

San José State University
College of Social Science/Department of Environmental Studies
ENVS 158, Environmental Education, Fall 2023 (46248)

Course and Contact Information

Instructor:	Helen Killeen (she/her)
In-Person Meetings:	Tue 3:00 – 5:15 PM 164 Dudley Moorhead Hall
Contact Me:	Canvas Messages/Inbox (preferred) OR helen.killeen@sjsu.edu <i>I will respond within 24-hours on weekdays.</i>
Office Hours:	Tuesdays 1:30-2:30 PM in Washington Square Hall 116, or by appointment

Course Overview and Description

Our ability to relate to the natural world is influenced by the experiences we had in nature as children and young adults. Time spent observing and interacting with nature develops children’s inherent inquisitiveness about the species around us and the processes that sustain life on our planet. Unfortunately, many students lack access to such formative experiences in their daily lives. Environmental education – in classrooms, workshops, museums, and other venues – can provide meaningful nature-based experiences for students while developing knowledge of earth and biological science content. Moreover, high-quality environmental education can open doors to careers in STEM fields, encourage civic participation, and create a sense of purpose and agency in the face of environmental challenges. In our role as environmental educators, we have the opportunity to prepare our students to improve their own lives and the world around them as scientifically-literate and environmentally conscious adults.

This course provides a review of key environmental science concepts and explores the use of experiential learning techniques, environmental games, and hands-on activities as tools for helping children to become aware of their connection to the natural world. Unlike many subjects, environmental studies is taught not only in a standard classroom setting, but also in a variety of outdoors settings. Alternative methods for teaching about the environment such as outdoor education, park interpretation, and community workshops will be explored in this course as well. Because of the wide range of possibilities for teaching environmental issues students who take this course do not need to be on the teaching credential track, though those that are will find this course valuable.

Course Goals and Learning Objectives

The purpose of this course is to give students who are considering a teaching-related career a basic understanding of environmental issues, and the tools necessary to build environmental studies into a classroom curriculum. Within the context of this course each student will have the opportunity to develop and implement a lesson plan. Students will also be exposed environmental education in a variety of different contexts, particularly experiential teaching/learning methods.

Program Learning Objectives (Environmental Studies)

1. Students are able to write a logical analytical paper using good writing style and construction

- supported by appropriate research.
2. Students will develop proficiency in the interdisciplinary sustainability principles that are the foundation of environmental studies; they will know the key environmental challenges facing the planet, know relevant interdisciplinary information about these challenges, and be able to develop/identify feasible solutions

Course Learning Objectives

Upon successful completion of this course students will have a clear understanding of basic ecology, environmental studies, and sustainability topics. Students will be able to create and teach an effective lesson on a science or environmental topic including hands on activities. After successful completion of this course, students will be able to:

1. Answer the questions: What is environmental education? Who am I as an educator?
2. Describe, evaluate, and apply appropriate pedagogical approaches to teaching science and environmental topics.
3. Summarize and explain knowledge of basic science and environmental science concepts and current environmental issues.
4. Develop, deliver, and reflect on an original environmental education lesson plan that includes hands-on activities and integrates California K-12 teaching standards.

Information Literacy Learning Objectives (ILLOs)

1. An information literate student determines the nature and extent of the information needed. The information literate student defines and articulates the need for information, as well as identifies a variety of types and formats of potential sources for information.
2. An information literate student evaluates information and its sources critically and incorporates selected information into his/her knowledge base. Students summarize the main ideas to be extracted from the information gathered, articulates and applies criteria for evaluating both the information and its sources, and synthesizes main ideas to construct new concepts.
3. The information literate student understands the economic, legal, and social issues surrounding the use of information, and accesses and uses information ethically and legally.

Required Materials

Readings

All course readings and materials will be integrated into the course Modules and made available on Canvas as PDFs or links. Most of these materials will be screen reader compatible. In a few cases, I will provide scanned copies of the book listed below. These scanned copies are not screen reader compatible, so if you need the AEC to create alternate formats, please get a copy from the SJSU bookstore.

Broda, H.W. 2007. *Schoolyard Enhanced Learning: Using the Outdoors as an Instructional Tool*, K-8. Stenhouse Publishers. ISBN-13:

Peggy Cabrera (peggy.cabrera@sjsu.edu or 408-808-2034) is the Library Liaison for the Department of Environmental Studies. She is a great resource. Email her for help via email or to set up a Zoom appointment.

Technology

You will need consistent access to a computer with an Internet connection. You should be using the latest version of Chrome, Firefox, Edge, Respondus Lockdown Browser (as applicable), or Safari,

and can view a complete list of [Supported Browsers through Canvas Guides](#). Zoom may be used for Office Hours. Additionally, we may use video recordings to share thoughts and ideas as part of activities or discussions. Canvas has a built-in Media Recorder that is easy to use. Students are expected to have the following basic computer skills:

- Utilize Canvas LMS and associated tools/features
- Microsoft Office including Word, Excel, and PowerPoint
- File management including downloading, uploading, creating, editing, and saving
- Email including sending, receiving, and managing attachments
- University library searches
- Navigating internet searches, websites, and interactive components

Please note that I am not qualified to provide technical help beside instructions on how to access or utilize a particular application. If you need computer or technical help, please utilize the following resources:

- [Student Canvas Help Guide](#)
- [SJSU Information Technology](#)
 - itservicedesk@sjsu.edu
 - 408-924-1530
- In Canvas, click the “Help” button in the left-side menu for several options.

Course Details

Class Format

This course has in-person class meetings. We will also be utilizing Canvas, the Learning Management Systems used by SJSU. Some class content, readings/videos, and activity instructions and submissions will be available within Canvas and will be organized into Modules by topic. The course is designed to expand and grow with each Module, and many sections will refer back to previous Modules. Modules will be published (made accessible to you) as the course progresses. Class communications (outside of our in-person meetings) will also be through Canvas. A class schedule will be posted and maintained on Canvas, but please note that the schedule may be modified as the course progresses. I will always post an announcement through Canvas when scheduled dates shift. Unless otherwise noted, *students are expected to attend all in-person class meetings*. In-person activities will often be evaluated with a participation grade. Please let me know at least 48 hours ahead of time if you expect to miss a class meeting.

Student and Instructor Responsibilities

What you can expect from me...	What I can expect from you...
I will work hard to create meaningful activities and informative/exciting lectures that meet course objectives and are responsive to student interests. I will grade all assignments in a timely manner, within two weeks of submission for most assignments.	You will dedicate the time necessary to complete coursework with your best effort. You should anticipate spending approximately 135 hours on course content throughout the semester (~45 hours per credit hour).
I will communicate expectations and course policies as clearly as I can in both written and verbal formats.	You will read the syllabus and agree to abide by course and university rules and guidelines. You will keep up with course communications by monitoring Canvas and email and by attending class meetings.

I will always treat you, your peers, and myself with kindness and respect in the classroom and online.	You will always treat yourself, your peers, and I with respect and kindness both in the classroom and online (including on any supplementary platforms like Discord).
I will always be physically and mentally present for all course activities and during office-hours. I will endeavor to provide useful and comprehensive feedback on all assignments submitted by posted deadlines.	You will challenge yourself to participate fully in all course activities by being physically and mentally present during class time and group meetings.
I will do my best to help you with your education in any way I can, and I will direct you to alternative resources when I cannot help.	If you need help with course content/assignments, feel overwhelmed, or need to make a change you will reach out.

Assignments

There will be varying types of assessments, activities, and assignments throughout the course. Some will delve deeper into science topics while others will build your “toolbox” of teaching resources, such as incorporating children’s literature, art, and field trips into interdisciplinary lessons. These assignments are designed to aid in your understanding of the course material, as well as develop skills in evaluating, analyzing, and teaching and communicating information about science and environmental issues.

Assignments may include low stakes short quizzes, written work, discussion posts via Canvas, cases studies, and in-person activities. The major project for the course will be writing and teaching a science or environmental science related lesson plan.

Formatting for Written Work

Please note that all assignments need to be formatted as follows: 12-point font, Times New Roman or Arial font, 1-inch margins, doubled spaced, include a header with name and date, and use Turabian/Chicago, MLA, or APA author-year citation style where applicable. There will be a points deduction for not following these guidelines.

Exams

Two exams will be given to test your understanding of the material presented. The exams will evaluate your understanding of course material presented up to the exam date (cumulative). Exams may consist of multiple choice, true-false, matching, and short answer questions. Please do not miss the exam as you will not have the opportunity to make it up except for legitimate and documented circumstances (e.g., medical/family emergency).

Grading Policy

Your grade will be based on your exams, assignments, and class participation. See the tables below for more information about how final grades will be calculated.

Grade	Percentage
A plus	97 to 100%
A	93 to 96%
A minus	90 to 92%
B plus	87 to 89 %
B	83 to 86%
B minus	80 to 82%
C plus	77 to 79%
C	73 to 76%
C minus	70 to 72%
D	60 to 69%
F	Less than 60%

Assignment	Percent of Final Grade
Participation	15
Canvas discussion posts	15
Written assignments (lesson plans, reports, etc.)	35
Group work (progress reports, peer evaluations, etc.)	15
Exams	20

Late Work

Assignments in this course will be evaluated with a flexible late work policy when feasible. See the table below for information about how late submissions will be treated for each type of submission. Note: "extreme cases" below refers to medical/family emergencies, etc.

Assignment Type	Deadline	Late Policy
In-class participation	Day of class	No credit awarded for late submissions. Gradebook entry may be 'excused' for extreme cases or if agreed upon with me ahead of time.
Canvas discussion posts	Posted on Canvas	No credit awarded for late submissions. Gradebook entry may be 'excused' for extreme cases or if agreed upon with me ahead of time.
Written assignments (lesson plans, reports, etc.)	Posted on Canvas	Full credit may be awarded to all assignments submitted prior to 11:59 PM November 30, 2023 unless otherwise noted. Feedback will only be provided on assignments submitted by the deadline posted on Canvas.
Group work (progress reports, peer	Posted on Canvas	Late submissions will receive a 15% deduction if turned in within a week of the deadline posted to Canvas. No credit will be awarded for submissions turned in more than one week late.

evaluations, etc.)		
Quizzes	Posted on Canvas	No credit awarded for late submissions except for extreme cases or if agreed upon with me ahead of time.
Exams	Posted on syllabus	No credit awarded for late submissions except for extreme cases or if agreed upon with me ahead of time.
Extra credit	Posted on Canvas	No credit awarded for late submissions.

Rubrics

Most assignments will be graded using a rubric. For assignments and discussions that utilize a rubric, you can review the rubric before submitting your work to ensure you have met all assignment guidelines and requirements.

[How to view a rubric for an assignment?](#)

[How to view a rubric for a discussion?](#)

[How to view rubric results for my assignments?](#)

University Policies & Resources

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#).

Diversity, Inclusion, and Accessibility

In accordance with San José State University's Policies, the Student Code of Conduct, and applicable state and federal laws, discrimination based on gender, gender identity, gender expression, race, nationality, ethnicity, religion, sexual orientation, or disability is prohibited in any form. The [SJSU Diversity website](#) has information on campus policies and programs, the Office of Diversity, Equity, and Inclusion, and how to report instances of bias.

Students are expected to participate fully in all class activities. It is expected that students will be open-minded, participate fully in discussions in-class and online, and debate in a mature and respectful manner. Use of derogatory, condescending, or offensive language including profanity is prohibited in class and online. Expressing disagreement should always include an explanation of your reasoning and whenever possible, evidence to support your position.

The CSU and SJSU both mandate that all students, staff, faculty, and visitors have equal and inclusive access to information and educational materials and programs. Therefore, all instructional documents and materials, electronic materials and programs, and web-based materials and programs must be created to be accessible by all. The [Accessibility at SJSU website](#) has information on the specific laws and policies regarding accessibility, as well as information on SJSU's programs to ensure accessibility. In this course, my goal is to have all materials, readings, videos, etc. created in an accessible format. If you find a course component that is not accessible to you, please let me know, so that I can make corrections.

Additionally, the accessibility statements and resources (as available) for websites, software, and tools that we may be using in the course can be found at the links below.

[Canvas](#): Learning Management System used by SJSU

[Canvas Studio](#): audio/video recording tool within Canvas LMS

[Google](#): SJSU email, calendar, and online tools

[OpenStax](#): online open access textbooks

[Pressbooks](#): online open access textbooks

[Turnitin](#): plagiarism check tool used in Canvas LMS

[YouTube](#): video hosting/viewing

[Zoom](#): synchronous web conferencing

Consent for Recording of Class and Public Sharing of Instructor Material

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. See [University Policy S12-7](#), <http://www.sjsu.edu/senate/docs/S12-7.pdf>

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Academic Integrity

Please read the [Academic Integrity Policy](#). You should know and understand both plagiarism and cheating.

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University's [Academic Integrity Policy F15-7](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](#) has more information. Instances of academic dishonesty will not be tolerated. **Cheating or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University.** For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have already submitted, or plan to submit for another class, please note that SJSU's Academic Policy F15-7 requires approval of both instructors.

Resources for Students

There are many resources on campus available to you. Some examples include: SJSU Peer Connections Center, the College of Social Science Access Center, SJSU Writing Center, SJSU Counseling and Psychological Service, SJSU Student Health Center, the Academic Success Center, and many places to use or get help with technology. See the [Syllabus Information web page](#) for more info. If you are not sure where to get assistance, please send me a Canvas Message/come see me. I can help you find the right campus resources and get you connected with them.

SJSU Cares

Students experiencing challenges meeting their basic needs including, but not limited to, access to food, shelter, and a safe space are encouraged to contact SJSU Cares. The SJSU Cares program can help connect students to both on and off campus resources. Contact information:

- [SJSU Cares Information website](#)
- sjsucares@sjsu.edu

- 408-924-1234
- Direct link to the [Request Assistance Form](#)

Accessible Education Center (AEC)

The Accessible Education Center is committed to redefining ability for students with disabilities by providing comprehensive services in support of the educational development and success of students with disabilities in a student-centered and professional environment. To receive appropriate accommodations for temporary or permanent disabilities, you must register with the AEC. Additionally, please make an appointment with me as soon as possible, so we can discuss the best ways to implement your accommodations to ensure your success in the course. AEC contact information:

- [AEC website](#)
- aec-info@sjsu.edu
- 408-924-6000

Counseling and Psychological Services (CAPS)

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate, or psychological and academic issues on an individual, couple, or group basis. Numerous workshops for students are offered every semester. Hours are Monday through Friday 8:30am to 5:30pm and Friday 8:30am to 4:30pm. For 24/7 crisis intervention help, call the number below and select “option 4”. Contact information:

- [Counseling and Psychological Services website](#)
- counseling.services@sjsu.edu
- 408-924-5910

