanding = 95 - 100% of possible credit

Excellent = 85 - 94% of possible credit

Good = 75 - 84% of possible credit

Needs Work = 65 - 74% of possible credit*

Lacking = Less than 64% of possible credit*

* All assignments will be returned (graded) to students by the class period following the due date. Any student who wants to bring their grade up one category level may do so after consultation with the instructor. Due date for redoing assignments is one week from the time that the assignment is returned the first time.

Final grades will be earned by totaling and valuing all possible credit and comparing to the following list:

90 - 100% of possible credit = A

80 - 89% of possible credit = B

70 - 79% of possible credit = C

60 - 69% of possible credit = D

Less than 60% of possible credit = F

Instructor Contact Information

Office hours: Tuesdays, 7:10 - 8:00 p.m. (Education Building; Room 106)

Message phone: (406) 821-0885

Email address: stevearchibald@hotmail.com

Weekly Sequence

EVST 521: Foundations in Environmental Education Fall 2004

Instructor: Steve Archibald

| <u>Week/Date(s)</u> | <u>Topic(s)</u> | <u>Assignment(s)</u> |
|---------------------|--|---|
| 1 8/31 | Introduction <ul style="list-style-type: none">• Why EE?• EE backgrounds• Course overview• Personal EE reflections | Journal entry Readings |
| 2 9/7 | Reading discussion History of EE EE today <ul style="list-style-type: none">• The need for personal connections to the environment• What are people doing to help them to connect? Introduction to <i>Community Service Project</i> | Journal entry Readings |
| 3 9/14 | Reading discussion How/where is EE presented? <i>Beyond Ecophobia</i> : Is there a <i>proper</i> order/sequence for presenting EE? EE sample: Where's the personal connection? EE files (assignment & samples) | Journal entry Readings Guest speaker notes* EE File (due 12/14) |
| 4 9/21 | Reading discussion What resources are out there to help individuals deepen their personal EE knowledge and connections? Do we really need EE? (research, etc.) | Journal entry Readings Guest speaker notes* Service Project proposals due 9/28 |
| 5 9/28 | Reading discussion EE in different settings (rural, urban, etc.) Organizing one-time EE presentations <ul style="list-style-type: none">• Learning styles• Pre/post materials• Keeping it simple, realistic and fun | Journal entry Readings Guest speaker notes* |
| 6 10/5 | Reading discussion Becoming an EE professional Connecting to professional groups | Journal entry Readings Guest speaker notes* |

| | | | |
|----|-------|---|--|
| 7 | 10/12 | Reading discussion Professional EE habits Lesson/activity planning strategies | Journal entry Readings Guest speaker notes* Sign-up for 11/2 - 11/30 presentations |
| 8 | 10/19 | Reading discussion Keeping our EE experience joyful! | Journal entry Readings Guest speaker notes* |
| 9 | 10/26 | Reading discussion Reflective/deliberate environmental educators <ul style="list-style-type: none"> Looking to the future: Where do you see yourself as an EE provider in the 11/2 future? How might I get there? What help might I need? | Journal entry Readings Guest speaker notes* Service Project presentations begin |
| 10 | 11/2 | Reading discussion Is EE controversial? <ul style="list-style-type: none"> Why or why not? Are there ways to involve everyone in EE without watering it down? Is there a role for activism and community service in EE programs? | Journal entry Readings Service Project pre- sentations begin |
| 11 | 11/9 | Reading discussion Changing the world with EE <ul style="list-style-type: none"> Service learning Activists young and old Being <i>part of</i>, <i>not apart from</i> the natural world | Journal entry Readings Service Project pre- sentations continue |
| 12 | 11/16 | Reading discussion The <i>Land Ethic</i> and EE <ul style="list-style-type: none"> Leopold's ethical statements Writing your own <i>land ethic</i> On being an uncompromising environmental educator (12/14) <ul style="list-style-type: none"> Gauging your audience When to stand firm Disagreeing without being disagree- able | Journal entry Readings Service Project pre- sentations continue Sign-up for final pro- ject sharing times |
| 13 | 11/23 | Reading discussion What's your vision of EE in your community? EE sampler | Journal entry Readings Service Project pre- |

- Exploring materials already out there presentations continue
- What do you like/dislike?
- Lots of material for EE files

| | | | |
|----|-------|--|---|
| 14 | 11/30 | <p>Reading discussion EE with adult audiences Keeping it real</p> <ul style="list-style-type: none"> • EE is not a spectator or passive approach to education • EE in a high-tech/<i>No Child Left Behind</i> world • Assessment/evaluation of EE | <p>Journal entry Service Project presentations conclude</p> |
| 15 | 12/7 | <p>Class Celebration</p> <ul style="list-style-type: none"> • Pot luck dinner • Guest speaker <p>Bldg.)</p> | <p>Don't forget EE Files are presented 12/14 at times you signed up For (Room 106/Ed.</p> |
| 16 | 12/14 | <p>FINAL</p> <ul style="list-style-type: none"> • EE Filing Systems to be shared with Steve during the time you signed up For back on 11/16 • Sharing takes place in Room 106 of the Education Building | |

* There may or may not be a guest speaker on this date. Remember—five edited guest speaker notes are due this term. Speaker notes are due the class period following the speaker's presentation.