COURSE SYLLABUS

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY
COURSE PREFIX: EDU  COURSE NUMBER: 615  CREDIT HOURS: 3
COURSE NUMBER: EDU 615

I. TITLE: Introduction to Environmental Education

II. COURSE DESCRIPTION AND PREREQUISITE(S):
An introduction to environmental education, which will include the philosophy, historical development, resource identification, curriculum development, field trips and other activities designed to use the various subject area in all grade levels as a vehicle to create an environmental ethic.

Prerequisite: None

III. COURSE OBJECTIVES:

These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), the Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards (KTS), the North American Association for Environmental Education’s Standards (NAAEE) in “Guidelines for the Initial Preparation of Environmental Educators,” and the CHETL standards addressed by that objective. Upon successful completion of this class, students will be able to:

A. identify and discuss the basic characteristics and goals of the field of environmental education (KTS 1 /NAAEE 1, 2, 3 /CHETL 5);
B. show how various programs and policies support the implementation of environmental education (KTS 1, 2, 4, 7/ NAAEE 3, 4, 5, 6/CHETL 3,4);
C. identify and use knowledge, skills, and concepts to show how the field of environmental education has changed over time and continues to change (KTS 1, 7/ NAAEE 2, 4/CHETL 5);
D. recognize and analyze the integrated curriculum model of the ecological principles which are the foundation of environmental education (KTS 1, 7/ NAAEE 4, 5, 6/CHETL 5);
E. compare and contrast natural resource use problems that exist in this region and state (KTS 1, 7/ NAAEE 4, 5/CHETL 5);
F. make use of opportunities for the development of values which lead to commitment to participate in environmental maintenance and improvement (KTS 1, 7, 8, 9, 10/ NAAEE 1, 3, 4/CHETL 5); and
G. share and communicate current environmental problems and issues and examine the various cultural, economic and societal positions on those issues (KTS 1, 7/ NAAEE 1, 2/CHETL 5).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by having students collect data or journal with regard to ecosystems, change over time, or environmental problem solving. They then reflect and formalize this in three formats, through the written word that may include poetry, prose, or scientific documenting, and then provide a visual record through photography or other artistic forms to complete the process.

The EPSB themes that are addressed include “diversity,” “literacy,” and the “achievement gap.” Diversity is addressed through connecting the need for human diversity through modeling this through ecological diversity that states the “health of an ecosystem is directly related to the amount of diversity displayed by the ecosystem.”

Literacy and achievement gaps are all connected to the research in the field and practice students have in the field through hands-on-minds-on activities that show how environmental education as a theme (Environment as an Integrating Context, EIC) impacts in a positive and significant way the outcomes of students in classroom and test score performance. This process also enables students to become civically engaged and connect on a broader and more global basis.
IV. CONTENT OUTLINE:

- Definitions of environmental education
- Significant people in past and present
- Significant literature in the field
- Basic ecology of our region
- Natural resource review of our region
- Environmental issues in our region
- Global applications of local issues
- Curriculum integration (scope & sequence) of environmental education subject matter
- Pertinent legislation and its impact on environmental education
- Status of state/national/international levels on environmental education
- Organizations that support environmental education and what they do
- Various approaches to teaching environmental education (Constructivist – Behaviorist)
- Field trips and their use in environmental education
- Resources for teaching environmental education (web and otherwise)
- Funding sources

V. INSTRUCTIONAL ACTIVITIES: Assignments in texts, professional journals and media will be utilized. Students created projects will be shared with the class. Portions of the instructional time will involve active experience, reflective discussions and min-lectures.

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES: Land Between the Lakes and the Resource Room of the Center for Environmental Education will provide field experiences.

VII. RESOURCES: Center for Environmental Education Readings, Kentucky Natural Resources and Environmental Protection Cabinet, Center for Environmental Education, Murray State University, U.S. Forest Service Land Between the Lakes, West Kentucky Environmental Education Consortium.

VIII. GRADING PROCEDURES:

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<tr>
<th>Class Participation/Discussion/Reflection</th>
<th>25%</th>
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<td>(Which includes readings being completed as well as leadership in various components of the class including being prepared with assignments read, interaction, discussion, sharing both in class and out of class)</td>
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<tr>
<th>Three (3) Books and Reactions as Follows</th>
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<tbody>
<tr>
<td>(1) A Sense of Wonder – Rachel Carson</td>
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<td>(2) Sand County Almanac – Aldo Leopold</td>
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<td>(3) Last Child in the Woods – Richard Louv</td>
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<th>Reading Articles and Reacting to Prompts</th>
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<tr>
<td>(Summaries submitted to Nancy Smith and J. Baust Baust)</td>
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<th>Louv Presentation and Discussion</th>
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100%

A= 90-100 Percent
B= 80-89 Percent
C= 70-79 Percent
E= Below 70 Percent

Any late assignment will require a student to take a final examination over the entire class, readings and lectures. More than one late assignment will mean the examination will have a greater weight in influencing the final grade, i.e. – 1 late assignment the weight of the examination is 15% of the final grade, 2 late assignments 25 percent, 3 late 30 percent, 4 or more 60 percent.
However all readings must be submitted, even if late. Articles not submitted will be assessed as a Zero.

Assignments – Throughout the semester you will be required to do several reading and writing assignments.

(A) Books Required- You will be required to read three books this semester, two will be provided to you and the others will be your responsibility. (If you order early from Amazon, you may find Sense of Wonder as a significant discount.

(1) Last Child in the Woods by Richard Louv will need to be read in its entirety by the Dec. meeting. You will also be required to do a presentation on that day about something you have learned. The specifics of this assignment will be given to you at a later date.

(2) Sense of Wonder by Rachel Carson will need to be read in its entirety by the last weekend class. Each student will be required to submit a response to the prompt using what Carson suggests and connecting to the need of both educators, parents and citizens to connect to nature, our earth, and our environment. Prompt for Reading: How Rachel Carson might respond to how and why adults can learn about our natural world by going outside with a child.

(3) Sand County Almanac by Aldo Leopold will need to be read and write a response to the following prompt: There are places in the book where Leopold connects personal experiences to metaphors connected to nature. Prompt for Reading: Identify at least two ways Leopold connects to teachers and schools. Reflect on a similar experience in your life by comparing and contrasting what he says to you, the person.

Assignment for #2 and #3 above: What is the message both Leopold and Rachel Carson saying to us? What should it mean to the way we teach, parent, and personally treat our earth? (Deadline – November 20 by 11:59PM)

All reports will be 12-pt font and 1-inch margins. They are to be submitted to all three of the following e-mail addresses: nancyg07@windstream.net AND jbaust@murraystate.edu

(B) Article Reading – Please the articles and reply to the prompt. These are due no later than the time set. Late submissions will not be accepted. Send them to Nancy Smith at nancyg07@windstream.net, and Joe Baust by the times and dates specified. A one to two page article summary is required with 12pt. font and 1-inch margins for each article. To help Nancy keep the emails organized for each week please make your email subject the article. For example, Louv JoeBaust –would be the correct format. (First word in the email title should be the article author, if there is not an author, the first two words, then an underscore, then your first and last name)

Reading in First Class:

“Two Hats” – John Hug
“What is Education For? Six myths about the foundations of modern education, and six new principles to replace them.” – David Orr

Prompt to be answered during the weekend of class: What is environmental education and an environmental educator versus an environmentalist? What do they have in common and what is dissimilar?

1st Article Set –

“Man’s Search for Himself.” Rollo May (provided in class)
“The Responsibility of Being Human,” Sarah Belle Dougherty
“Outdoors and Out of Reach, Studying the Brain,” Matt Richtel

“ Beyond Ecophobia” – David Sobel
Writing Prompt: “Awareness,” what do we have to know to be conscious and cognizant of our Environment and what our place is in that environment?
Due September 24th – 12:00 AM

2nd Article Set -
“Environmental Education in the U.S.: Definition and Direction” – McCrea and Archie
“Defining Environmental Education,” North American Assoc. for Env. Education
“What is EE,” (University of Wisconsin – Stephen’s Point – Intro Course Reading)
“ Some Widely Agree-Upon Environmental Education Objectives,”
“What is EE?” and “Expanding the Definition of EE”
The Tbilisi Declaration: Intergovernmental Conference on Environmental: October 14-26, 1977. (Skim read the bulk of the report….but I want you to see what the objectives/goals recommended that appear on page 26-27. What person from the U.S., and your readings were part of the Tbilisi Delegation?)
“Environmental Literacy” (all parts of the document)

Writing Prompt: How does environmental education a reflection of the times, then and now? What does Tbilisi, a document of the past, say to us today in our world and our definition of environmental education?
Due October 15th – 12:00 AM

3rd Article Set -
“Should Action Be a Goal – Yes” – Wilke
“Should Action Be a Goal – No” – Kwong
“The Politics of Environmental Education” – Holsman

Writing Prompt: If we take Hug literally then can environmental education have any action component? What does time, history, and experience have to do with how we see action in environmental education?
Due November 5 – 12:00 A.M.

4th Article Set
“Tensions in Environmental Education” – John Disinger
“The Myths of EE” – Revisited – Harold Hungerford
“EE Criticism in the Media: What They Say and Where.” NEEAP
“When Did the Environment Become a Problem?”
“So You Want to Teach Issues?” – Ramsey and Hungerford

Writing Prompt: What’s “Love Got to Do With It.”---a song that was written some time ago in the pop world. It seems that we could change the phrase – “what’s environmental education got to do with it?” What does environmental education have to do with its perception in the media, in our society, in our communities and homes?
Due December 1st – 12:00 A.M.

IX. ATTENDENCE POLICY: Due to the nature of these classes and only meeting on weekends, there is no tolerance for missing any portion of the meeting dates. This will be strictly enforced. If ANY portion of the class is missed, the highest attainable grade will be a “C” in the course, if all other work is at least an A.

X. ACADEMIC HONESTY POLICY: Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to
evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

- **Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

- **Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

- **Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

- **Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XI. NON-DISCRIMINATION POLICY STATEMENT:** Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).