

philosophy. (1, 2,6)

- E. Acquire knowledge through observation and reading assignments and demonstrate ability to use resources from a variety of disciplines to cultivate curiosity, critical reasoning, and evaluation skills of the natural environment. (1, 2, 6, 8)
- F. Demonstrate behaviors that reflect responsible stewardship and advocacy to promote nature literacy. (1, 2, 3, 4, 6, 7, 9)

V. Student Learning Outcomes

- A. The student will identify a conceptual definition of nature literacy. (1, 2, 3, 4, 5, 6, 7, 8, 9)
- B. The student will identify research related to significant changes over recent decades to children’s connection with nature. (1, 2, 3, 4, 6, 7)
- C. The student will identify and explain different philosophical approaches to environmental stewardship. (1, 2, 3, 4, 5, 6, 7)

VI. Expectations of Students

- A. Read assigned materials, utilize available library resources, and participate in individual and group activities.
- B. Complete all assignments in a timely, professional manner. Students will be required to spend considerable time in an outdoor environment.
- C. Complete a research paper on the impact of chosen profession on the natural environment and efforts towards environmental stewardship in the student’s field.
- D. Successfully complete all examinations and regularly attend classes.

VII. Course Outline

45 Hours

- A. Nature Acclamation** 7
(Objectives 1, 4, 5, 6, 9)
 - 1.Awareness of the natural world
 - 2.Awareness of problems and sensitivity
 - 3.Spaces and places to enhance development
 - 4.Natural components
 - 5.Maintenance and usability

- B. Nature Appreciation** 10
(Objectives 1, 2, 3, 4, 9)
 - 1.Knowledge of historical and local sustainable living
 - 2.Skills of environmental citizenship
 - 3.Gain a variety of experiences through natural settings
 - 4FOUNDATIONS OF ENVIRONMENTAL EDUCATION
 - 5.Health, Safety, and Risk
 - 6.Role of Adults

- C. Understanding and Attitudes toward the Natural World** 7
(Objectives 1, 2, 3, 7, 8, 9)
 - 1.Identify values and feelings
 - 2.Active participation in environment improvement and protection

- D. Evaluation for Attitudinal Changes** 7

(Objectives 1, 2, 3, 4, 7, 8, 9)

- 1.Active group involvement to resolve environmental problems
- 2.Skills to critically observe
- 3.Self-directed and inquiry based
- 4.Curiosity and questioning
- 5.Assessment and Evaluation

E. Activism 7

(Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9)

- 1.Create an individual nature experience and working definition of nature literacy based on career objectives and values.
- 2.Create new patterns of behavior toward the environment

F. Reflection 7

(Objectives 1, 2, 3, 6, 7, 8, 9)

- 1.A personal sense of responsibility and caring
- 2.Environmental sustainability
- 3.Professional responsibilities

VIII. Textbooks

Louv, R. (2008). *Last child in the woods: Saving our children from nature deficit disorder*. New York, NY: Workman Publishing

IX. Basis for Student Evaluation

A. Exams and Quizzes	25%
B. Assignments, Projects & Book Study	30%
C. Research Paper	20%
D. Participation	25%

Grading Scale

100%—90%	A
89%—80%	B
79%—70%	C
69%—60%	D
59%—below	F

The weights of evaluation criteria may vary at the discretion of the course instructor.

X. Academic Policy Statement

Students will be expected to abide by the **University Policy for Academic Honesty** regarding plagiarism and academic honesty. Refer to

<http://www6.semo.edu/judaffairs/code.html>

XI. Student with Disabilities Statement

If a student has a special need addressed by the **Americans with Disabilities Act (ADA)** and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs. Refer to <http://www.semo.edu/ds>

XII. Justification for Inclusion in the University Studies Program

A. Objective 1: Demonstrate the ability to locate and gather information.

Emphasis: Significant

Content: Students will be introduced to several sources of information available in the areas of Behavioral Systems, Social Systems, Living Systems, and Artistic Expression. The students will utilize the World Wide Web, professional journal articles, books, policy mandates, and newspapers to seek out information to interpret research findings and transfer knowledge to construct their own personal philosophy.

Teaching Strategies: Students will be exposed to various teaching strategies: lecture, large and small group discussion, and direct experience with nature. The variety of techniques will foster better information gathering skills among the students and will have carryover value for future careers.

Student Assignments: Students will complete assignments that require locating and gathering information related to personal philosophy of nature literacy and behaviors that demonstrate responsible environmental stewardship and advocacy.

Evaluation of Student Performance: Student article critiques and student presentations will be evaluated based on the inclusion of the ability to locate and gather required information. Appropriate citation of resources will be accessed along with written and/or oral skills used to convey the concepts required for each assignment. Students will be given a rubric which outlines the assignments and the method by which these assignments will be graded.

B. Objective 2: Demonstrate capabilities for critical thinking, reasoning, and analyzing.

Emphasis: Significant

Content: Students will be given opportunities to critically think about the relationship of nature to their specific discipline. Students will use reasoning skills to explore the relationships among socio-culture, political, and psychological variables between natural environments and their chosen career field. Students will be given opportunities to evaluate policy, practice critical thinking skills through assignments, and analyze research findings regarding legislation, educational trends, and personal commitment.

Teaching Strategies: Students will be given a variety of learning experiences that will challenge them to think critically about the role of nature and its' relevance to students' personal lives. Students will be presented with lectures and readings that challenge key

concepts and conventional thinking relative to course content. They will also participate in learning experiences that will require them to visit nature-specific locations and engage in activities that will foster an in-depth exploration of the environment.

Student Assignments: Student article critiques and other written assignments will exhibit critical thinking skills by requiring students to reason, analyze, journal, and reflect on their personal experiences. After completing course expectations to visit and experience certain nature-specific areas, students will be expected to write article critiques that will challenge them to find discipline specific and relevant scholarly articles to incorporate into their writing.

Evaluation of Student Performance: Students' article critiques and other written assignments will be evaluated on the ability to critically think, reason, and analyze information. Students will be given a rubric which outlines the assignments and the method by which these assignments will be graded. Written exams, objective writing assignments, journals, and group activities will be weighted and evaluated on a 100 point system.

C. Objective 3: Demonstrate effective communication skills.

Emphasis: Significant

Content: Students will be introduced to the terminologies related to the natural world, environmental stewardship, and ecosystems. The development of oral, written and interpersonal communication skills will be emphasized in class activities, assignments, and projects.

Teaching Strategies: Students will experience a variety of teaching strategies (i.e., lectures, small group activities, online discussions) that reinforce communication conveying key concepts. Group process experiences will allow students to explore the information further through interpersonal communication.

Student Assignments: Participation in discussions, debates, and class presentations will form the basis of the development of effective oral communication skills. In addition, students will be expected to complete a research paper including a literature review on the impact of their chosen profession on the natural environment and efforts being made in their field towards environmental stewardship.

Evaluation of Student Performance: Student presentations and class discussions will be evaluated on the ability to effectively communicate and the method by which these assignments will be graded. Objective writing assignments, journals, and group activities will be weighted and evaluated. Students will be given a rubric which outlines the assignments and the method by which these assignments will be graded

D. Objective 4: Demonstrate understanding of human experiences and the ability to relate them to the present.

Emphasis: Some

Content: Students will define nature literacy and explain its relevancy from a historical context. Students will be required to denote the historical changes in the natural world and the role of nature in the context of politics, culture, and the arts. Research and theoretical findings will be explored to examine the impact of the natural world and the students' chosen field of study as well as their personal lives.

Teaching Strategies: Teaching strategies include assigned readings, lectures, and discussions on historical trends relating to human interactions with the natural world. These experiences will challenge students to think about the relevance of nature to their personal philosophy and connect humanity with the ecosystem.

Student Assignments: Students will be expected to complete reflective written journal assignments to develop a greater understanding of human experiences with nature. In addition, students will be expected to write reflection papers and article critique assignments that will challenge them to find discipline specific and relevant scholarly articles to incorporate into their writing. Students will also be required to write essays that specifically relate to nature and human experiences. For example, students will grapple with the following issues: (1) Depletion of resources; (2) Recycling and human responsibility; (3) Constructing a personal awareness/commitment of the natural world (4) Valuing the natural world and the stewardship of it.

Evaluation of Student Performance: Student assignments will be evaluated on the ability to demonstrate an understanding of human experiences and the ability to relate them to the present. Objective writing assignments and group activities will be weighted and evaluated. Students will be given a rubric which outlines the assignments and the method by which these assignments will be graded.

- E. Objective 5: Demonstrate an understanding of various cultures and their interrelationships.

Emphasis: Some

Content: Students will develop theoretical perspectives from social learning and cultural influences. Cultural influences play a significant role in global issues such as a person's perspective on the natural world and the stewardship of natural resources. Ethnicity, social class and economic status will be explored to enhance student's knowledge related to nature appreciation and awareness.

Teaching Strategies: Classroom discussions and case studies provide students with an opportunity to explore environmental stewardship, nature awareness and the values of a variety of cultures, past and present. Guest experts may also be invited.

Student Assignments: Assignments will allow students an opportunity to demonstrate an understanding of how culture impacts the environment. Student journals will allow them to reflect on the global issues relevant to their respective discipline.

Evaluation of Student Performance: Student written reflections and class discussions will

be evaluated on the ability to effectively communicate an awareness of cultural and social differences, preferences, and problems associated with nature awareness. Students will be given a rubric which outlines the assignments and the method by which these assignments will be graded.

- F. Objective 6: Demonstrate the ability to integrate the breadth and diversity of knowledge and experience.

Emphasis: Significant

Content: Students will investigate relationships between people and nature using the political, social, cultural, economic, environmental and psychological lenses. The conceptual framework, as a personal journey, will allow students the opportunity to increase knowledge of the multidisciplinary issues surrounding the natural world and the impact it has on global and local communities.

Teaching Strategies: Experiential learning opportunities, along with class discussions, will build students' existing knowledge and current views about the natural world. A combination of national and global economics, politics, and socio-cultural practices will be addressed.

Student Assignments: Personal reflection, along with small group assignments will be required of students to investigate, compare, and share their personal journal as they connect to the natural world. Each student will then connect that journey to their career field.

Evaluation of Student Performance: Evaluation of personal reflection journals, participation in small groups, and guided instruction in outdoor experiences will be graded and evaluated. Students will be given a rubric which outlines the assignments and the method by which these assignments will be graded.

- G. Objective 7: Demonstrate ability to make informed, intelligent value decisions.

Emphasis: Some

Content: Students will cultivate a skill base to critically think about a personal relationship with nature and its relevance to their daily lives. The following principles will be reinforced: culturally responsible values and practice, moral and ethical decision making, and the sustainability of the natural world and global economy.

Teaching Strategies: Students will be required to read assignments, participate in guided nature experiences. A variety of case studies will be presented to students to discuss and critically evaluate how to respond and advocate for responsible connection to the natural world in all areas of their personal and professional lives.

Student Assignments: Students will participate in guided nature instruction experiences requiring them to do the following: form a time line of their semester experiences, focus on

their comfort level, integrate their personal knowledge to current trends, and advocate for nature literacy in their own career field.

Evaluation of Student Performance: Participation, class discussion, and written responses will be included in the final grade. The goal will be to measure student's advancement in their personal risk level to the required skills of the class. Students will be given a rubric which outlines the assignments and the method by which these assignments will be graded.

- H. Objective 8: Demonstrate the ability to make informed, sensitive aesthetic responses.

Emphasis: Some

Content: Students will develop insights into diverse perspectives from multiple disciplines that affect the natural world. Natural, artistic, social and political systems all pull in different ways on our environment, impacting it deeply. Students will examine the information presented and develop an awareness to make sensitive responses regarding nature preservation, the use of natural resources, and the relationship between humans and nature.

Teaching Strategies: Students will be assigned supplemental readings to achieve this objective. Class discussions and activities will follow to encourage students to explore differing points of view in order to enhance the formation of informed and sensitive aesthetic responses.

Student Assignments: Students will write reflection papers and participate in class discussions in order to further explore issues. The students experience will culminate as they develop their own personal philosophy about their ability to learn from and to respond to direct experiences with nature

Evaluation of Student Performance: Participation, class discussion, and written responses will be included in the final grade. Students will be given a rubric which outlines the assignments and the method by which these assignments will be graded.

- I. Objective 9: Demonstrate the ability to function responsibly in one's natural, social and political environment.

Emphasis: Significant

Content: Students will examine sustainability of the natural world including carbon footprints, time management of career and personal connection to the natural world, and advocacy for continued education for future generations. Students will discuss the impact of local and global policy on personal decision making. Students will acquire skills to anticipate environmental problems and work with others to resolve, minimize, and prevent future occurrences.

Teaching Strategies: Students will participate in class discussions, guided nature

experiences, and small group activities that will allow them the opportunity to examine their values, concerns and fears, regarding the natural world. These views will be examined before, during, and after guided instruction in a variety of outdoor experiences. Current research will be shared to help promote a positive attitude and enhance the desire to embrace the natural world.

Student Assignments: Guided group assignments, individual reflections, and book reviews will allow students to experience the natural world and advocate for new programs to be incorporated into their field of study.

Evaluation of Student Performance: Participation on guided group and individual experiences, as well as a personal case study, will track students' journey. Students will be given a rubric which outlines the assignments and the method by which these assignments will be graded.

XIII. Identification of Background or Expertise for Teaching the Course

The instructor(s) assigned to teach this course should have interdisciplinary training in the fields of social sciences, human development, education, and extensive work in nature education. The instructor(s) will need the physical ability and confidence to lead a large group of students in the natural world.

XIV. Class size

According to the School of University Studies' guidelines, because 400 and 500 level courses are research intensive and utilize a seminar format, an optimum and ideal class size would be 15 students.