

Natural Resources 301/501
Foundations of Environmental Education I
Fall 2019

Course instructor

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Office hours:
Mondays 1-2pm, Thursdays 11am-1pm
Please call or email for other appointments

Course information

Lecture meets from 11-11:50am, Mondays, TNR 254
Discussion meets from 10-11:50am, Wednesdays, TNR 254

Course description

Conceptual and philosophical basis for and goals of environmental ed; analysis of instructional materials; knowledge of learners; strategies for developing/implementing environmental ed programs; observe instruction; Prereq: CNR/biology major or written cons instr.

Instructional methods

This class is taught using a variety of instructional methods including discussions, outdoor experiences, group presentations, and guest speakers.

Enduring understandings

Students will understand that...

- Environmental education is and needs to be presented as relevant to all learners.
- Environmental education can occur in formal and non-formal education settings, in rural and urban areas, and with people of all ages, backgrounds, and abilities.
- Environmental education addresses social, economic, and natural environments.
- The goal of environmental education is education for sustainability and environmental literacy.
- Environmental education is an evolving field, grounded in its history yet responsive to current social, political, biophysical, and economic issues.
- Many quality curriculum materials are available to help educators develop, implement, and evaluate lessons that foster environmental sensitivity, knowledge, attitudes, and behaviors.

Essential questions

- How does environmental education address social, economic, and natural environments?
- How should environmental education be presented as relevant to all learners?
- Where does environmental education take place? For whom?
- Why is environmental education important?
- How has environmental education changed over time?
- What makes for quality curriculum in environmental education?

Learning outcomes

Knowledge (know)

Students will be able to/can...

- Describe environmental education and how it has changed over time.
- Identify effective environmental education resources and strategies.
- Explain some of the major theories that form the foundation of environmental education.

Skills (able to do)

Students will be able to/can...

- Articulate personal understanding of environmental education.
- Develop and implement an environmental education lesson plan that addresses the needs of all learners.
- Compare and contrast the various approaches to environmental education.

Dispositions (value/appreciate)

Students will be able to/can...

- Explain the importance of addressing social, economic, and natural environments through environmental education.
- Justify the value of environmental education in leading to behavior change through education for sustainability and environmental literacy.

Learning assessments*

Attendance, participation, and professional development	10 points
Reading discussion involvement	10 points
Observation and reflection on EE teaching	15 points
Lesson plan	35 points
First draft (5 points)	
Peer teaching and reflection (15 points)	
Final draft (15 points)	
Philosophy of environmental education paper	20 points
Final exam	10 points
Total	100 points

*Students enrolled in NRES 501 will be expected to complete an additional assignment.

All submissions should be typed and posted in Canvas by 11:59pm on the identified due date. Professionally presented papers are clear and cohesive, have been checked for spelling and grammatical errors, and are submitted by the deadline to earn full credit.

Grading scale

Percentage	Grade	Percentage	Grade
93+	A	74-76	C
90-92	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	63-66	D
80-83	B-	<63	F
77-79	C+		

Course resources

Text rental:

The Center for Instruction, Staff Development and Evaluation. (2005). *Essential Readings in Environmental Education (3rd edition)*.

Gilbertson, K., Bates, T., McLaughlin, T., & Ewert, A. (2006). *Outdoor education: Methods and strategies*. Champaign, IL: Human Kinetics.

Purchase:

Council for Environmental Education (2011). *Project WILD: K-12 curriculum & activity guide*.

Project WET Foundation (2011). *Project WET curriculum & activity guide 2.0*.

Young, J., Haas, E., & McGown, E. (2010). *Coyote's Guide to Connecting with Nature*. OwlLink Media Corporation: Washington

Desire2Learn:

Selected articles for lecture and discussion

Course policies

You are expected to attend all class meetings. Active participation in discussions and activities will enhance your own learning experience and that of your classmates. You should arrive on time, mentally and physically prepared to learn, having completed all readings and assignments. Texting, emailing, and engaging in other distracting behaviors during class is not allowed. If you need to miss a class for any reason, please email the instructor ahead of time and, if possible, provide appropriate documentation upon returning to class. Excessive unexcused absences will negatively affect your final grade.

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic

violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. Dean of Students: <https://www.uwsp.edu/DOS/sexualassault> Title IX page: <https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx>

Disability and Accommodations

In accordance with [federal law and UW System policies](#), UWSP strives to make all learning experiences as accessible as possible. If you need accommodations for a disability (including mental health, chronic or temporary medical conditions), please visit with the [Disability and Assistive Technology Center](#) to determine reasonable accommodations and notify faculty. After notification, please discuss your accommodations with me so that they may be implemented in a timely fashion. **DATC contact info:** datctr@uwsp.edu; 715/346-3365; 609 Albertson Hall, 900 Reserve Street

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. For more information on UWS chapter 14 visit: <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

Reporting Incidents of Bias/Hate

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

You may also contact the Office of the Dean of Students directly at dos@uwsp.edu. Diversity and College Access is available for resources and support of all students:

<https://www.uwsp.edu/dca/Pages/default.aspx>.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

The **Drug Free Schools and Communities Act** (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).