Northland College
Department of Outdoor Education
OED 261 Environmental Education Curriculum Review
Course Syllabus: Fall 2009

Instructor: Elizabeth K. Andre
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Phone: 682-1324 (w)
Email: eandre@northland.edu
Office Hours: Tuesdays 10 a.m. to Noon, Wednesdays 10 a.m. to Noon, and by appointment

Class hours: Tuesdays and Thursdays, 8 a.m. to 9:50 a.m. in Wheeler 111

Required Texts:

Other resources will be provided by the instructor, including:
- Project WILD
- Project WILD Aquatic
- Leopold Education Project

Recommended texts:
I. Course Description
This course provides a broad survey of environmental education including historical, philosophical, and theoretical foundations, current research, debates, critiques, and practices. Course work prepares students to develop effective programs in environmental education. It provides exposure to a spectrum of EE curriculum and provides opportunities to practice planning and facilitating EE experiences. This course meets environmental education requirements for teacher licensure in Wisconsin.

While the course must meet certain objectives, there exists some flexibility to tailor the class to individual interests. If you would like to incorporate additional topics or perspectives, please see me to discuss how the course can better meet your personal educational goals.

II. Course Structure
The first several class sessions will focus on historical, philosophical, and theoretical perspectives. The goal of these sections will be to provide a framework to aid in evaluating curriculum, activities, and experiences we will have later in the course.

The bulk of the semester will balance “lab” days where we gain practical experience in a variety of available EE curriculums, with classroom “theory” days where we examine critical questions, current research and debates.

The final section of the semester will include opportunities to synthesize course learnings through the design, facilitation, and evaluation of an EE activity or lesson with a community group.

III. Learner Outcomes (assessment strategies in parenthesis)
   a. Students will be able to clearly articulate the historical, philosophical, and theoretical foundations of environmental education as well as discuss current debates within the field and opportunities for moving the field forward (midterm paper).
   b. Students will be able to critically evaluate and select curriculum to meet desired objectives (curriculum critique assignment).
   c. Students will be able to discuss a wide variety of natural resources and cite examples of curriculum that can be used to promote conservation and understanding of those resources (classroom EE activities).
   d. Students will be able to plan and facilitate environmental education lessons and activities that are appropriate for selected populations of participants (lesson/activity planning and facilitation).
   e. Students will critically reflect on how they might incorporate principles and practices of environmental education in their future practice (course journal).
IV. Course Assignments

a. **Written Reactions** to assigned readings—15 total points (fifteen reactions worth 1 point each). These must be typed and **turned in during class**. The purpose is to aid you in reading carefully, in critically reflecting, and in contributing thoughtfully to class discussions. Specific instructions and due dates for each written reaction will be provided during class.

b. **Midterm Paper**—25 points. The purpose of this paper is to summarize and synthesize topics from the first half of the course and to aid you in developing a reflective praxis. In 2500 words or less, discuss what is EE? How did it get this way? What are its connections with OE and Environmental Interpretation? What are some key debates within the field and/or competing visions for the future of EE? What is the relevance of EE today? What challenges does it face? How can it best move forward? A rubric and more specific instructions will be provided in class. Due electronically November 10th by 5 p.m.

c. **Curriculum Critique**—15 points. The purpose of this assignment is to provide practice in evaluating EE curriculum and to prepare you for developing your own lessons or activity plans. In 800 words, summarize and critique one published EE curriculum of your choosing. A rubric and more specific instructions will be provided in class. Due electronically on November 19th by 5 p.m.

d. **Lesson/Activity Planning and Facilitation**—20 points. The purpose of this assignment is to provide practical experience in planning, conducting, and evaluating EE lessons and activities. In small groups design and facilitate an activity or a lesson for an after-school EE programs for Ashland Leisure Services or for a class in a local school. Present your learnings to the class. A rubric and more specific instructions will be provided in class.

e. **Course Journal**—25 points. Write 1 – 3 typed pages each week that reflect on and synthesize a reading, class discussion, your personal background and thoughts, and ideas for your future practice. The purpose of this assignment is to provide a venue for personal growth and expression and to serve as a resource for your future practice. A rubric and more specific instructions will be provided in class. The journal will be due electronically on December 15th by 5 p.m.

V. Extra Credit (you may receive credit for each option only once)

a. Attend a campus or community environmental lecture or educational program. Prepare a five-minute presentation to the class and write a one-page written summary. The written summary and presentation should provide a brief overview of the lecture or program, include your personal critiques and observations, and discuss how the program meets (or does not meet) specific goals of environmental education. Include suggestions for improvements. (1 point)

b. Choose an academic journal article that relates to topics covered in the course. Prepare a five-minute class presentation and write a one-page summary and reaction to the article. Discuss its implications for this course, for EE in general and, for your practice in particular. Recommended journals include: *Environmental Education, Environmental Education Research, International Journal of Environmental & Science Education, International Research in Geographical & Environmental Education, The Journal of Environmental*
Education, and *The Journal of Education for Sustainable Development*. Most of these journals are available in full-text electronic form through the library website. (1 point)

c. Initiate a campus or community environmental action (i.e. clean-up, awareness campaign, letter-writing, etc.) or join an existing environmental group. Report to class regularly. Discuss aspects of your project that adhere to principles of EE and those falling more under the umbrella of environmental activism and advocacy. (1 points)

VI. Statement on Grading
You have the opportunity to earn 100 total points for the course. A rubric will be provided for each assignment to help you judge the quality of your work and understand the grade assigned. **Late work will not be accepted without prior arrangement.** If you are unsatisfied with a grade on an assignment, you will have the opportunity to rewrite *one* assignment to attempt to improve your grade. You must make arrangements with me before beginning a rewrite.

The grading scale is as follows:

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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>100 – 94</td>
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<tr>
<td>A-</td>
<td>93 – 90</td>
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<td>A+</td>
<td>90 – 94</td>
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<td>B</td>
<td>86 – 87</td>
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<td>B-</td>
<td>82 – 80</td>
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<td>C</td>
<td>76 – 79</td>
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<td>C+</td>
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<td>C-</td>
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<td>B+</td>
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VII. Statement on Attendance
Much of the learning takes place through class discussions and activities. **Students are expected to be present for each class.** I do not, however, expect you to attend if you are sick. Students who miss class are responsible for assignments and material presented. Please make arrangements with me prior to your expected absence. Barring extenuating circumstances, students missing three or more classes will lose 5 points from their final grade.

In the event of a pandemic flu outbreak, the health and safety of our community takes precedent over expectations of class attendance. In the event that you or I am sick this semester, I will communicate with you via your official campus e-mail. **You are responsible for checking your campus e-mail regularly.**

Please follow the recommendations from the Centers for Disease Control (CDC) regarding this year’s expected H1N1 outbreak:

> If you are sick, stay home or at your place of residence for at least 24 hours after you no longer have a fever (100 degrees Fahrenheit or 38 degrees Celsius) or signs of a fever (have chills, feel very warm, have a flushed appearance, or are sweating). This should be determined without the use of fever-reducing medications (any medicine that contains ibuprofen or acetaminophen). Staying away from others while sick can prevent others from getting sick too. Ask a roommate, friend, or family member to check up on you and to bring you food and supplies if needed.
VIII. Statement on Academic Integrity
Visit http://www.plagiarism.org/ to understand actions that constitute plagiarism and to learn how to avoid this serious offense. There will be no tolerance for plagiarism or other forms of academic dishonesty.

All of the following are considered plagiarism:
- turning in someone else’s work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

Attention! Changing the words of an original source is not sufficient to prevent plagiarism. If you have retained the essential idea of an original source, and have not cited it, then no matter how drastically you may have altered its context or presentation, you have still plagiarized.

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism. (Source: http://www.plagiarism.org/)

IX. Course Fee
A $45 course fee is charged for this course. The fee is paid to the Wisconsin Project WILD office for your Project WILD and Project WILD Aquatic activity guides. As a certified user of Project WILD you will receive regular updates and conference notices from the state office. Part of your course materials from the Leopold Education project have been generously donated by state chapters of Pheasants Forever.

X. Accommodation of disabilities
If you have a disability, either permanent or temporary, which might affect your ability to perform in this class, adaptation of methods, materials, and evaluation may be made to provide for your equitable participation. Students in need of academic or medical accommodation should contact Patti Fenner-Leino, Room 229 in the Ponzio Campus Center, ext. 1230, pfen-lei@northland.edu.

XI. Tentative Schedule (I reserve the right to alter the syllabus and course schedule. I will announce any changes in class.)

- Thursday, September 10
  Introductions, Definitional “problem”
Assignment: Bring to class one typed page explaining your definition of Environmental Education (in no more than a few sentences), a discussion of why you want to learn more about EE, and a vision of how you hope to incorporate EE in your future career (as a student, professional, and citizen).

- **Tuesday, September 15**
  Topic: What is EE? How does it relate to OE and to Environmental Interpretation?

Readings:
- Outdoor and Environmental Education Timeline handout.

Optional readings:

- **Thursday, September 17**
  Topic: EE founding documents, Historical perspective, future directions?

Readings:
- 1978 - The Tbilisi Declaration

- **Tuesday, September 22**
  Topic: Critiques of EE: Two hats, What is the aim of education?

Readings:
  o Introduction
  o Chapter 1

Optional reading:

**Thursday, September 24**
Lab: Acclimitization

**Tuesday, September 29**
Topic: What makes good EE? Goal Levels, NAAEE Guidelines for Excellence, WI standards

Activity: Critique the Wisconsin climate change curriculum

Readings:
• NAAEE Guidelines for Excellence
• Wisconsin New Model Academic Standards for Environmental Education

Optional readings:
• Cilen, G. R., “The Status of Environmental Education with Respect to the Goal of Responsible Citizenship Behavior.”

**Thursday, October 1**
Lab:

**Tuesday, October 6**
Topic: Responsible Environmental Behavior (REB), Environmental Sensitivity, Children (and the rest of us) and Nature

Readings:
Thursday, October 8
Lab: Solo, Nature Journaling

Tuesday, October 13
Topic: Overcoming barriers, reconnecting with nature
Readings:

Thursday, October 15
Lab:

Tuesday, October 20
Topic: REB, cont. Ownership and Empowerment, Eco-Education
Readings:

Thursday, October 22
Lab:

Tuesday, October 27
Topic: Critiques of EE (revisiting the “advocacy vs. education” debate), Interacting Natural and Social Systems
Activities:
- Curriculum evaluation: Education or Advocacy? Climate Coaches, Citizen Climate
- Case Study: An Inconvenient Truth in schools
Readings:
- Finley and Cogan – Global Environmental Education: Interacting Natural and Social Systems: An Organizing Theme For EE.
Optional readings:


- Thursday, October 29
  Lab:

- Tuesday, November 3
  Topic: EE moves towards Education for Sustainable Development (ESD); the UN’s Decade for Education for Sustainable Development (DESD), ESD in practice

Readings:


Optional reading:


- Thursday, November 5
  Lab:

In class: Choose groups for Lesson/Activity planning and facilitation.

**Mid-course instructor feedback:**
Please turn in answers to the following questions at the beginning of class. You may choose to keep your feedback anonymous.

- What about the instructor’s style of teaching helps you learn?
- What aspects of the course do you feel are most valuable to you?
- Are there aspects of the course you find less valuable or that you would minimize? Which ones?
- What could the instructor do to improve the course for you?
- Other comments?
• **Tuesday, November 10**
  MIDTERM PAPER DUE electronically by 5 p.m.

  Topic: Planning, Facilitating, and Evaluating activities—the how-to, details, and logistics

  Reading:
    - Section 1: Procedures for Developing a Curriculum Plan, Characteristics of an Ideal Plan
    - Section 7: Evaluation

• **Thursday, November 12**
  Topic: Place-based Education

  Readings:

  Optional readings:

• **Tuesday, November 17**
  Lab:

• **Thursday, November 19**
  Curriculum Critique DUE electronically by 5 p.m.

  Topic: Urban EE, Nature is everywhere

  Readings:

• **Tuesday, November 24**
  Group work: Planning lesson/activity
• **Tuesday, December 1**
  Topic: Spirituality, Nature, and EE

Readings:

Optional readings:

• **Thursday, December 3**

• **Tuesday, December 8**

• **Thursday, December 10 (final session)**
  Course Review