METHODS AND MATERIALS FOR ENVIRONMENTAL EDUCATION (3 units)

COURSE DESCRIPTION:
Experiential-oriented survey of methods and materials for teaching environmental concepts in schools, communities, nature centers, camps, and parks. Exposure to history, theory, philosophy, and goals of environmental education programs. 2 hours lecture, 2 hours activity. Required field trip.

COURSE RATIONALE:
RECR/EDCI 448 was created because...
...students who care about quality environments need to learn how to plan, develop, and implement environmental education programs that promote positive environmental knowledge, attitudes, skills, and behaviors.
...students need to be familiar with the great variety of environmental education materials and teaching approaches that are available so they can adapt programs to specific audiences.
...students need to be familiar with the various approaches and techniques for promoting the diffusion of environmental education programs in nature centers, schools, and so on.
...students need “real world” experiences in order to develop and/or fine-tune their skills as environmental educators.
...students need to develop an awareness of the various opportunities for professional preparation and career development in environmental education.

COURSE OBJECTIVES:
1. Students will be able to explain the relative advantage of adopting the "environmental education" approach to enhancing people's environmental knowledge, attitudes, and behaviors, as compared to adopting other approaches or not adopting any approach at all.
2. Students will be able to describe at least 15 major sets of materials providing information or activities about the environment and explain how each one differs in its approach.
3. Students will be able to describe the essential components of a quality environmental education activity guide.
4. Students will be able to outline a strategy for incorporating environmental education into a nature center, school, park, or camp.
5. Students will be able to bring three activities together into a package with the intent of explaining a key environmental concept.
6. Students will be able to describe a minimum of 20 ways a person can change their behavior in order to live a more "ecocentric" lifestyle.
COURSE REQUIREMENTS AND GRADING:

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<th>Tentative Weighting</th>
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#1. **Envir. Education Activity Demonstration**  
Student will lead an in-class demonstration of an envir. education activity from a specific EE guide (group project).  

Non-graded

#2. **Endangered Species Faire/Children's Faire Booth**  
Student will prepare an educational display aimed at increasing people's knowledge of a specific endangered species concept (group project).  

100 points

#3. **Tests (50 points each)**  

150 points

#4. **Attendance, Participation, Envir. Educ., Explorations, WebCT (VISTA), and Ecolife Presentations**  

50 points

**TOTAL**  

300 points

A 90 - 100%  
B 80 - 89%  
C 70 - 79%  
D 60 - 69%

Written assignments #2) and the "explorations" in #4) must be typed. Neatness counts! Presenting materials in a neat, attractive fashion is an important part of the environmental education process. Grades on assignments can be raised or lowered based on neatness. While non-graded assignments will not be assigned letter grades, per se, the manner in which they are completed can influence the points you earn under "Attendance/Participation/Explorations" (see Item #4 above).

Assignments are due at the start of class on the due date. Points will be subtracted for late work (unless permission to hand in the assignment late is granted prior to the due date). Late assignments will lose a minimum of one letter grade worth of points. For safety's sake, students should keep a copy of all assignments that are handed in. No assignments will be accepted after 1:50 pm on May 16 (at the end of the final period) unless special permission has been granted from the instructor prior to May 16 (the one exception is the Course Evaluation that isn't due until May 18 at 7:00pm).

The vast majority of WebCT (aka “WebCT VISTA”) assignments will be worth 3 points. WebCT assignments handed in one week or less late will lose 1.5 points. Any WebCT assignment that is submitted more than one week late won’t be worth any points (unless the instructor has given the student special permission to do so). Therefore, if a 3-point assignment that is due on Wednesday at 7pm is submitted before 7pm on the following Wednesday, it will lose 1.5 points and only be worth 1.5 points (presuming it was done properly). If the assignment is submitted more than 1 week late, it will be worth 0 points. Please note that incomplete WebCT assignments (i.e., those missing a required component) will lose 1 point and assignments posted to the wrong location will also lose 1 point.

Your total score on WebCT assignments will be a "relative score" that is based on how well you performed relative to other students in the class. Therefore, a WebCT total of 106 out of 125 mathematically equals 85% (a grade in the middle of the "B" range) but this total could result in a grade somewhat higher or lower than a "B" based upon how well you did relative to other students in the class.

For all WebCT (on-line) activities in this course such as e-mail correspondence, discussion postings, and chat sessions, appropriate professional conduct and appropriate language are expected.

Students missing class during the first week of school can be dropped by the instructor.
FIELD TRIP: Class will take a field trip (possibly overnight) to Shady Creek Outdoor School. The date is _______. See WebCT Lesson 4.4 for details of the trip.

COURSE EXPENSES: The field trip should cost you about $15 out-of-pocket (meals, etc.). Students spend an average of about $25 each on their Endangered Species Faire booth.

REQUIRED TEXTS: The following texts will be available later in the semester at the AS Bookstore. Ask at the textbook counter for these texts (the books won’t be on the shelves) and provide the clerk with proof that you are enrolled in RECR/EDCI 448. The course instructor will let you know once the texts are available.

- Project WILD
- Project WET


ON-LINE COURSE: RECR/EDCI 448 is a WebCT course, which means it is an on-line course on the web. As such, this course takes place both in a standard classroom and on the Web. While our "real classroom" is in Yolo Hall, our "Virtual Classroom" is wherever you access RECR/EDCI 448. You can access RECR/EDCI 448 first thing in the morning from one of our campus computer labs, right after lunch from a friend's computer, or in the middle of the night from your own computer.

The "on-line" (Web) portion of this class is designed to enhance, not replace, the in-class portion. Believe it or not, there are some things than can be done better on the Web than in a face-to-face environment. Details on how to get on-line will be provided in class.

UNIVERSITY DROP PROCEDURE: February 4 is the LAST day to add or drop classes without special permission of the instructor and the department chair. Students will need a "serious and compelling" reason after this date (see University catalog for explanation) and will have to use the Change of Program (COP) process. There will be NO adding or dropping of classes or changing of grade option after February 18 without a "serious and compelling" reason approved by the instructor, department chair, and associate dean of the college. Effective March 11, a late fee will be charged for each submission of a COP form.

ACADEMIC HONESTY: Academic honesty is an issue of serious concern. The instructor expects students to maintain a high standard of academic integrity. All work submitted must represent original work done by the individual or group turning it in. Consequences can be severe when a student cheats, ranging from failure in the individual course to expulsion from the University and denial of a degree. Consult the "Academic Honesty" portion of the University catalog (especially the section on "Plagiarism") for details.

SPECIAL NEEDS: Students with special needs or concerns are invited to meet with the instructor early in the semester to discuss possible accommodation.
# COURSE CALENDAR AND DUE DATES

<table>
<thead>
<tr>
<th>Due</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Assn.</td>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
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## MODULE #1. WHAT IS "ENVIRONMENTAL EDUCATION"?

**Jan 24**  
Course overview  
Activity: "Grunts & Groans as Greetings"  
Slides: "Ecocentricism"  

**Jan 26**  
Ecocentricism: The Philosophical Basis of EE  
Living a More Ecocentric Lifestyle  
Video: "Kimbark EE"  

**Jan 28**  
WebCT overview (Tehama 131)  
*Start assn: "Bedroom drawing"*  

**Jan 31**  
EE- Revolutionary or evolutionary?  
EE goals, objectives, & principles  
*Assn due 11am: "Welcome" assn.*  
*Assn due 11am: Bedroom drawing*  

**Feb 2**  
Rationale for EE  
Premises of EE  
Sample WILD Demo: Habitat Lap Sit  
Discuss “Project WET Demos” assignment  

## MODULE #2. DETERMINANTS OF ENVIRONMENTAL CONCERN

**Feb 4**  
Environmental concern: Who cares? And why?  
*Assn due 11am: "Envir. Attitudes Questionnaire"*  
Environmental knowledge: Who knows what?  
"Facts & Fallacies About the Envir."  
*Assn due 11am: "Env. Knowledge Questionnaire*  

**Feb 7**  
Human ecology concepts  
Death: Interpreting the Facts and Fallacies of Wildlife Survival  
The "Habitat Board"  

**Feb 9**  
Human ecology concepts (cnt’d)  
BEC’s Ecolife  
*Assn due 7pm: "Student Homepage"*  
*Assn due 7pm: "Death" Assn (just Team #1)*  

**Feb 11**  
Human ecology concepts (cnt’d)
<table>
<thead>
<tr>
<th>Due Date</th>
<th>Topic</th>
<th>Reading/WebCT Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 14</td>
<td>Human ecology concepts - cnt’d</td>
<td>WebCT 5.1</td>
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<tr>
<td></td>
<td>Why Project WILD?</td>
<td></td>
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<td></td>
<td>Project WILD activity demos guidelines</td>
<td>WebCT 5.1.3</td>
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<td></td>
<td>Activity: &quot;Timbercutters vs. Firefighters&quot;</td>
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<td></td>
<td>Assn due 7pm: &quot;Project WILD Video&quot;</td>
<td>WebCT 5.1.4</td>
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<td></td>
<td>Start assn: &quot;Trash Revelation&quot;</td>
<td>(see WebCT 2.4, Asn B)</td>
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<tr>
<td>Feb 16</td>
<td>Environmental behavior: Stompers or stewards?</td>
<td>WebCT 2.4, 2.4.1</td>
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<td></td>
<td>Assn due 11am: &quot;Envir. Behavior Questionnaire&quot;</td>
<td>(WebCT questionnaire;</td>
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<td></td>
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<td>See WebCT 2.4, Asn A)</td>
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<tr>
<td></td>
<td>Assn due 11am: Trash Revelation</td>
<td>(see WebCT 2.4, Asn B)</td>
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<tr>
<td>Feb 18</td>
<td>Sample WILD Demo: Oh Deer!</td>
<td>WebCT 9.1</td>
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<td></td>
<td>Test review</td>
<td>(see WebCT calendar)</td>
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<td>Assn due 11am: &quot;Home Improvement&quot;</td>
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<td>TEST #1</td>
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**MODULE #3. PLANNING THE EE PROGRAM**

| Feb 21   | Diffusion of EE                                                      | WebCT 3.1, 3.1.1         |
|          | The evolution of EE                                                 | WebCT 3.1.2              |
|          | Assn due 11am: Project WET “Thank You” note                         |                          |
| Mar 28   | Diffusion strategies: Infusion vs. the Block Method                   | WebCT 3.2.3              |
|          | Current status of programs                                           |                          |
|          | Slides: "Calif. EE Diffusion"                                        | WebCT 3.1.3              |
|          | Ph.D. Summary & Terminology                                          |                          |
|          | Assn due 11am: "Self Guided Tour...Project WILD"                     | (see WebCT 5.1.1)        |
| Mar 4    | Values and EE (Hausfather)                                           | WebCT 3.1.4              |
| Mar 7    | Developing an EE Plan                                                | WebCT 3.2 & 3.2.2        |
| Assn. #1 | WILD Demo: How Many Bears Can Live...                                |                          |
|         | starts                                                               |                          |
| Mar 11   | Characteristics of Today's Learners                                  | WebCT 3.2.1              |

**Mar 14-18 SPRING BREAK**

FYI...Mar 14 – 16 Park Rangers Assoc. of Calif. (PRAC) conference at Yosemite National Park (http://www.calranger.org/)

**MODULE #4. TEACHING EE**

<p>| Mar 21  | Tips for teaching EE                                                | WebCT 4.1 &amp; 4.1.1        |
|         | Outdoor Schools                                                     | WebCT 4.5                |
|         | Assn due 11am: “Self Guided Tour...Aquatic WILD”                    | (see WebCT 5.1.7)        |
| Mar 23  | Teaching about controversial issues: end. species                   | WebCT 4.2                |
|         | The Endangered Species Faire Booth Assignment                      | WebCT 4.2.3              |
| Mar 25  | Teaching the facts and fallacies about end. species                 | WebCT 4.2.1 &amp; 4.2.2      |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Due Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar</td>
<td>28</td>
<td>Teaching the facts and fallacies about end.species (cnt’d)</td>
<td>Reading/WebCT</td>
</tr>
<tr>
<td></td>
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<td>Assn due 11am: List of End. Spec. Faire concepts</td>
<td>WebCT 4.2.3</td>
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<td></td>
<td>30</td>
<td>No class (Cesar Chavez Day)</td>
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<tr>
<td>Apr</td>
<td>1</td>
<td>Exploring attitudes toward animals</td>
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<td></td>
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<td>WILD Demo: Ants on a Twig</td>
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**MODULE #5: TAPPING EE RESOURCES**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Apr</td>
<td>The Controversy Between Project WILD and Animal Welfare Groups</td>
<td>WebCT 5.1.2</td>
</tr>
<tr>
<td></td>
<td>Assn due 11am: &quot;The Project WILD Hearing&quot; (see WebCT 5.1.2.1)</td>
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<tr>
<td></td>
<td>Project Learning Tree</td>
<td>WebCT 5.2</td>
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<td></td>
<td>Test #2 prep</td>
<td>WebCT 9.2</td>
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<tr>
<td>6</td>
<td>TEST #2</td>
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<td>8</td>
<td>Nat. Wildlife Federation's &quot;Wildlife Crosswits&quot;</td>
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<td>Assn due 11am: &quot;A Self-Guided Tour thru PLT&quot; (see WebCT 5.2.1)</td>
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<td>Assn due 11am: End. Species Faire plan (see WebCT4.2.3)</td>
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**MODULE #6: IMPLEMENTING THE EE PROGRAM**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Apr</td>
<td>Implementing EE</td>
<td>WebCT 6.1</td>
</tr>
<tr>
<td></td>
<td>Operating a successful voluntary program</td>
<td>WebCT 6.1.1</td>
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<tr>
<td></td>
<td>Promoting environmental education</td>
<td>WebCT 6.2</td>
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<tr>
<td></td>
<td>Project Learning Tree Activity Demo</td>
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<td>25</td>
<td>Assn due 7pm: &quot;Animal Activists' Views&quot; (see WebCT 4.3.2)</td>
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<tr>
<td>26</td>
<td>Assn due 7pm: &quot;Bambi Freaks...&quot; (only Team #3) (see WebCT 4.3.4)</td>
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<td></td>
<td>Assn due 7pm: &quot;Attitudes Towards Animals&quot; (WebCT questionnaire)</td>
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**MODULE #4. TEACHING EE (Revisited)**

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td></td>
<td>Teaching About Controversial Issues: Attitudes Towards Animals</td>
<td>WebCT 4.3</td>
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<td>Anti-Hunting or Anti-Hunter</td>
<td>WebCT 4.3.1</td>
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<tr>
<td></td>
<td>Animal Activists Views of Wildlife Issues</td>
<td>WebCT 4.3.2</td>
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<td></td>
<td>Interpreting the Animal Rights Controversy</td>
<td>WebCT 4.3.3</td>
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<td>Bambi Freaks vs. Slaughterers: The Loss of Logic</td>
<td>WebCT 4.3.4</td>
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**MODULE #7: EVALUATING THE EE PROGRAM**

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>29</td>
<td>Evaluating envir. education</td>
<td>WebCT 7.1</td>
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<tr>
<td></td>
<td>Measuring your success</td>
<td>WebCT 7.1.1</td>
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<td></td>
<td>Effectiveness of envir. education</td>
<td>WebCT 7.2</td>
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MODULE #8.  THE FUTURE OF EE

May 2 Deep Ecology
4 Deep Ecology
6 Understanding Cultural Attitudes Toward the Envir

May 7 (Sat.) Endangered Species Faire at Cedar Grove in Bidwell Park

May 9 Aquatic WILD Demo: Hooks and Ladders
     Assn due: End. Species Faire Evaluation
     (see WebCT 4.2.3)
11 Aquatic WILD Demo: Student's choice
     Assn due 11am: "Best PLT Activity"
     (see WebCT 5.2, Asn B)
13 PLT Activity Day
     Test preparation

May 16 FINAL PERIOD (Mon. 12:00 - 1:50)
     12:00 - 12:50pm: TEST #3
     1:00 - 1:50pm:
         Future directions for EE
         The World and 118 Cookies
     All assignments due by 1:50pm (except "Course Eval")

May 18 Assn. due at 7pm: "Course Evaluation"
     (see WebCT 10.0)
May 19 Assn. due at 5pm: “Ecolife Evaluation Form”