

Natural Resources 370/570, 3 Credits
Introduction to Environmental Study and Education
Syllabus – Spring 2024

Course Description

Lecture and discussion sections of the course explore an overview of preK-12 environmental education content and methods. Topics provide a broad overview that will prepare you to address the Wisconsin Standards for Environmental Literacy and Sustainability in your future classroom, including the natural, social, and economic factors that influence the quality of our environment. This course fulfills the Wisconsin teacher certification environmental education requirement for pre-service teachers. This course also fulfills the UWSP Environmental Responsibility (GEP:ER) requirement.

Course Organization

NRES 370/570 includes one lecture per week and one discussion period per week.

Lecture is in TNR 120 from 11-11:50am on Tuesdays with Becca Franzen.

Discussion is as follows:

| | <u>Day</u> | <u>Time</u> | <u>Room</u> | <u>Instructor</u> |
|----------|------------|-------------|-------------|-------------------|
| Sec 01D1 | Wednesday | 2:00-3:50 | TNR 254 | Kendra Liddicoat |
| Sec 01D2 | Tuesday | 4:00-5:50 | TNR 254 | Becca Franzen |
| Sec 01D3 | Monday | 2:00-3:50 | TNR 254 | Kendra Liddicoat |

Instructors

Dr. Kendra Liddicoat

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Office Hours: Tuesdays 4-5, Wednesdays 11-12 in TNR 235 or email for a Zoom link.

Dr. Becca Franzen

Office: TNR 237

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Email: bfranzen@uwsp.edu

Office Hours: Mondays 1-2pm, Thursdays 11-12pm in TNR 237 or at <https://wisconsin-edu.zoom.us/j/5144985211>

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 best interest 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:

1. Describe the dynamic, interrelated systems that sustain life on earth.
2. Identify interactions between human society and the natural environment.
3. Analyze the social, economic, and ecological factors that influence sustainable natural and cultural systems.
4. Define environmental education.
5. Give examples of environmental education effectively integrated into math, language arts, science, social studies, art, and physical education instruction.

Skills (able to do):

Students will be able to/can:

6. Locate, evaluate, and synthesize reliable sources of information on complex environmental issues.
7. Propose, implement, and evaluate an individual action plan to address an environmental issue.
8. Evaluate conflicting data, perspectives, and published material on environmental problems and sustainable solutions.
9. Locate and critically consider environmental education resources and teaching strategies.
10. Create a lesson plan integrating environmental education into a specific content area.
11. Identify strategies for universally designing environmental education lessons and adapting instruction to fit the strengths of all students.
12. Teach others about the natural environment, environmental issues, and sustainable solutions.

Dispositions (character-value/appreciate):

Students will be able to/can:

13. Explain how actions can have broad consequences and accept responsibility for identifying those effects and changing behaviors when necessary.
14. Explain the benefits of learning outside.
15. Justify the value of environmental education in the preK-12 curriculum.

UWSP General Education Program Environmental Responsibility Learning Outcomes

The purpose of the UWSP General Education program is to provide “the framework of a liberal education, equipping students with the knowledge and skills to facilitate intellectual and personal growth, pursue their advanced studies, and improve the world in which they live”

(<https://www3.uwsp.edu/gep/Pages/mission.aspx>). NRES 370 contributes to this mission by introducing students to ideas and actions associated with Environmental Responsibility (ER). More specifically, at the conclusion of this course, students will be able to:

1. Identify interactions between human society and the natural environment. (GEP ER LO1)
2. Analyze the individual, social, cultural, and ecological factors that influence environmental sustainability. (GEP ER LO2)
3. Evaluate competing claims that inform environmental debates. (GEP ER LO3)

Wisconsin DPI Administrative Code

NRES 370 meets the following component of PI 34.15.4 for teacher preparation:

“Provisions that meet the following requirements, including those that meet statutory requirements identified under s. 118.19, Stats., which enable all students completing teacher preparation programs to demonstrate knowledge and understanding of the following... (b) Environmental education including the conservation of natural resources for licenses in agriculture, early childhood, middle childhood to early adolescent, science and social studies.”

Learning Assessments

Graded in Lecture:

Quizzes and related activities (GEP ER LO1 & LO3) 98 points

Graded in Discussion:

| | |
|---|---------------------------------|
| Participation and Attendance | 20 points |
| Across the Spectrum Reading Worksheet | 7 points |
| Weekly Nature Journal | 40 points (5 points each entry) |
| EE Observation & Reflection | 20 points |
| Peer Teaching | 30 points |
| Environmental Issue Assignment (GEP ER LO2) | 55 points |
| • Environmental topic and issue description (15 points) | |
| • Personal plan (9 points) | |
| • Lesson plan (25 points) | |
| • Reflection of progress on Personal Plan (6 points) | |

Final exam (GEP ER LO1) 30 points

Total ***300 points***

All assignments are due in Canvas by 11:59pm on the date noted unless otherwise indicated. 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.

Course grade calculation:

$$\frac{\text{Total Points Earned}}{300} \times 100 = \text{percentage}$$

The grading scale will be as follows:

| | | | |
|-------------|------------|------------|-----------|
| 93-100% = A | 83-86 = B | 73-76 = C | 60-66 = D |
| 90-92 = A- | 80-82 = B- | 70-72 = C- | <60 = F |
| 87-89 = B+ | 77-79 = C+ | 67-69 = D+ | |

Readings & Resources

1. Textbook from text rental provides more in-depth information about the big ideas covered in lecture.
Karr (2021). *Environmental Science for a Changing World, 4th Edition*. Macmillan Education & Scientific American Publishing. Available in the UWSP Bookstore as Text Rental.
2. Articles and videos posted on Canvas assigned for both lecture and discussion.
3. Wisconsin Standards for [Environmental Literacy and Sustainability](#).
4. [Project Learning Tree](#) curricula, [K-12 Energy Education Program](#) curricula, and resources shared in Canvas.

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 when necessary, and refrain from cell phone use during class. 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 from lecture and discussion 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 specific class meeting during class times. All UWSP classes are tobacco free environments. Please wait to use tobacco products, including smokeless tobacco (chew) until outside of class.

Emergency Response Guidance

In the event of a medical emergency call 9-1-1 or use campus phone in the hallway by our classroom. Offer assistance if trained and willing to do so. Guide emergency responders to the victim.

In the event of a tornado warning, the closest severe weather shelter locations are the hallway and the classroom next door (TNR 252).

In the event of a fire alarm, evacuate the building in a calm manner. Meet on the Sundial near the parking lot. Notify instructor or emergency response personnel of any missing individuals.

If there is an active shooter – RUN. HIDE. FIGHT. If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Procedures at [Emergency Procedures - Emergency Management | UWSP](#) for more details.

COVID-19 and Health Precautions

We will follow university guidance (which includes CDC guidance) regarding COVID-19 and other health-related issues. The [CDC website](#) provides guidance on isolation and precautions related to COVID. As needed, we will announce policy changes that affect you in this class. It is expected that everyone will respect the needs and preferences of classmates and instructors.

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 individually 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. Title IX page: <https://www3.uwsp.edu/titleix/Pages/default.aspx>.

Disability Resources 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 Resource 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. **DRC contact information:** drc@uwsp.edu; (715) 346-3365; 108 Collins Classroom Center (CCC).

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

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. More information on expectations and your rights and responsibilities as a student can be found on the Dean of Students page at <https://www.uwsp.edu/dos>.

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! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. Keep in mind that submitting work that was generated by AI such as ChatGPT is considered academic misconduct unless you have been given permission to use such a tool and acknowledge it in your assignment. For more information, see <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](#).