NYU Steinhardt
Steinhardt School of Culture, Education, and Human Development
Department of Teaching and Learning / Environmental Conservation Education

Environmental Education: Theory and Practice – Spring 2014
ENYC-GE.2022.001
30 hours: 3 points.
Mondays 4.55-6.35 PM Room: TISC LC7

Instructor: Dr. Mary Leou
Office phone 212-998-5474
Office hours by appointment
Email mary.leou@nyu.edu

Course Overview:
This course is an introduction to environmental education with particular emphasis on theoretical and practical applications. Historical and philosophical perspectives will be explored in relation to current topics in environmental education and implications for school reform. We will examine national and local models of environmental education and analyze their relationship to contemporary issues of environmental literacy. Case studies will be drawn from a wide range of educational settings. Guest presenters, web-based resources, and field study projects will help students develop a portrait of environmental education with particular emphasis on urban settings. Students will develop competencies in planning environmental education programs.

Learner Objectives:
Students will …
1. Formulate a personal definition of environmental education and understand that there are many voices and views within the practice.
2. Understand theories of teaching and learning as they apply to environmental education.
3. Identify the goals, applications and best practices of environmental education.
4. Conduct a field assessment of an environmental education program/ site, identify resources at the site, synthesize findings and present in a professional, timed presentation.
5. Conduct scholarly research and prepare a properly structured literature review.
6. Learn to write a small grant proposal.
7. Devise a unique environmental education program as a final project that displays their professional skills, their career trajectory and their understanding of the material covered in this course.
**Required Readings**


- **Hungerford, Harold R.** “Environmental Education (EE) for the 21st Century: Where Have We Been? Where are We Now? Where are we headed?” *The Journal of Environmental Education*, (41), 1-6, 2010


- **Orr, David.** *Earth In Mind*, Chapters 1-3.

- **Sobel, David.** *Place-Based Education; Connecting Classrooms and Communities*. Great Barrington, MA: The Orion Society, 2005.


- Links to additional articles will be posted on NYU Classes or distributed in class.

**Recommended Reading:**


Last updated March 6, 2014

Web Resources

Project Feederwatch Article
http://projectfeederwatch.wordpress.com/2013/02/21/project-feederwatch-in-action-in-baton-rouge-la/?utm_source=Cornell+Lab&eNews&utm_campaign=fb7e4c32a2-Cornell_Lab&eNews_2013_3+07&udtm_medium=email

Measuring Environmental Education Outcomes

*Additional articles and readings may be assigned. (These will be available on-line or distributed in class. See detailed course schedule.)

Course Format

Classes will be conducted as a seminar with frequent group discussions, presentations, field research and small group activities. (Possible field trip to be negotiated)

Grading

Grades for the course will based on the following:
20%  Readings, Classroom discussion, NYU Classes participation
30%  Field Visit/Review
10%  Literature Review
40%  Final Project

Course Requirements

Readings/Classroom Discussion/Use of NYU Classes: (20%)
Class participation in the form of attendance, comments, questions and active engagement in classroom discussion is required for this course. It is important that you read assigned materials in order to foster interesting and productive class discussion. This semester we will use NYU Classes as a forum for reflection and a place for follow-up discussion. Your involvement in NYU Classes will form an integral part of your grade for participation in this class. We will also use NYU classes to share resources with each other, and also use it as a tool to inform you of updates and changes to the syllabus. Post all NYU Classes assignments to NYU Classes as an MS Word document before class or as directed.

Field Visit/Review: (30%)
During this semester you will be required to investigate environmental education in the variety of settings available in the metropolitan area. These may include non-profit organizations, cultural institutions or schools. Your field study will include observations of programs, interviews with key staff and/or administrators in order to collect information about the program, its mission, its impact, and relevance to urban environmental education. Prepare a 10 minute presentation (8 minutes + questions) for the class. Field Visit Report (5-6 pages)

Literature Review  (10%)
Select three published research articles on a topic of your choice and write a short review. Topics may include: place-based education, early childhood education, non-formal education, service learning, etc. The topic should focus on an area of study that interests you. This will provide the opportunity to gain skills in research and synthesis of research in the field. Prepare a 5-page summary of your findings with proper citations using APA citation style.

Final Project  (40%)

Last updated March 6, 2014
Your final project will synthesize perspectives from course readings, field studies, and your literature review to develop a plan for an environmental education program. The paper will include your philosophical approach to environmental education, a rationale for your proposed program including the particular setting and targeted audience, program description, and how you will evaluate the impact of your program. Connect your ideas to the readings from our class and your literature reviews (if appropriate). Include references and proper citation. (10-12 pages.)

Other Policies
Accommodations for NYU Students with Disabilities
Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212-998-4980, 240 Greene St., www.nyu.edu/csd/

Syllabus
While some portions of the syllabus are non-negotiable, it should be considered a working document that may adjust to fit the needs of the class community, of which we are all members. You will be alerted in person and/or via NYU Classes as changes are made.

Attendance Policy
Attendance is expected in this course. Material is presented in class that is unavailable in assignment readings. There are no texts or notes that can substitute for the discussion and interaction that will take place in class. Please be on time. You are responsible for turning in assignments when they are due and for knowing information announced in the class, whether you were present or not. It is your responsibility to obtain handouts, assignments, and information you missed when you are absent.

The following is adapted from the NYU Steinhardt Student’s Guide (p. 24) and form the policies and Procedures of the NYU Expository Writing Program:

The relationship between students and faculty is the keystone of the educational experience in the Steinhardt School at New York University. This relationship takes an honor code for granted. Mutual trust, respect, and responsibility are foundational requirements. Thus, how you learn is as important as what you learn. A University education aims not only to produce high quality scholars but also to cultivate honorable citizens.

Academic integrity
Academic integrity is the guiding principle for all that you do; from taking exams, making oral presentations, to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours. You violate the principle of academic integrity when you:

- Cheat on an exam;
- Submit the same work for two or more different courses without the knowledge and the permission of all professors involved;
- Receive help on a take-home examination that calls for independent work;
- “Collaborate” with other students who then submit the same paper under their individual names.
- Give permission to another student to use your work for a class.
- Plagiarize.

Plagiarism
Plagiarism is one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning, and discovering knowledge, plagiarism cannot be tolerated. Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score, and/or other materials, which are not your original work. You plagiarize when, without proper attribution, you do any of the following:

- Copy verbatim from a book, an article, or other media;

Last updated March 6, 2014
Download documents from the Internet;
Purchase documents;
Report from others’ oral work;
Paraphrase or restate someone else’s facts, analysis, and/or conclusions;
Copy directly from a classmate or allow a classmate to copy from you.

For a very helpful self-test on what constitutes plagiarism, please visit
http://www.indiana.edu/~istd/practice.html

PLEASE SEE COURSE SCHEDULE FOR DETAILS.
NYU Steinhardt
Steinhardt School of Culture, Education, and Human Development Teaching and Learning / Environmental Conservation Education

Environmental Education: Theory and Practice – Spring 2014  Course Outline

- Readings and assignments may be moved to accommodate guest presenters and other logistics. We will review and discuss tomorrow.

Course Schedule as of 3/06/14

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics by week</th>
<th>For Class Today</th>
</tr>
</thead>
</table>
| 1    | Welcome/Introductions  
Our EE Identity  
*Introduce [www.nyu.edu/wallerstein](http://www.nyu.edu/wallerstein) website* | Review Syllabus/requirements, NYU Classes postings  
Defining Environmental Education Activity  
Selected readings will be posted as PDFs under Resources  
Post brief bio on NYU Classes |
| 2    | Putting EE in a historical perspective  
Assign Field Visit Review  
Choose 3 sites you would like to visit and email to me for approval. | Palmer, Joy A. *Environmental Education in the 21st Century: Theory, Practice, Progress and Promise.* London: Routledge, 1998. pp. 3-31  
Explore: [http://steinhardt.nyu.edu/wallerstein/](http://steinhardt.nyu.edu/wallerstein/)  
Identify possible targets for visit/review. |
| 3    | Philosophical Perspectives | Orr, David W. *Earth In Mind: On Education, Environment, and the Human Prospect.* Pages pp. 7-33;  
Participate in NYU Classes activity regarding Dewey and Wilson. See assignment posting.  
Once approved, develop a field visit plan for your visit and post by 2/18 so you can get feedback. |
| 4    | No Class: President’s Day  
*Post Field Project Proposal to NYU Classes* today.  
Respond to at least 2 classmate posting with suggestions by 2/18 | Field Visits |
| 5    | Place-based Education | Thomashow, M. *Bringing the Biosphere Home.* pp. 1-18;  

Last updated March 6, 2014
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 6    | Voices in EE  
NYU Classes Assignment Due: (Whitin & Whitin/Sobel, Louv, etc.)  
Assign the Literature Review  
Sobel: pp 1-35  
Louv: pp 100-139 (chapters 9-12)  
Whitin & Whitin In Leou: Readings in Environmental Education: An Urban Model  
Required: Ch. 2; Rec: 1, 3, 4, 7  
Also see Project Feederwatch article on web resources in syllabus |
| 7    | Field Visit Presentations  
Field Visit Assignment Due  
Field Visit Presentations (5-6 students will present)  
Send/post a copy of your power point presentation by 3/10  
Discuss Literature Review Assignment |
| 8    | No Class Spring Break  
Work on LITERATURE REVIEW during Spring Break |
| 9    | Field Presentations Continue  
Assign FINAL PROJECT/PAPER.  
(5)Literature Review Due  
Final Project: Work on Program Design  
Email your idea by 3/31 so we are clear on everyone’s direction before the next class meeting.  
Review: NAAEE: Excellence in EE: Guidelines for learning (K-12)  
http://www.naaee.org/programs-and-initiatives/guidelines-for-excellence/ |
| 11   | What does the Literature Tell Us?  
Post Final Project ideas to NYUClasses and Response  
Discussion of Literature Reviews  
Respond to at least 2 classmate postings regarding their Program Design  
By 4/7  
Preparation for Grant Writing Workshop: TBA |
| 12   | Proposals, Grants, Evaluations  
Grant Writing Basics – Small Group Activity  
Measuring Environmental Outcomes  
Chapters 1-7 |

Last updated March 6, 2014
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
</table>
| 4/14 | 4/14 | Evaluating Environmental Education Programs  
(EE WEEK)  
Guest Presenters: TBA  
Measuring Environmental Outcomes  
Chapters 7-13 |
| 4/21 | 4/21 | Earth Day (4/22)  
Service Learning and Citizen Science as Tools for EE  
Guest Presenter John Rowden, NYC Audubon: TBA  
Continue to work on Final Projects  
Louv, pgs.1-88  
NYS Environmental Literacy Plan/NCLI Legislation  
Refer to Guidelines for Excellence in EE  
Additional Reading may be assigned |
| 4/28 | 4/28 | Final Project Presentations  
Begin Sharing of Final Projects  
PAPERS DUE NEXT WEEK. |
| 5/5 | 5/5 | FINAL PROJECT/PAPERS due.  
Continue Sharing of Final Projects  
What we learned…..where do we go from here? |