

Syllabus for ESPM 2401: Environmental Education/Interpretation

Instructor &

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Course Level: Sophomore Standing, ESPM 1001 or Instructors Approval
Date: September 5 – December 19, 2017
Day/Time: Tuesdays, 5:10 p.m. – 8:10 p.m.
Credits: 3 Undergraduate or 3 Graduate Credits (pre-approval)
Location: 19 Green Hall, St. Paul Campus
Course Web Site: Moodle 3.0 (all students sign on to the U of MN Moodle site)
Class time: 50% Lecture, 30% discussion, 20% guided discover
Work Load: 70 –90 pgs of reading per wk., 20 pgs of writing, 2 exams, 4-5 papers, & journaling
Grade: 25% exams, 40% written papers, 20% special project, 10% quizzes, 5% class participation
Exam Format: Short answers, multiple choice, matching, essay

Objectives:

This course is designed to introduce students to the “why” (the need for EE), the “what” (define EE), the “who” (audiences, formal vs. informal), the “how” (pedagogy or teaching) and the “ecological concepts” of environmental education. Upon completion of this course a student should:

1. Know the historic “roots” of conservation and environmental education.
2. Discover current trends in today’s young people that have changed in the last 20 years.
3. Understand “Nature-Deficit Disorder” and what can be done to combat it.
4. Understand principles of environmental education.
5. Use “Inquiry” and “Place-based” teaching method in field settings.
6. Understand relationships among people, social and natural systems.
7. Apply investigative skills to solve problems.
8. Apply the “Awareness to Action” Environmental Education model.
9. Learn techniques that create effective education and outreach programs for conservation and environmental education.
10. Apply Environmental Education to MN’s Graduation Standards and the Profiles of Learning.
11. Decipher the difference from Environmental Education and Interpretation
12. Use Interpretation to communicate to informal Environmental Education audiences.

This course will take a **critical** view of Environmental Education, its history, theories, methodologies, and assessments with the aim to make students aware of the strengths and weaknesses of the Environmental Education field.

This syllabus provides a framework for foundations in Environmental Education. It is the student's responsibility to be familiar with this document, to turn in written papers as assigned in a timely fashion, attend class and to keep up with assigned readings to the extent necessary to participate meaningfully in classroom discussion and activities.

Moodle Access: There are two ways to access Moodle sites:

- 1) *Via myU portal:* Go to myU Portal page at <https://idp2.shib.umn.edu/idp/umn/login>, login with your Internet ID, and click on My Courses tab, to see the links to Moodle sites to which you already have access.
- 2) *Via Moodle server:* Go to <http://ay15.moodle.umn.edu/> and login there with either your Internet or Guest ID. Once logged in, you will be able to see the links to your own sites, and you will also be able to browse and self-enroll into other sites, open for public access.

Texts:

The four texts have been chosen to represent the wide range of viewpoints and perspectives in the field of Environmental Education. The first book, **Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder**: by Richard Louv, provides an overview of why we need to be concerned about Environmental Education in this country. The second book, **Conservation Education and Outreach Techniques** by Susan Jacobson, Mallory McDuff and Martha Monroe presents effective education and outreach programs for conservation. The third book, **Personal Interpretation: Connecting Your Audience to Heritage Resources** by Lisa Brochu and Tim Merriman gives an overview of the profession of Interpretation.

The fourth book is **Project Wet** which you purchase for \$30 from the DNR facilitator. I request you get a specific journal for your journaling project. Additional readings provided online stress the fundamental foundation concerning Environmental Education and its delivery in an informal setting.

To limit the number of text books a number of readings and web sites will be provided by the instructor through Moodle. All reading must be completed before class. Some web sites will require students to download the articles activity or web information. Computer labs in 35 Skok and 210A Green Hall are available for web use and printing papers.

1. **Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder**: by Richard Louv, Algonquin Books, Chapel Hill, NC, 2008.
2. **Personal Interpretation: Connecting Your Audience to Heritage Resources**. by Lisa Brochu and Tim Merriman, NAI 2008.
3. **Conservation Education and Outreach Techniques**. by Susan Jacobson, Mallory McDuff and Martha Monroe, Oxford Press, 2009.
4. **Project Wet**. Purchase from DNR facilitator \$30.
5. **Journal "Rite in the Rain, All weather Journal, #393"** (Yellow with lines) \$6.50

Course Expectations:

This 3 Credit class meets 1 time a week for 3 hours each class. An additional 5 to 6 hours per week of reading, writing and research is required outside of the scheduled class time. The class will address the following six general Environmental Education topics: **Environmental Education History, Environmental Education Principles, Curriculum Delivery and Design, Environmental Education Instruction, Curriculum Development and Interpretation.**

This class will use a variety of teaching methods--lecture, discussion, hands-on group work, and demonstrations—all designed to make the subject engaging. Students are required to attend class, participate in discussions, keep up on the weekly readings, and do the required papers. The class format will exemplify different teaching and learning theories and methodologies. What you bring to the class from your readings and experiences will enrich the whole class. Stretching yourself to better understand theory as it relates to practice is critical to understanding the purpose of this course.

Grading: All written papers and tests will be judged individually and held to the University's highest standards concerning ethics, copyright, citation (APA preferred), and plagiarism. Individual assignment and overall scores can be converted to grades by the following approximation:

A 90 to 100% B 89-80% C 79 to 70% D 60 to 60% F 59% and below

Late assignments will be penalized 2 points per day late, starting with the date/time the assignment is due. There will be no make-up examinations/assignments except in the case of an officially documented emergency. Extra work to raise a grade is not permitted by University policy.

A grade of I (incomplete) will not be assigned except in the case of documented emergency. If an incomplete is deemed appropriate, the student will prepare a written contract indicating what will be done to make up the incomplete and when the incomplete will be made up. If the assignments are not turned in as agreed to in the contract, a grade of zero will be submitted for that assignment, then final grade for the course will be determined and that grade submitted.

Requirements to Complete This Course:

- 20% Reaction papers on readings. (15 points each x 4 = 60 points)
A two to three page paper that is not a report of the readings, but a way to understand how the readings fit into your world. As you read each article, take notes of what the author is saying, and think about how the articles tie together and what it means to you. References are not necessary for this paper. Due Oct 3, 24, Nov 7 & 21
- 16% Research papers, a single paper, 5 plus pages, minimum of 6 references, (graduate, 12 references) due November 28th. (40 points)
- 18% Team Curriculum Unit, at least 6 activities, that infuse Environmental Education into a variety of subjects (2 people per project) due December 12th. (50 points)
- 8% Journal. 12 weekly visits to nature site, minimum 30 minutes per visit throughout the semester; collected twice (25 points)
- 8% Class Participation. Attendance is required. Please notify the instructor prior to the class if you cannot attend. Children's Water Festival supports 15 of these points (25 points)
- 30% Exams October 31 and Dec 19 (100 points total)
- 100% TOTAL (300 points)

Course Calendar
(approximate and subject to change)

Week 1	September 5th	<p>What is in a Name? Environmental Education</p> <p>A. Introduction To class, to each other, to the topic at hand B. Address Big Picture “What is EE” C. Phenology</p>
Week 2	September 12th	<p>Project Wet: Activity Fair: Hands-on Teaching</p> <ul style="list-style-type: none"> - Project Wet Purchase book, \$30.00 - Review Project Wet activities during class <p>Read <u>Last Child in the Woods</u>: pgs. Intro – 114</p>
Week 3	September 19th	<p>Project Wet continued</p> <p>Group Presentations</p> <p>Read <u>Last Child in the Woods</u>: pgs. 115 – 162</p>
Week 4.	September 26th	<p>Why Environmental Education?</p> <p>A. Nature Education</p> <p>Read: <u>Last Child in the Woods</u> pgs. 163 – 316 <u>Conservation Ed</u> Designing Successful Pr., pgs. 7-34 & 85-103 Review Best Practices EE Field Days: Recommendation for success (web site); making Field Trips Work, Kisiel (web site)</p>
	September 27th	<p>Attend Children’s Water Festival, at the State Fair Grounds; Wed 9 to 2 pm; Lead 2 hrs. activity from Project Wet Earn 15 pts for Class participation.</p>
Week 5	October 3rd	<p>Environmental Education Movement</p> <p>Reaction Paper #1 due; Louv, Last Child in the Woods</p> <p>A. EE Foundations <u>Readings</u>- (web site)</p> <ul style="list-style-type: none"> - - The Tbilisi Declaration - - EE's Definitional Problem (Disinger) <p>B. History of EE, Power Point</p> <p>http://www.naaee.org/ http://www.naaee.net/publications http://www.youtube.com/watch?v=aY_QKnkZRAQ http://en.wikipedia.org/wiki/Environmental_education</p> <p>Activity Tragedy of the Commons</p>
Week 6	October 10th	<p>Interpretation: Personal vs Non-Personal</p> <p>A. TORE Model</p> <p>B. Audiences - Tangible, Intangible, Universal Concepts.</p> <ul style="list-style-type: none"> - Pesticides in the Food Chain, Activity <p>Read <u>Personal Interpretation</u>: Intro -95 <u>Conservation Ed</u>. pgs. 195 -199, 2nd ed. 176- 180 Ecological Literacy by David Orr (web site)</p> <ul style="list-style-type: none"> - Ecology Ppt.

Week 7	October 17th	<p>Conservation Comes Alive! <u>Conservation Ed.</u> pgs. 132-173 2nd ed. 117-154</p> <p>A. Eco. Literacy</p> <p>B. EE Bias</p> <ul style="list-style-type: none"> - The Thessaloniki Declaration: Doug Knapp (2000) - JEE, pages 32-39. (web site) <u>Readings</u> – (web site) - Two Hats (Hug) - Skeptics Questioning the Accuracy, Bias of Environmental Education by Peters West - Instincts for Survival Activity
Week 8	October 24th	<p>Minnesota's EE Reaction Paper: #2 is due—What is EE? <u>Conservation Ed.</u> pgs. 103-131, 2nd ed. 97-116 <u>MN GreenPrint</u> http://www.seek.state.mn.us/eemn_d.cfm EE: What Went Wrong by Gigliotti (web site) National Project for Excellence in EE – pgs 1-23 <u>Guideline for Excellence</u> (web site) <u>Independent Commission</u> (web site) http://www.epa.gov/enviroed/pdf/reporttocongress2005.pdf</p> <p>Environmental Literacy in America Chapter 1-8 http://www.neefusa.org/pdf/ELR2005.pdf MN EE Literacy http://www.seek.state.mn.us/eemn_b.cfm Are We Building Envir. Literacy, Jeffrey Salmm (2000) JEE, pgs 4-10 (web site) - Worm Activity</p>
Week 9	October 31st	<p>Midterm Over the readings and class materials</p>
Week 10	November 7th	<p>Reaction Paper #3. due – EE Literacy <u>Conservation Ed.</u> Pgs. 35-62, 2nd ed. 33-60 <u>Readings</u> -Integration and Curriculum Design (Volk)</p> <p>B. Curriculum Design Cont.</p> <ul style="list-style-type: none"> - Comparing Four Environmental Problem Solving Models (Ramsey) - Integrate across Curriculum Pei-Jen-Chen (w. site) - <u>MN Scope and Sequence</u> (web site) http://www.seek.state.mn.us/eemn_c.cfm B. Sense of Place... Semken (web site)
Week 11	November 14th	<p>EE Guidelines/Curriculum <u>Conservation Ed.</u> Behavior pgs. 63-83, 2nd ed. 61-80 - Values – Knapp (web site)</p> <p>A. Values Education</p>

	B. EE Guidelines	<u>Excellence in Environmental Education Guidelines for Learning (K-12)</u> Water Studies, Invertebrates/Ducks Activity
Week 12	November 21st	<i>Reaction Paper #4 due - EE Curriculum (what is the role EE plays with issues?)</i> <u>Conservation Ed.</u> - Service learning pgs. 209 – 219, 2 nd ed. 186-221 - Issue investigation pgs. 219-249
	A. Issue Investigation	<u>Readings</u> - Changing. Learn. Behavior. Through EE (Hungerford, Volk)
	B. Jigsaw Activity	- Water Worries (handout) Envir. Ed Collection: Review of Resources vol: 1-3
Week 13	November 28th	<i>Research Paper Due! EE Issues</i>
	A. Experiential Education	- <u>Center Publication</u> , pages 44-53 (web site) - Powerful Pedagogy, Judy Braus (1999), - EE Educator page 17 (web site) - Elements of Successful EE Through a Practitioner's Eyes, Ted May (2000), JEE, pages 4-11. (web site)
	B. Bridge EE. Theory -	<u>EE Materials: Guidelines for Excellence Workbook Bridging Theory and Practice</u> , pages 1-54 (web site) Thinking Scavenger Hunt
Week 14	Dec 5th	Where is the BEEF? Multiculturalism
	A. Multi Culturalism	Alaska Framework (web site) Man Who Would Save the World (web site) Web readings on different cultures
		<i>How E. E. And Interpretation Works</i>
	Define Interpretation	Environmental Interpretation Ppt.
	A. Program delivery	<u>Conservation Ed.</u> - On Sight Activities 405-436, 2 nd ed. 356-387
Week 15	December 12th	<i>Team Project: EE. Curriculum Unit Due</i>
	A. Group Presentations	Connecting to Audience, <u>Activity Fair</u>
	B. Review for final	
Week 16	December 19th	5:10 -7:10 pm. Final Exam - Tuesday Over the complete course

OTHER EXPECTATIONS

It is expected that students will...

- ...conduct themselves as professionals in the field of Environmental Education (off- site visits)
- ...submit course assignments on time as specified by the course syllabus. Late assignments will be penalized after the due date, 2 points each day.
- ...use full reference citations using American Psychological Association (APA) standards in their written work.
- ...maintain a respectful classroom environment.
- ...use inclusive language in speaking and writing.
- ...raise relevant questions and contribute relevant observations.
- ...be responsible for text content and other readings, even if not on syllabus.
- ...practice good and constructive group participation methods and behaviors.
- ...treat information shared in class with respect and sensitivity.
- ...interact with each other in an open, honest, and sensitive way.
- ...meet other expectations as requested by the instructor and class members.

Graduate Students

Students who are take this class as FNRM 8208, Environmental Learning and Leadership will be required to do additional readings and meet periodically before or after the class to have in-depth discussions on the topics. Papers will require additional references (at least 10) and written in APA format. They will be evaluated at a graduate level in terms of content, writing and delivery. Graduate students will also make a presentation during the semester on a specific area of their choosing about EE with instructor approval. Graduate students may be asked to lead activities for the class on topics such as Adventure Education or Experiential Education with guidance from the instructor.

STUDENTS WITH DISABILITIES/UNIQUE NEEDS

It is a University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have documented disability conditions (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact Disability Services and their instructors for a confidential discussion of their individual need for academic accommodations. Disability Services is located in Suite 180 McNamara; Alumni Center, 200 Oak Street. University Disability Services staff can be reached by calling 612-626-1333 voice or TTY. The website is <https://diversity.umn.edu/disability/home/> It is expected that students who have specific needs related to a disability or other matters will discuss accommodations with the instructor during the first day of class.

STUDENT MENTAL HEALTH AND STRESS MANAGEMENT

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other

concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via <http://www.mentalhealth.umn.edu/>.

SCHOLASTIC MISCONDUCT

Scholastic misconduct is defined broadly by the University of Minnesota as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not necessarily limited to) cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student’s work.” Students who participate in any of these activities will receive an F grade in this class and will be subject to University disciplinary action.

SEXUAL HARASSMENT

University policy prohibits sexual harassment as defined in the May 17, 1984 policy statement. Copies of this policy statement on sexual harassment are available at 419 Morrill Hall. Complaints about sexual harassment should be reported to the University Office of Equal Opportunity at 419 Morrill Hall.

INCLUSIVE LANGUAGE

It is imperative in this class, as well as being important in any education/work setting, that inclusive language be used in both oral and written communication. Inclusiveness refers to the use of language that assumes equality of the sexes and the equal importance of members of all cultural groups. Gender inclusiveness means that usage such as “he” and “man” as generic references to humanity or people in general are not appropriate. While avoiding such use is sometimes awkward if one’s habits to the contrary are deeply ingrained, it is essential and possible to do so. Therefore, I suggest that you use plurals (e.g. “workers...they,” rather than “worker...he”), some combination of pronouns (e.g., (s)he, s/he, he/she or alternative words (e.g., “people” rather than “mankind”). Cultural inclusiveness means that classroom discussion (and written materials) will not assume that class members or all members of organizations are white U.S. citizens. Respect for the diversity of the class and the multicultural world in which organizations operate will be expected.

APPOINTMENTS WITH INSTRUCTOR

Regularly scheduled office hours are on Tuesdays, however this is subject to change so please call ahead. I can be contacted by e-mail or telephone at the address/phone number on page #1. If you wish to leave a voice mail or e-mail I can usually reply within 24 hours. The instructor will make every effort to be available before and after class to handle brief questions/issues.

The syllabus is a legal document that represents the expectations of this course. Students are responsible for its content and should maintain a copy until after graduation. In transferring to other schools or departments, the syllabus also informs the recipient of the course content.