

**SYLLABUS: Environmental Education in the School Curriculum**  
**11:300:416**  
**Spring 2010**  
**Wednesdays 11a-1:40p**  
**Rm 203 Waller Hall, Cook Campus, Rutgers University**

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**CONTACT INFORMATION:**

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**COURSE MATERIALS:**

Handouts  
Website:  
<http://sakai.rutgers.edu>  
To be provided during the course:  
Manuals from EE. Orgs.

**COURSE DESCRIPTION:**

An opportunity to foster ideas and discussion about environmental and scientific literacy while developing plans to target and assess learning goals for all audiences.

**COURSE OBJECTIVES:**

*Participants in this course will:*

- \*Gain insight into both environmental issues and the issues surrounding environmental education
- \*Develop ways to incorporate environmental education into formal and informal learning environments
- \*Discuss how to better teach environmental and science literacy and life-long science learning skills

**COURSE CONTENT AND OUTLINE:**

We will meet for 14 weeks. Attached is a rough schedule of topics.

**ASSIGNMENTS/RESPONSIBILITIES & ASSESSMENT:**

As an understanding of the complexity and nature of environmental issues is critical to the effective use of environmental issues in science education, students will be held responsible for the environmental content as well as the pedagogical content covered in this course.

Students will be expected to:

- Fill out reflective journal entries (2 required) and keep a materials binder to help students use materials/skills obtained and learned in this course in future teaching ventures.
- Complete 2 quizzes (dates will be announced-no make-ups w/o prior arrangement)
- Participate in 3 Teaching/Learning projects that combine both and oral and written presentation of material
- Complete 6 single page Assignments
- Final Summative Paper (2 page letter)—In place of a final exam

*Assessment Distribution:*

Journal (5%) Quizzes (10%), Thought Papers (30%), Projects (50%), Final Paper (5%)

Assessment scale:

All assignments are due at 3 pm on the due date. 5% will be deducted for each day that the assignment is late. No extra credit will be awarded, but students are encouraged to submit work early for initial comments. To be fair, I ask that any requests for a grade change or make-up (projects only and in advance) must be in writing. Grade scale: 100-90%= A, 87-89%= B+, 80-87%= B, 77-79%= C+, 70-75%= C, 66-69%= D+, 60-65%= D, <60%= F. Grade is based on mastery, not on a curve. Please note that plagiarism will not be tolerated—always provide your sources!

**OTHER INFORMATION:**

It is important that students have the tools to succeed in this course. Please see the instructor *\*as soon as possible\** with any difficulties or questions regarding the course materials. In addition student affairs (<http://studentaffairs.rutgers.edu/>) for any needs or concerns.

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## **EE Online Resources:**

### **Standards:**

#### **NJ Standards:**

NJCCCS-- <http://www.state.nj.us/njded/cccs/>

NJ Science frameworks-- <http://www.state.nj.us/njded/frameworks/science/index.html>

#### **National Standards:**

National Sci. Ed. Standards.-- <http://www.nap.edu/readingroom/books/nses/html/>

Am. Assoc. Adv. Sci. Benchmarks-- <http://www.project2061.org/tools/benchol/bolintro.htm>

National Science Teacher's Association Position statements— <http://www.nsta.org>

## **Environmental Education Professional Organizations:**

### **Environmental Education in NJ:**

Alliance For NJ EE-- <http://www.anjee.net>

#### **National Environmental Education:**

EPA-- <http://www.epa.gov/epahome/educational.htm>

ASCD (formerly the Association for Supervision and Curriculum Development) <http://www.ascd.org/>

National Proj. Exc. In EE (CHECK OUT THE STANDARDS).— <http://www.naaee.org/programs-and-initiatives/guidelines-for-excellence/>

North American Association for Environmental Education: <http://naaee.org>

#### **General Science Teaching:**

National Science Teachers Assoc. -- <http://www.nsta.org/>

New Jersey Educational Assoc.-- <http://www.njea.org/default.asp>

New Jersey Science Teachers Association. – <http://www.njsta.org>

## **Classroom Activities/Resources:**

Carolina Biological Environmental Classroom Materials:

Chemical testing equipment, Green Program

Dell and DataHarvest: Probeware

NJ Audubon Soc.-- <http://www.njaudubon.org/> (New Jersey Waters, Bridges to the Natural world)

Roots and Shoots—(<http://www.rootsandshoots.org>) (scavenger hunt, service learning)

Outdoor Education—(Book-teaching in the outdoors) (envirolopes, discovery activities)

NJ DEP SEEDS-- <http://www.state.nj.us/dep/seeds/> (Beneath the Shell)

Inquiry teaching—(<http://www.pbs.org>, Book: introducing students to scientific inquiry)

Rutgers Cooperative Research and Extension (<http://www.rcre.rutgers.edu>) Home A\*Syst, 4-H

#### **National curriculum packets:**

Project learning tree-- <http://www.plt.org/>

Project Wild-- <http://www.projectwild.org/>

Project Wet-- <http://www.projectwet.org/> Healthy waters/Healthy people

#### **National curriculum programs:**

State Environmental Education Roundtable (EIC) – <http://www.seer.org>