

Natural Resources 301/501
Foundations of Environmental Education I
Fall 2023

Course instructor

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Office hours (TNR 237):
Please call or email for an appointment

Coffee talk and Q&A: Mondays 1-2pm or Thursdays 11-12pm in TNR 237 or at <https://wisconsin-edu.zoom.us/j/94627391522?pwd=WFVBTEoydTRwNVBMTEVGVWnZUN3JPZz09>

Course information

The course will meet in TNR 254 during our class meeting times:

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

Course description

Conceptual and philosophical basis for and goals of environmental education; analysis of instructional materials; knowledge of learners; strategies for developing/implementing environmental ed programs; observe instruction.

Instructional methods

This class is taught using a variety of instructional methods including discussions, outdoor experiences, student presentations, and guest speakers. Canvas will be used for course content.

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 environmental aspects of the world we live in.
- 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 environmental aspects of the world we live in?
- 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

By the end of this course, students will be able to:

- Describe environmental education and how it has changed over time.
- Combine varied theories and philosophies to create their own philosophy of environmental education.
- Compare, contrast, and critique environmental education practices and methods.
- Develop and implement an environmental education lesson plan that addresses the needs of all learners.
- Justify the value of environmental education in addressing social, economic, and environmental aspects to lead to behavior change through education for sustainability and environmental literacy.

Learning assessments*

Participation and professional development	10 points
Reading discussion involvement	10 points
Observation and critique of EE teaching	15 points
Lesson plan #1	40 points
First draft (5 points)	
Peer teaching and reflection (15 points)	
Peer feedback (5 points)	
Final draft (15 points)	
Lesson plan #2	15 points
Final draft with reflection	
Philosophy of environmental education	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, unless otherwise noted on the course calendar. 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)*. Stipes Publishing LLC.

Gilbertson, K., Ewert, A., Siklander, P., & Bates, T. (2023). *Outdoor education: Methods and strategies (2nd Edition)*. Human Kinetics.

Purchase:

Council for Environmental Education (2018). *Project WILD: K-12 curriculum & activity guide* (included in course fee and distributed in class)

Project Learning Tree (2021). *Explore your environment: K-8 Environmental Education Activity Guide* (included in course fee and distributed in class)

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

Canvas:

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.

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>.

COVID-19 and other 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, I 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 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://www3.uwsp.edu/titleix/Pages/default.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 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 info:** Disability.Resource.Center@uwsp.edu ; 715/346-3365; 108 Collins Classroom Center

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.

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](#).

Emergency Procedures

- In the event of a medical emergency call 9-1-1 or use campus phone [list location in room or nearest your classroom]. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a tornado warning, proceed to the lowest level interior room without window exposure at [list primary location for shelter closest to classroom,]. Emergency management provides floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).
- In the event of a fire alarm, evacuate the building in a calm manner. Meet at [state logical location to meet 200 yards away from building]. Notify instructor or emergency response personnel of any missing individuals.
- 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 for details on all emergency response at UW-Stevens Point.

University of Wisconsin-Stevens Point
College of Natural Resources-Principles of Professionalism

The College of Natural Resources at the University of Wisconsin – Stevens Point prepares students for success as professionals in many fields. As a professional, there are expectations of attainment of several personal characteristics. These include:

Integrity

Integrity refers to adherence to consistent moral and ethical principles. A person with integrity is honest and treats others fairly.

Collegiality

Collegiality is a cooperative relationship. By being collegial you are respecting our shared commitment to student education through cooperative interaction. This applies to all involved in the process: students, staff, faculty, administration and involved community members. You take collective responsibility for the work performed together, helping the group attain its goals.

Civility

Civility refers to politeness and courtesy in your interactions with others. Being civil requires that you consider the thoughts and conclusions of others and engage in thoughtful, constructive discussion to express your own thoughts and opinions.

Inclusivity

Inclusivity requires you to be aware that perspective and culture will control how communication is understood by others. While many values are shared, some are quite different. These differences in values should be both considered and respected.

Timeliness

Timeliness is the habit of performance of tasks and activities, planned in a way that allows you to meet deadlines. This increases workplace efficiency and demonstrates respect for others' time.

Respect for Property

Respect for property is the appreciation of the economic or personal value an item maintains. Maintaining this respect can both reduce costs (increase the operable life of supplies and equipment) as well as demonstrate respect for others' rights.

Communication

Professional norms in communication require that you demonstrate the value of your colleagues, students, professors or others. The use of appropriate tone and vocabulary is expected across all forms of communication, whether that communication takes place face to face, in writing or electronically.

Commitment to Quality

Quality is the ability to meet or exceed expectations. By having a commitment to quality, we intend to provide a learning environment that is conducive to learning. Intrinsic to this commitment to quality is defining expectation (committed to in a syllabus through learning outcomes), implementation (with quality control in place) and assessment (where meeting of learning outcomes is determined).

Commitment to Learning

Learning is a lifelong process. By being committed to learning you are providing a model for all to follow. This model is not only professor to student but involves all combinations of people within our university and broader community

Online Academic Etiquette

We like to make some suggestions for good "digital citizenship" moving forward. First, please be aware that lectures (including your verbal questions, chats, etc.) are being recorded. If you don't want your video feed or image captured in a recording, then it is totally acceptable to keep your video feed "off". Verbal questions end up in a transcript. Chat-based statements also are recorded. Both will have your name associated with them and are part of the recorded lecture. This isn't that different from when you raise your hand to ask a question in class EXCEPT that there is now a recording associated with it. So, please take extra care to ask questions, answer questions, and use chats in a respectful way.

Additionally, please keep in mind that your instructor's lectures are their intellectual property. In order to maintain a safe learning environment for everyone (so that students can ask questions freely and so that faculty can deliver material freely), it is critical that you DO NOT share Zoom links/passwords to lectures/discussion meetings OR Zoom recordings of the class with anyone outside of our class. Misuse of chats, sharing these links/passwords, or recordings will be considered a disruption of the classroom as a learning environment. Disruptions (even digital ones) could impact your grade in a negative way.

Adherence to this compact is required of the faculty and staff of the College of Natural Resources and of all students enrolled in College of Natural Resources courses.