

**Natural Resources 370/570, 3 Credits**  
**Introduction to Environmental Study and Education**  
**Syllabus – Spring 2016**

**Course Description**

Lecture (in-class and online resources) and discussion sections of the course explore an overview of PreK-12 environmental education content and methods. Lecture topics provide a broad overview of the environmental content in the WI PreK-12 Environmental Education Standards. Topics and assignments in discussion sections focus on instructional methods. Topics include:

- the natural, social, and economic factors that influence the quality of our environment;
- ecological relationships and principles;
- the compounding factors of population growth, pollution, resource allocation and depletion, conservation, technology, and urban/rural planning; along with
- potential solutions to environmental issues through education, public participation, and thoughtful lifestyle changes.

This course fulfills the WI teacher certification environmental education requirement for pre-service teachers. This course also fulfills the UWSP Environmental Literacy (GDR: EL) and Environmental Responsibility (GEP:ER) requirement.

**Course Organization**

Lecture for all 4 sections includes in-class, online resources, and textbook resources.

	<u>Day</u>	<u>Time</u>	<u>Room</u>	<u>Instructor</u>
Lecture	T	12:00-12:50	TNR 120	Dr. Becca Franzen

Discussion sections 2 & 3 are for elementary, early childhood, and special education pre-service teachers. Section 4 is for high school pre-service teachers.

	<u>Day</u>	<u>Time</u>	<u>Room</u>	<u>Instructor</u>
Sec 2	W	2:00-3:50	TNR 240	Mrs. Ginny Carlton
Sec 3	R	3:00-4:50	TNR 361	Mrs. Ginny Carlton
Sec 4	T	9:00-10:50	TNR 352	Dr. Becca Franzen

Final Exam: Tuesday, May 17, 8-10am in TNR 120.

**Instructors**

Dr. Rebecca L. Franzen  
TNR 110E  
715-346-4943  
bfranzen@uwsp.edu  
Office hours: Mondays 12-2pm  
& Tuesdays from 1-3pm

Mrs. Ginny Carlton  
TNR 110H  
715-346-3805  
gcarlton@uwsp.edu  
Office hours: Wednesdays 11-12 &  
Thursdays 12-1

Please email or call for other appointments.

## **Instructional Methods**

This class is taught using a variety of instructional methods including lecture, discussions, demonstrations, modeling of instructional practices, outdoor experiences, group presentations, simulated lessons by students, and guest speakers. Please come to class prepared to actively participate in all aspects of the course including outside activities.

## **Enduring Understandings**

Students will understand that:

- Environmental issues typically involve interrelated ecological, social and economic factors.
- Ecological principles describe rules by which all life on Earth functions.
- Environmental issues require individual, collective, and societal efforts to address them.
- It is in our interests as residents of the Earth to address environmental issues and promote environmental health.
- Environmental education is interdisciplinary and can easily be integrated across the curriculum.
- Environmental education can enhance student academic achievement, community involvement, and physical and psychological well-being.
- Preparing students to become knowledgeable citizens includes helping them become environmentally literate.
- Many resources and strategies are available to support environmental education.

## **Essential Questions**

- What are core ecological principles that govern life on Earth?
- What are the root causes of environmental issues?
- What is the relationship between environmental and human health?
- What actions can we take to address environmental issues and promote environmental health?
- Why and how should environmental education be included in the preK-12 curriculum?
- Why should citizens be environmentally literate?
- What are the benefits of participating in environmental education activities?
- What resources and strategies are available to support environmental education?

## **Learning Outcomes**

Knowledge (know):

Students will be able to/can:

- Describe how the living environment is comprised of interrelated, dynamic systems.
- Describe the importance of diversity in living systems.
- Describe how different political and economic systems account for, manage, and affect natural resources and environmental quality.
- Describe global social, cultural, political, economic, and environmental linkages.
- Give examples of how humans' alteration of the environment to meet their needs exceeds the environment's ability to absorb the impacts.
- Give examples of the positive and negative influence of individual and group actions on the environment.
- Describe and define environmental education.
- Identify effective environmental education resources and strategies.
- Explain how environmental education can be integrated in the curriculum.

Skills (able to do):

Students will be able to/can:

- Locate and collect reliable information on environmental issues.

- Apply basic logic and reasoning skills to evaluate completeness and reliability in information sources.
- Apply research and analytical skills to analyze an environmental issue.
- Propose action strategies that are likely to be effective in addressing an environmental issue.
- Assess the impacts of proposed action strategies on the environmental issue being addressed.
- Teach others about the environment.
- Propose a lesson plan integrating EE into a specific content area.

Dispositions (character-value/appreciate):

Students will be able to/can:

- Justify their own views on environmental issues and alternative ways to address the environmental issues.
- Explain the importance of exercising the rights and responsibilities of citizenship.
- Explain how their actions can have broad consequences and accept responsibility for recognizing those effects and changing their actions when necessary.
- Explain the personal and society value of environmental protection.
- Explain the importance of environmental education in preK-12 curriculum.
- Justify the value of environmental education in the preK-12 curriculum.

### **Learning Assessments**

**Students will attend and complete all assignments in lecture and discussion.**

#### *Graded in Lecture:*

Attendance, Activities and Participation	20 points
Ecological Footprint	10 points
Lecture Quiz Unit 1	30 points
Lecture Quiz Unit 2	30 points
Lecture Quiz Unit 3	30 points

#### *Graded in Discussion:*

Self-Assessment and Reflection	10 points
EE Journal	40 points (5 pts. each entry)
Participation, Professionalism, & Discussion Attendance	30 points
EE Observation	30 points
Peer teaching	40 points
Integrated EE Assignment	55 points
<ul style="list-style-type: none"> <li>• Environmental topic and issue description (15 points )</li> <li>• Personal plan (10 points)</li> <li>• Lesson plan (25 points)</li> <li>• Reflection of progress on Personal Plan (5 points)</li> </ul>	
<i>Final exam</i>	30 points

#### ***Total***

***355 points***

Attendance will be recorded weekly in the discussion section meetings and periodically in lecture. Missing classes will result in lowering the participation component of your grade for the course and likely result in lower grades on quizzes and assignments. Fully engaging in class activities in a professional manner will be required to earn all participation, professional, attendance points. You should come to classes with the mindset to improve your content knowledge and pedagogical skills for your future teaching career. All assignments are due in D2L dropbox by 11:59pm on the date noted. Turning in an assignment late will result in a reduced score.

## **Grading**

The final grade for the course will be determined by the total number of points earned through assignments and participation. The grading scale will be as follows:

Percentage	Grade	Percentage	Grade
95+	A	74-76	C
90-94	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	63-66	D
80-83	B-	<63	F
77-79	C+		

## **Readings & Resources**

1. D2L study resources, PPTs provide more in-depth information about the big ideas covered in lecture.
2. Textbook provides more in-depth information about the big ideas covered in lecture.  
Karr, Interlandi, & Houtman. (2015). *Environmental Science for a Changing World*, 2<sup>nd</sup> Edition. NY: Macmillan Education & Scientific American Publishing. Available in the UWSP Bookstore as Text Rental.
3. On Reserve at LRC Circulation Desk:
  - a. Withgott & Laposata. 2012. *Essential Environment: The Science Behind the Stories*, 4<sup>th</sup> E. Boston: Pearson Education.
  - b. Myers & Spoolman. 2014. *Environmental Issues and Solutions: A Modular Approach*. Belmont, CA: Brooks/Cole Cengage Learning.
4. All course handouts.
5. Articles posted on D2L assigned for both lecture and discussion.
6. Electronic reserve articles including selections from *Schoolyard-Enhanced Learning: Using the Outdoors as an Instructional Tool, K-8*. 2007. Broda. – available online through the library at <http://search.ebscohost.com.ezproxy.uwsp.edu/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=232705>
6. Project WILD, Project WILD Aquatic, Project WET, Project Learning Tree, other EE curricula.

## **Participation Expectations**

In order to help you gain as much as possible from the course, we will create an environment that is conducive to learning. Therefore, students will be active course participants, arrive on time, be prepared for each class by completing assignments by the designated dates, be dressed appropriately for going outdoors, and refrain from cell phone use during class. Students that cause distractions to the class as a result of cell phone rings or alerts will be asked to leave. Please turn phones off or set to silent. Use of electronic devices will not be permitted during exams or other assessments except for any planned online assessments. Use of electronic devices for cheating or other academic misconduct is covered in the University Handbook and follows the same procedures for academic misconduct that occurs without the use of technology.

PowerPoint notes may or may not be posted at the instructor's discretion. Students are expected to take notes in class. Computers and tablets may be used for note-taking with permission from the instructor but are not to be used for social media, web surfing or other activities that are not related to the class during class times. Lecture and discussion classes are tobacco free environments. Please wait to use tobacco products, including smokeless tobacco (chew) until outside of class.

## **UWSP Community Bill of Rights and Responsibilities**

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. Click here for more information:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. Don't do it! TurnItIn software may be used in this course to check for plagiarism of written work against work that other students turned in and web-based sources. The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment and/or the course. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the Rights and Responsibilities document, Chapter 14, which can be accessed here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

## **Americans with Disabilities Act (ADA) Statement**

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyInfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact the instructor(s) at the beginning of the course. We are happy to help in any way that we can. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here:

<http://www4.uwsp.edu/special/disability/>

## **Campus Emergency Procedures**

- In the event of a medical emergency call 911 or use a campus Red Emergency Phone. Offer assistance if trained and willing to do so. Guide emergency responders to the victim.
- In the event of a Tornado Warning, proceed to the lowest level interior room without a window. See [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans) for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.
- In the event of a fire alarm, evacuate the building in a calm manner. Notify the instructor or emergency command personnel of any missing individuals.
- Active shooter – Run/escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet (turn phones to silent). Follow instructions of Emergency Responders.
- See UW-Stevens Point Emergency Management Plan at [www.uwsp.edu/mgt](http://www.uwsp.edu/mgt) for details on all emergency responses at UW-Stevens Point.