

**Natural Resources 370/570, 3 Credits**  
**Introduction to Environmental Study and Education**  
**Syllabus – Spring 2021**

**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**

Lecture for all four sections is online. There is no designated meeting time. The professor is Dr. Kendra Liddicoat. Discussion sections meet on Zoom at a specific time each week.

	Day	Time	Instructor
Sec 01D1	Wed.	2:00-3:50	Dr. Kendra Liddicoat
Sec 01D2	Thurs.	3:00-4:50	Dr. Kendra Liddicoat
Sec 02D1	Mon.	2:00-3:50	Dr. Becca Franzen

**Instructors**

Dr. Rebecca L. Franzen  
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Dr. Kendra Liddicoat  
TNR 235  
715-346-2028  
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[Zoom](#) coffee talk: Thursday, 10-11am

[Zoom](#) office hours: Tuesday, 9-10am; Thursday, 2-3pm

Please email for other appointments.

**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:

- 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 societal 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.

### **UWSP General Education Program Environmental Responsibility Learning Outcomes**

Upon completing this requirement, students will be able to:

- Identify interactions between human society and the natural environment.
- Analyze the individual, social, cultural, and ecological factors that influence environmental sustainability.
- Evaluate competing claims that inform environmental debates.

## Learning Assessments

### *Graded in Lecture:*

Quizzes, online activities, etc. 98 points (7 points per week)

### *Graded in Discussion:*

Activities Associated with Discussion	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	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*

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. 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. Textbook from text rental provides more in-depth information about the big ideas covered in lecture.  
Karr, Interlandi, & Houtman. (2018). *Environmental Science for a Changing World*, 3<sup>rd</sup> Edition. NY: Macmillan Education & Scientific American Publishing. Available in the UWSP Bookstore as Text Rental.
2. Lecture videos and associated resources posted on Canvas.
3. Articles posted on Canvas assigned for both lecture and discussion.
4. Wisconsin Standards for [Environmental Literacy and Sustainability](#)
5. [Project Learning Tree](#) e-units, [K-12 Energy Education Program](#) curricula, and other environmental education materials.

## Participation Expectations

Students are encouraged to participate in all discussion section meetings synchronously. When logged into a Zoom session, students are expected to be fully present and able to contribute to the conversation verbally or through the chat function at any time. Camera use will be required during certain Zoom sessions, unless the student makes prior arrangements with the instructor. Respectful language, images shared, and online behavior are required at all times. During a Zoom discussion session, students may be asked to write, draw, measure, engage in physical activities, watch a video, use instructional apps, observe nature outside or through a window, etc. Students may also be asked to use the

Zoom app on their smart device for outdoor learning. Students should come to their virtual classroom ready to do some environmental education!

### **Privacy and Intellectual Property**

Recordings of lectures and discussion meetings are posted to Canvas for students in this course only. You are not permitted to share them with individuals not currently registered for NRES 370.

### **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. 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](mailto: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 1<sup>st</sup> 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](#).

## **COVID-19 Prevention Policies and Practices**

### *Face Coverings*

At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes.

Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

*Other Guidance*

- Please monitor your own health each day using this [screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646). As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

**NRES 370, Spring 2021 - Tentative Schedule**

<b>Date</b>	<b>Lecture topics</b>	<b>Reading associated with lecture</b>	<b>Discussion topics</b>	<b>Reading due in discussion</b>	<b>Assignment due by 11:59pm on day of your discussion section (unless otherwise indicated)</b>
Week 1 (1/25-29)	Introduction to NRES 370.		Introduction to NRES 370. Nature journaling as Environmental Education (EE).		
Week 2 (2/1-5)	Introduction to environmental science and environmental issues.	Module 1.1	Introduction to EE History of EE	<i>Across the Spectrum</i> Chapter 1 (Canvas) <i>Coyote's Guide</i>	Reading worksheet for <i>Across the Spectrum</i> due to Canvas before discussion section.
Week 3 (2/8-12)	Information literacy and toxicology.	Module 1.3	Researching environmental issues. Evaluating resources using the <i>Guidelines for Excellence</i> .		
Week 4 (2/15-19)	Ecology	Modules 2.2 and 2.3	Settings for EE		
Week 5 (2/22-26)	Biodiversity	Module 3.2	Teaching in the outdoors	Schoolyard Enhanced Learning: Taking Your Class Outside	Environmental Issue Assignment (EIA) Part 1 – Environmental issue
Week 6 (3/1-5)	Human Population	Module 4.1	Project Learning Tree e-units		Watch Schmeckle program. Review of Schmeckle program.
Week 7 (3/8-12)	Ecological economics	Module 5.1	Writing your EIA lesson plan		Watch PLT lesson. Review of PLT lesson.
Week 8 (3/15-19)	Coal	Module 9.1	KEEP Resources		EIA Part 2 – Personal plan
SPRING BREAK					
Week 9 (3/29-4/2)	Climate change	Module 10.2	EE for all Technology in EE		Nature Journal
Week 10 (4/5-9)	Sustainable energy sources	Module 11.2	Peer teaching preparation. EIA Part 3 peer review		EIA Part 3 – Lesson plan draft
Week 11 (4/12-16)	Food resources	Module 8.2	Benefits of Nature Peer teaching	Do experiences with nature promote learning?	Peer teaching outline
Week 12 (4/19-23)	Solid Waste	Module 5.3	Peer teaching		EIA Part 3 – Lesson plan
Week 13 (4/26-30)	Water resources	Module 6.1	Peer teaching		

Week 14 (5/3-7)	Water Pollution	Module 6.2	EE for environmental change	Two Hats	Peer teaching reflection
Week 15 (5/10-14)	Sustainability at UWSP and beyond.		EE—past, present, and future Evaluation and wrap up		EIA Part 4 – Reflection on personal plan
Finals Week	Final exam				