

Course Description – PEOL 453 – Environmental Education

Environmental Education is a central course in an integrated set of courses designed to prepare students for leading outdoor pursuits activities. The purpose of this course is to introduce students to the natural history of the region and to develop teaching and environmental interpretation skills.

The course involves a lecture/discussion/lab series and two one-day outings. Students should be prepared for substantive readings, assignments, and peer group teaching. Classroom sessions, labs and the field outings provide opportunities to learn about the environment and to develop and practice outdoor teaching techniques.

The focus of the course is on the natural history of Oregon (with an emphasis on oak/savanna, coastal old growth and western Cascades old growth ecosystems), and on developing outdoor teaching skills. Course topics include: semantics and definitions, ecological concepts, teaching strategies for outdoor settings, natural history, and environmental interpretation.

Prerequisites/Corequisites

Instructor's consent is required to participate in this course.

Course Objectives

The Outdoor Pursuits Program emphasizes safe and responsible participation in outdoor activities. Upon completion of the course the student should be able to:

1. Explain basic ecological principles.
2. Demonstrate a general understanding of the major geologic, hydrologic and climatologic processes leading to the formation of the Oregon landscape.
3. Utilize a taxonomic key to identify trees and shrubs.
4. Demonstrate a general understanding of the ecological make-up of oak/savanna, coastal old growth and western Cascades old growth ecosystems.
5. Identify the most common trees and shrubs of the ecosystems that we explore.
6. Develop a detailed lesson plan outlining behavioral objectives, subject content, and instructional strategy for teaching an environmental education lesson to a peer group.
7. Write your own field guide that will be an easy to use resource when you are out in the field.

Course Resources

1. Required course texts include: **Cascade–Olympic Natural History** by Daniel Matthews, and the **Manual of Oregon Trees and Shrubs** by Randall, Keniston, Bever and Sensen. A required course packet is available EITHER from the bookstore or the course website.

The field guide **Plants of the Pacific Northwest Coast** by Pojar and McKinnon is highly recommended. The **Field Guide to the Pacific Northwest** by the National Audubon Society is a compact, comprehensive field guide that is also recommended.

2. In addition to the online packet, the course web site contains information on a variety of natural history topics and will serve as a useful resource.

Evaluative Criteria

CRITERION	POINTS	NOTES
A.FIELD GUIDE SEGMENTS	20	See blackboard for weekly assignments and points.
B.TEACHING.....	25	as specified below: <ul style="list-style-type: none">- 5 pts. Teaching a 30-minute lesson on a specific item as discussed in class.- 10 pts. Submission of a completed lesson plan one week prior to the delivery of your teaching assignment. The packet includes a template.- 5 pts. Submission of a one-page informational handout to EVERY member of your small group on the day your teach. Handouts <u>MUST</u> be typed.- 5 pts. Submission of a video on a key concept of your teaching.
C.IN-CLASS FIELD OUTINGS.....	20	as specified below: <ul style="list-style-type: none">- 10 pts. Active & FULL participation in walks around campus and outing- 10 pts. ID Session. Practical examination on your ability to key out trees and shrubs.
D.FIELD GUIDE	15	<ul style="list-style-type: none">- 5 pts. Rough Draft of field guide. Due May 23rd.- 10 pts Comprehensive – Final polished version of guide
E.ORAL FINAL EXAMINATION.....	20	Comprehensive – on lectures AND peer teaching sessions.

Note: Assignments turned in late will be subject to the following point reduction schedule:

- a) Submitted late, but on the same day - 25%
- b) Submitted one day late - 50%
- c) Submitted two days late - 100%. Turn assignments in on time!

To be Considered for a Passing Grade You Must:

- a) miss no more than one class session,
- b) attend and fully participate in the Saturday outing to the coast and the Sunday outing to Mt. Pisgah,
- c) teach a 20 minute lessons to a group of peers,
- d) attain a score of 70% or higher on the evaluative criteria, and
- e) attain a score of 70% or higher on the final examination.

Grading Scale

A+= 100-96, A=95-93, A-= 92-90; B+= 89-86, B=85-83, B-= 82-80; C+= 79-76, C=75-73, C-= 72-70; D=69-65; F=<65

If your final score is between grading categories (e.g. 90 –89, 80 – 79, etc.), the letter grade will be rounded up if the score is .5 and greater, and rounded down if it is less than .5.