Foundations of Environmental Education (ENV S 127A)  
Winter 2018

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Include ENVS 127A in subject line

Environmental Education is a process aimed at developing a world population that is aware of and concerned about the total environment and its associated issues, and which has the knowledge, attitudes, motivations, commitments, and skills to work individually and collectively toward solutions of current problems and the prevention of new ones.  
Tbilisi Declaration, 1977

OVERVIEW OF COURSE

This course will provide a broad overview and conceptual introduction to Environmental Education. Students will learn how to educate others such that the goals for EE can be realized. Students will compare theoretical constructs that currently guide the field, analyze relationships between various theories, synthesize their findings, and use this to create a proposed sequence of instruction focused on one specific, self-selected environmental issue. The goal of the course is to have a preliminary understanding of how to plan, implement, and evaluate an environmentally educational unit of instruction. Recognizing that environmental educators must be environmentally literate, the students’ existing understanding of ecosystem services, ecologic footprints, and sustainability will be highlighted. In addition, students will be given an operational understanding, using core routines, so as to develop a stronger sense of place.

ENVS 127A is a prerequisite for the ENVS 127B: Advanced EE and Practicum in Environmental Education, which will be offered during spring, 2018. The ENVS 127B Seminar will expand upon ENVS 127A and apply more thorough and advanced pedagogical theory for implementing and evaluating EE. ENVS 127B, a small size course (25 students), will offer students real-world, hands-on instructional experience under professional supervision with constructive feedback from the instructor, local EE leaders, and fellow peers. Students will produce a complete unit of instruction with assessments, while simultaneously working with a local community organization to put their plan into action. By the end of spring, each student will have an EE Portfolio that demonstrates their ability to plan, implement, and evaluate a successful environmentally educational unit for others that is useful when applying for career positions in many environmental fields.
ES 127A STUDENT LEARNING OBJECTIVES

1. Students will be able to articulate the history and promise of environmental education by studying the foundations of environmental education, strategies that characterize EE, and current trends in EE while building tools and strategies for formal and non-formal educators.

2. Develop a thorough understanding of the purpose of environmental education in solving environmental issues, using a model of EE that states that a complete EE program would include awareness, knowledge, attitudes, skills, and participation for all participants. (Tbilisi Declaration, 1977)

3. Define EE through an analysis that compares EE with other forms of education including: environmental literacy, ecoliteracy, nature education, outdoor education, science education, outdoor recreation, experiential education, sustainability education, and conservation education.

4. Develop a stronger “sense of place,” by engaging in core routines that strengthen their connections with nature; then demonstrate how they can use core routines in their own teaching.

5. Research and articulate a deep understanding of a self-selected environmental issue that will be taught to others, and use multiple theories of education, and specifically environmental education, to plan a specific sequence of lessons for others that satisfies the objectives of EE as defined by the Tbilisi Declaration and other definitive EE documents.

Methods of Instruction
The course will include indoor/outdoor activities, whole class lectures, small focus groups, directed small group discussions, guest speakers, campus explorations, and an off-campus field trip. All students are expected to attend every class meeting and a participation grade will be given for the in-class work that is completed. Since there is always the possibility of going outside, please come to class prepared with comfortable clothing for being outdoors. Make-up work for in-class work will not be accepted.

REQUIREMENTS

CLASSWORK, HOMEWORK, & READINGS (15%)

Classwork: This is an interactive class in which students will engage in experiential learning as well as individual and group work. Students will be given credit for their participation and completion of classwork within the class period. There will not be make-ups for missed classwork.

Homework: Each homework assignment will have a given due date. Late work will receive a downgraded score that is equivalent to one grade each day it is late.

Readings: (https://www.google.com/search?q=gauchospace&oq=gaucho&aqs=chrome.0.69i59j69i57j69i60l3j69i65.1108j0j7&sourceid=chrome&ie=UTF-8) Students are expected to read all the assigned readings and come to class prepared to discuss them and use them in classwork and homework assignments.
REQUIRED TEXTS

1. **Kamana One:** (Purchase ASAP so that you can start by January 18th)
   Availability options:
   - Hardcopy for $24.95 or
   - Digital Download for $13.95

   Availability options:
   - Hardcopy Individual ($34.95) or Bulk orders:
   - Digital Download ($24.95) at:

   Free downloadable resource:
   [https://cdn.naee.org/sites/default/files/acrossthespectrum_8-1-16.pdf](https://cdn.naee.org/sites/default/files/acrossthespectrum_8-1-16.pdf)

   Free downloadable resource:
   [https://www.cde.ca.gov/pd/ca/sc/documents/environliteracyblueprint.pdf](https://www.cde.ca.gov/pd/ca/sc/documents/environliteracyblueprint.pdf)


ENVIRONMENTAL EDUCATION PROJECTS

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**Project 1: Kamana One Nature Awareness Project (15%)**

**Kamana One Journal is due February 6th**

This first project is a program developed by Wilderness Awareness School in Washington. It begins with 12 days of awareness-expanding exercises. Students read the daily instructions in the morning, practice the exercise all day, and reflect on it in the evening. Each exercise in Kamana One builds on the previous day’s experience in an expansive way. This program culminates with students finding an area they visit on a regular basis, where they practice exercises that expand their awareness of nature and knowledge of place. It will begin on January 18th and culminate by about February 3rd. The due date for your Kamana One Journal is Feb. 6th.

**Project 2: Local Environmental Education (EE) Investigation (15%)**

**Due February 13th**

This second project will involve you choosing a local EE organization, agency, school, or business and investigating how they accomplish their EE objectives. This will require you to choose a placement, do a web search, describe the purpose and intentions of the
organization, interview at least one leader of the EE placement (we will develop interview questions in class), and visit the EE placement at least once. You will write up your findings using the Tbilisi Declaration (1977) as a template for analysis.

Project 3: Your Environmentally Educational Instructional Unit (15%)  
Due March 13th
This third and final project will allow you to take the EE pedagogy you have been learning about throughout the quarter, and use your understanding to create a unit of lessons (at least 3 fully written lesson plans) to create a well-sequenced unit of instruction. You will select your EE Placement (depending on your knowledge and expertise about the environmental topic you will address), choose your audience/students, and create a unit that uses well matched behavioral objectives and assessments, lesson procedures that follow the Natural Learning Cycle (see Coyote’s Guide by Jon Young et al), addresses the 5 objectives in the Tbilisi Declaration (UNESCO, 1977), attends to all 4MAT learning styles (as defined by Dr. Bernice McCarthy), and is accurate in content and factual information. Note: at first this seems overwhelming, but all students discover they have developed all of the necessary skills to accomplish this project by the end of the quarter. It is a product that many students choose to include in their portfolios when they apply to future jobs in a variety of fields.

Class Presentation of Project 3: Your EE Instructional Unit (5%)  
Due March 13th or 15th (sign-up sheet)
Each student will have 5 minutes to explain their Environmentally Educational Instructional Unit to a small group of class colleagues. Each student will receive constructive support and suggestions for their EE Unit. This unit will be a jumpstart to the ENVS 127B Practicum teaching opportunity in the spring.

EXAMS

MIDTERM Exam: February 20 (15%)
The Midterm Exam will cover all material taught up to that date.

FINAL Exam: Monday, March 19: 12:00-3:00pm (20%)
The Final Exam will be cumulative.

GRADING

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation/Classwork</td>
<td>5%</td>
</tr>
<tr>
<td>Homework and Readings</td>
<td>10%</td>
</tr>
<tr>
<td>Project 1: Kamana One Project (Due: February 6th)</td>
<td>15%</td>
</tr>
<tr>
<td>Project 2: Local EE Investigation (Due: February 13th)</td>
<td>15%</td>
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<tr>
<td>Midterm (February 20th)</td>
<td>15%</td>
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<tr>
<td>Project 3: EE Instructional Unit (Due: March 13th)</td>
<td>15%</td>
</tr>
<tr>
<td>Student Presentation of EE Unit (March 13th and 15th)</td>
<td>5%</td>
</tr>
<tr>
<td>Final Exam (March 19, Monday: 12:00-3:00 pm)</td>
<td>20%</td>
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</tbody>
</table>
**Academic Integrity**

“Honesty and integrity in your own academic work, and holding peers to the same standards, are ways to do your part in maintaining the esteemed reputation of the campus and desirability of a UCSB degree. UCSB students are expected to refrain from cheating and plagiarism, refuse to aid or abet any form of academic dishonesty, and notify professors of any knowledge one has about cheating, plagiarism, or collusion.” Please see: [http://judicialaffairs.sa.ucsb.edu/CMSMedia/Documents/Academic%20Integrity%20-%20A%20Student's%20Guide%202016.pdf](http://judicialaffairs.sa.ucsb.edu/CMSMedia/Documents/Academic%20Integrity%20-%20A%20Student's%20Guide%202016.pdf)

**Special Accommodations:**

If you have a documented need for in-class accommodations or test-taking arrangements, please make sure to work with the DSP services ([http://dsp.sa.ucsb.edu/](http://dsp.sa.ucsb.edu/)) and notify me well ahead of such needs. The Environmental Studies staff and I will work together to meet these needs.

**Syllabus Changes**

*The instructor reserves the right to make changes to the syllabus or schedule.* Notices of such changes will be made in class. Thus, attending lectures will help you not only perform better in the course, but will also keep you up-to-date with any changes.

**Letter Grading**

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<td>98.45-100</td>
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<td>92.45-98.44</td>
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<td>89.45-92.44</td>
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<tr>
<td>82.45-86.44</td>
<td>B</td>
</tr>
<tr>
<td>79.45-82.44</td>
<td>B-</td>
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<tr>
<td>76.45-79.44</td>
<td>C+</td>
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<tr>
<td>72.45-76.44</td>
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<td>C-</td>
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<td>D-</td>
</tr>
<tr>
<td>&lt;59.44</td>
<td>F</td>
</tr>
</tbody>
</table>

**Computer Use in Class**

Computers may be used during class for taking notes and using the Internet for class activities. Students are requested and encouraged to keep their focus on the instruction, discussion, and activities in class and not use their computers for other purposes such as Facebook, online shopping, surfing the net, etc. Thank you very much. Should computers become distracting, this policy will change.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic(s)</th>
<th>Readings in Coyote’s Guide</th>
<th>Homework/Classwork</th>
<th>Projects &amp; Exams</th>
</tr>
</thead>
</table>
| Week 1     | •What is EE?  
•Your EE Connections  
•Tbilisi Declaration               | 3-40  
125-136  
291-296                      | Research 5 Local EE Programs which address all Tbilisi Objectives. Due 1/23 |                                      |
| 1/16       | 1/18 Meet at Labyrinth •East  
•Inspiration  
•Sit Spot                        | Read *Across the Spectrum* (online): Chapters 1 & 2 | Start Kamana Project                              |                                      |
| Week 2     | •Types of EE  
•4MAT: What is Your Learning & Teaching Style? | 41-76  
105-123  
136-141  
296-305                      | Due: Bring in your 5 Index Cards with Information about 5 Local EE Programs |                                      |
| 1/23       | 1/25 Meet at Labyrinth •Southeast  
•Motivation  
•Storytelling                      | Read *A Blueprint For Environmental Literacy: Educating Every California Student In, About, and For the Environment* pp. 2-42 | Start Work on Local EE Investigation Project |                                      |
| Week 3     | •Local EE  
•Statewide EE  
•History of EE in USA  
•CCSS & NGSS                      | 79-103  
141-149  
306-313                      | In-class activity related to *Blueprint For Environmental Literacy* (must be in class to receive credit) |                                      |
| 1/30       | 2/1 Meet at Labyrinth •South  
•Focus  
•Tracking & Questioning                  |                                           |                                                              |                                      |
| Week 4     | •Natural Learning Cycle  
Qualities & Flow                 | 197-207  
208-215  
149-166  
314-317                      | Due: Kamana Project                              |                                      |
| 2/6        | 2/8 Meet at Labyrinth •Southwest  
•Internalization  
•Wandering                      |                                           |                                                              |                                      |
| Week 5     | •Natural Learning Cycle  
Lesson Planning                | 234-255  
257-279  
281-287  
318-321                      | Due: Local EE Investigation Project            |                                      |
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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Start EE Instructional Unit Project</th>
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<tbody>
<tr>
<td>2/15</td>
<td>Meet at Labyrinth • West • Community • Mapping</td>
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<tr>
<td>2/20</td>
<td>MIDTERM</td>
<td>167-175 322-325</td>
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<td>2/22</td>
<td>Meet at Labyrinth • Northwest • Reflection • Field Guides</td>
<td>Read <em>Saving Wild</em></td>
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<td>TBA</td>
<td>176-183 330-336 347-487</td>
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<td>3/1</td>
<td>Meet at Labyrinth • North • Integration • Survival Skills</td>
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<tr>
<td>3/6</td>
<td>• Learning Objectives • Indicators of Awareness • Assessment</td>
<td>183-194 226-342 489-497</td>
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<td>3/8</td>
<td>Meet at __________________ • Northeast • End/Beginning • Bird Language</td>
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<tr>
<td>3/13</td>
<td>• Wrapping the Bundle • Student Presentations</td>
<td>215-233 325-330 342-345</td>
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<tr>
<td>3/15</td>
<td>Student Presentations</td>
<td></td>
</tr>
<tr>
<td>3/19</td>
<td>FINAL EXAM</td>
<td>Final Exam 12:00-3:00 pm</td>
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</table>