

ENSTU 472: Project in Environmental Education California State University Monterey Bay, Spring 2020

Tuesdays and Thursdays, 10-11:50 a.m., Student Services Room H102 (4 units)

“The principle goal of education is to create [people] who are capable of doing new things, not simply repeating what other generations have done - [people] who are creative, inventive, and discoverers.” -Jean Piaget



Figure 1. Spring 2019 Capstone Students at Los Arboles Middle School

Instructor Office Hours

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Office Hours: Wednesdays 1:30-2:30, or Thursdays 12-1, OR BY APPOINTMENT**

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Course Overview

The capstone course represents the culmination of your educational experience: the opportunity to apply and synthesize skills and knowledge gained in previous semesters to a community-based, professional project that can be considered your “crowning achievement” within the Environmental Studies Program.

This interdisciplinary course will investigate aspects of a sustainable school including food and water systems, native and sustainable gardening, adaptive reuse and resourced materials, and participatory planning and design. In this course, you will work with students and teachers at Los Arboles Middle School to apply principles of sustainability including healthy schoolyards, social equity, cradle-to-cradle, cultural relevance, and stewardship into hands-on activities for middle school students from a [list of projects](#) developed by Los Arboles Middle School.

Catalog Description

Project based class with a regional environmental education partner. Projects will place students in learning environments where students will focus on sustainability and environmental topics. Projects will vary from year to year. [(Prereq: ENSTU 300 or ENVS 300 or BIO 300 or MSCI 300 with a C- or better) and (Coreq: ENSTU 410) and (Prereq or Coreq: ENSTU 350 with a C- or better)]

Learning Outcomes

Sustainability

- Consider the natural, economic, and social systems of sustainability while developing and implementing applied research
- Analyze and explain capstone projects in the context of local, national, and global sustainability

Community Engagement & Social Justice

- Enter, participate in, and exit a community in ways that are sensitive to systemic injustice.
- Demonstrate intercultural communication skills, reciprocity and responsiveness in work with community.
- Evaluate how the actions of oneself, professionals, and institutions associated with the student's capstone foster both equity [reduce structural injustice] and inequity [i.e. perpetuate structural injustice] in communities and society.

Personal and Professional Practice

- Develop and implement personal, professional and institutional strategies, policies and/or practices that work towards creating greater sustainability and equity in communities.

Course Organization

This course will be comprised of three sections that prepare for and reflect on engagement with Los Arboles Middle School's (LAMS) environmental literacy course, and three sections that allow direct interaction and educational programming with the students at Los Arboles. The first phase will serve for the ENSTU 472 and LAMS Environmental Literacy students to get to know each other and the school environment. The second and third phases will be designed by students of ENSTU 472. Preparation for and implementation of activities with LAMS will ask ENSTU 472 students to synthesize and apply knowledge of the environment, education, and sustainability practices.

Prelude: Prep for first weeks at LAMS	Phase 1: Team Building at LAMS	Interlude 1: reflecting on Phase 1 and preparing for Phase 2	Phase 2: Project Implementation	Interlude 2: reflecting on Phase 2 and preparing for Phase 3	Phase 3: Completing Phase 2 and Sharing with LAMS Community	Conclusion Assessment and Summative Portfolio
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Logistics

This class will meet on Tuesday and Thursday mornings from 10:00a.m. to 11:50 p.m. During the Prelude, Interlude, and Conclusion sections of the course, class will meet on campus at CSUMB. The remainder of classes will meet at Los Arboles Middle School (or on rare occasions, other designated locations). Period 3 begins at 10:35 and runs until 11:25. Please plan to arrive early so that you are ready to engage with the LAMS students at the start of **Period 3 at 10:35. Los Arboles Middle School is located at 294 Hillcrest Avenue in Marina.** Students are responsible for providing their own transportation to LAMS. Parking at LAMS is limited. Use of carpooling or alternative transportation is encouraged and students should park on the street. When arriving at the school, all students must sign in and receive a visitor badge before proceeding to the classroom.

In addition, all students will be **responsible for obtaining a TB test and must attend at mandatory Monterey Peninsula Unified School District Orientation**, Wednesday, January 29th at 3 p.m. at the Service Learning Institute (Building 44) to obtain their “golden ticket” to work in the school.

Course Materials

No required course materials. However, some materials may need to be acquired by seeking donations from local businesses or as resourced materials. At times, access to personal computers may be helpful for working with Los Arboles students or during course planning periods at CSUMB.

Course Assignments

Lesson Plan: Groups will prepare a lesson plan and share it via google doc by 8 am at the start of every week of project implementation at LAMS. The lesson plan will follow the format provided.

Portfolios (3): Portfolios will provide an overview of activities and lessons, sample student work, and reflections about your experience and effectiveness. The first portfolio will be an individual assignment. The second and third portfolios will be submitted by group. Portfolios will consist of the following:

1. A summary of your project. What were the goals and outcomes? What specific lesson plans or activities did you prepare? What did you learn, change or adapt as you moved through the sessions?
2. Photo and text documentation about how you engaged with the students. What happened? Did things go according to plan? Why or why not? What insights did you gain about how the students feel about the project? About school? About working with you?

3. Documentation of the final project deliverables. This can be scans, photos, models, etc. Describe which LAMS students worked on each piece and what it represents in terms of student learning.
4. Reflection. Each group member will write their own statement about what they learned, about the process of working with the students and facilitating project implementation and learning.

The final portfolio will be cumulative, and will be compiled into a book that will reflect the projects and LAMS and CSUMB perspectives on learning.

Course Expectations

- Attendance is essential to the success of this course, especially on LAMS days. If you miss more than 2 unexcused absences on these days, your grade will drop by one letter grade for each additional absence.
- Come to class prepared and ready to actively participate: this includes being responsive to your group members, communicative with groups and instructors, and being a reliable team member – bringing materials and conducting work as a professional team.
- Navigate the iLearn website to access assignments, resources, and monitor grades. Any updates or changes to the course syllabus will be posted on iLearn.
- Follow course and university policies (as noted in the syllabus)
- Proactively communicate with the instructor about any difficulties or challenges. Life happens, every day and in many ways. Our challenge is to communicate so that we can arrive at the best strategies to help you success in times of challenge.

Late or incomplete work: Late assignments and incomplete work will be accepted, with a reduction in grade by one full letter grade per day late. No late work will be accepted for a grade more than two weeks past the assignment deadline unless specific arrangements have been made due to extenuating circumstances. All deadlines during the the last two weeks are firm. If you are having difficulty meeting deadlines at any point in the semester, please schedule an appointment with me so that we can strategize how to best be accountable to yourself and the course.

Absences: Excused absences are for family death, illness or other medical event documented with a doctor's note, or other extreme events. Communicate with me via email if you will miss a class *for any reason*, or if other extenuating circumstances are interfering with your attendance and/or performance.

Course Grading

1. Attendance and participation 40%
 - 10% Attendance (with required attendance at LAMS, and grade reductions for unexcused absences at one letter grade per absence from LAMS)
 - 30% Personal Initiative (based on self-reflections, group member assessments, and project complexity/completeness)

2. Written Assignments 60%
 - a. 10% Lesson Plans
 - b. 10% Portfolio 1
 - c. 10% Portfolio 2
 - d. 30% Portfolio 3: Summative Book

Grades will be posted as they are assigned throughout the semester and will be based on the following scale:

A	95-100%	C	74-76.99%
A-	90-94.99%	C-	70-73.99%
B+	87-89.99%	D+	67-69.99%
B	84-86.99%	D	64-66.99%
B-	80-83.99%	D-	60-63.99%
C+	77-79.99%	F	59.99% or lower

Students should check grades in iLearn as they accrue. Missing or incorrect grades in iLearn should be reported immediately, and must be reported no later than the last day of classes.

Detailed Schedule and Assignment Due Dates

All assignments and due dates are reflected in the detailed schedule below. The instructor will make every attempt to adhere to this schedule so that you can plan your own workload. However, the instructor reserves the right to change this schedule if needed, in order to facilitate better learning (e.g., more time until an assignment deadline), or for unforeseen schedule changes academically. Any changes to the schedule will be announced in the following ways: i) the revised schedule will be announced via the course email list; ii) changes in due dates will be made for iLearn assignment dropboxes, and iii) an announcement will be made in class.

Week/ Date	Assignments and Readings (To be completed <u>before</u> the start of class)	In-Class Topics/Work
1 Tu, 1.21		Introduction to Course/Syllabus Take Assessments: Skills & Watershed Logistics and Forms
1 Th, 1.23	Read Singleton (2015). "Head, Heart, Hands for Sustainability Education" <i>Journal of Sustainability Education</i> 9, ISSN: 2151-7452	Pre-Assessment Revisions Portfolio Assignments Plan Team Building Activities Julie Haws will issue Pre-Assessment prior to Tuesday 1.28 class
2 Tu, 1.28		AT LAMS: Group-building activities
2 Th, 1.30		AT LAMS: LAMS-student led tour
3 Tu, 2.4		AT LAMS: CSUMB share back
3 TH, 2.6		AT Marina Public Library: Field Trip and Watershed stations
4 TU, 2.11		Meet at CSUMB for one planning day
4 TH, 2.13	Portfolio 1 Due	AT LAMS: ENSTU led sessions – project discussions

5 TU, 2.18		AT CSUMB: Planning sessions
5 TH, 2.20		AT CSUMB: Planning sessions
6 TU, 2.25		AT LAMS: ENSTU led sessions
6 TH, 2.27		AT LAMS: ENSTU led sessions
7 TU, 3.3		AT LAMS: ENSTU led sessions
7 TH, 3.5		AT LAMS: ENSTU led sessions
8 TU, 3.10		AT LAMS: ENSTU led sessions
8 TH, 3.12		AT LAMS: ENSTU led sessions
9 TU, 3.17		AT CSUMB: Planning sessions Group Reflection [LAMS spring break, March 16-27]
9 TH, 3.19		AT CSUMB: Planning sessions [LAMS spring break, March 16-27]
10 TU, 3.24	Portfolio 2 Due	AT CSUMB: Planning sessions [LAMS spring break, March 16-27]
10 TH, 3.26		AT CSUMB: Planning sessions [LAMS spring break, March 16-27]
11 TU, 3.31	Spring Break: No Classes	
11 TH, 4.2	Spring Break: No Classes	
12 TU, 4.7		AT LAMS: ENSTU led sessions
12 TH, 4.9		AT LAMS: ENSTU led sessions
13 TU, 4.14		AT LAMS: ENSTU led sessions
13 TH, 4.16		AT LAMS: ENSTU led sessions
14 TU, 4.21		AT LAMS: Rehearsal for project sharing
14 TH, 4.23		AT LAMS: Project Sharing Julie Haws issues post-project assessment
15 TU, 4.28		Assessment work
15 TH, 4.30		Assessment work Presentation preparation

16 TU, 5.5		Presentation preparation: MOC Presentation to Faculty Panel
16 TH, 5.7		Presentation preparation
17 TU, 5.13	Portfolio 3 Due	Presentation preparation
17 Exam Week		Capstone Festival

University Services and Policies

CSUMB has a variety of programs designed to help students thrive in college and graduate in a timely manner. If you have the desire to get more out of your CSUMB course and community work, increase your foundational academic skills, and graduate on time, please take advantage of these programs. Many students avoid these programs because they view seeking such help as a sign of weakness. However, in reality, many motivated and successful students take advantage of these services. If you are thinking of these services as an indicator of weakness, try thinking about them as openness to learning and growing.

1. **Enrollment and Registration Policy.** The purpose of this policy is to provide students with the information they need to pro-actively manage and assess their academic career at California State University, Monterey Bay (CSUMB). This policy includes information about adding and dropping courses as well as other information related to enrollment and registration. Please go to: <https://csumb.edu/policy/enrollment-and-registration-policy>
2. **Academic Integrity.** Academic integrity is of central importance to an education at CSUMB. The core of this integrity resides in the scholastic honesty of the CSUMB community and, therefore, is the responsibility of all students and faculty to uphold and maintain. Forms of academic dishonesty include cheating, fabrication, plagiarism, and collusion in any of these activities. Students discovered to have engaged in academic dishonesty will be sanctioned. For more information regarding the Academic Integrity Policy, please go to: <http://policy.csumb.edu/site/x20830.xml>
3. **Students with Disabilities.** Students with disabilities who require accommodations such as time extensions or alternate media format must present verification from Student Disability Resources as soon as possible. **Please schedule an appointment to discuss your specific needs with me.** If you think a disability may impact your performance in this class, please meet with SDR professional staff in the Health and Counseling Centers Building (#80) or call 582-3672.
Email: Student Disability Resources@csumb.edu
Phone: (831) 582-3672 voice, or 582-4024 fax/TTY

Website: <http://sdr.csUMB.edu/>

4. **Learning environment** – Students and faculty each have responsibility for maintaining an appropriate learning environment. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.
5. **Communication.** CSUMB policy establishes email as the primary and official means of communication from California State University, Monterey Bay to students. This includes faculty communication to students and will be used for communication in this course. Students are therefore expected to check their email on a frequent basis.
6. **Integration of Technology.** In keeping with the CSUMB vision statement, which says: “The University will invest in preparation for the future through integrated and experimental use of technologies,” this course will require the application of technology to solve problems and create material relevant to our discipline. It is the responsibility of each student to fully understand the required technology and how to use it to complete assignments for this course. There are a variety of campus resources provided to help students enhance their technology skills and you are encouraged to take advantage of these opportunities as needed. A summary of the required skills in this course is provided below:

Course Submission	Technology-Related Skills
Submit several paper types	Report on community-based learning and practice; integrate readings from course; generate text and use best practices to generate a template format; insert appropriate supporting figures, images, and tables that are aligned and visually coherent; use technology to document, record, and analyze project details and impacts

7. **Collection of Student Work.** CSUMB is committed to providing excellent and innovative curricula and educational opportunities to its students. To help us maintain quality academic offerings and to conform to institutional and professional accreditation requirements, the University and its programs regularly examine the effectiveness of the curricula, teaching, services, and programs the University provides. As CSUMB sees appropriate, it may obtain, assess, and retain samples of student work from representative courses. This work might include papers, exams, creative works, recordings of oral presentations, or portfolios developed and submitted in courses or to satisfy the requirements for degree programs as well as surveys, focus group information, and reflective exercises. Instructor and student names will not appear in any assessment results and assessment results will have no impact on student grades, instructor evaluations, or instructor employment.
8. **Center for Student Success (CSS).** CSUMB works to make sure that all students are succeeding in their courses. To ensure that this takes place, if you are falling behind or are missing classes, I strongly encourage you to schedule an appointment with the Center for Student Success to create an Academic Success Plan and get back on track. The CSS offers services such as one-on-one support, peer mentoring, and study skills workshops. CSS is located in the Library, 2nd Floor, Suite 2163. Phone: (831) 582-3165.
9. **Cooperative Learning Center (CLC).** CLC is a campus-wide tutoring program that is free and open to all students. CLC seeks to provide high-quality learning assistance in computer technology, math, science, writing, languages, and study strategies aimed at enhancing learning needs at all ability levels. CLC works with students to expand their knowledge and abilities by empowering them to become independent learners. CLC tutors, staff, and faculty work together to design and offer effective collaborative, and active learning experiences. We provide tutors with the opportunity to develop teaching, leadership, and communication skills. CLC is located in the Library, 2nd Floor. Phone: (831) 582-4104.
10. **Wellness.** CSUMB believes that wellness matters. As a college student, you may sometimes experience problems with your wellness that interfere with academic success and negatively impact daily life. An important part of college is learning how to respond to these problems and seek guidance. Departments within Health & Wellness Services can support you in achieving and maintaining physical, mental, emotional, and spiritual wellness. To learn more about these resources go to csumb.edu/hws.
11. **Sexual Misconduct, Dating and Domestic Violence, and Stalking**
CSUMB is committed to creating and sustaining an environment free of sexual misconduct, dating and domestic violence, and stalking. If you experience any of these forms of misconduct, CSUMB encourages you to utilize the resources described below.

To report any type of misconduct: University Police Department Emergencies: 911

Title IX: Discrimination, Harassment, and Retaliation Office Non-emergencies: 831-655-0268
Call: 831-582-3510 Email: wensmith@csumb.edu Email is recommended for fastest response

For confidential support: Campus Advocate/Monterey County Rape Crisis Center Personal Growth and Counseling Center (PGCC) Call or text: 831-402-9477 Call: 831-582-3969 24 hour crisis line: 831-375-4357

Any CSUMB staff or faculty member other than the campus advocate or PGCC counselors who are told about student experiences of misconduct must report information to the Title IX office. Only PGCC and campus advocate staff can keep such information confidential.

12. Veterans and Active Duty Military Personnel

Veterans, active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.