

Introduction to Environmental Education & Communications Syllabus

ENR 3612 Fall 2023

Course Information

- **Course times and location:** Twice per week for 80 minutes
- **Credit hours:** 3
- **Mode of delivery:** In-person. IMPORTANT NOTE: We will be spending a portion of some of our class sessions outdoors so please come to class prepared for weather. Stay tuned for details via in-class and Carmen Announcements.

Instructor

- **Name:** Dr. Marijke Hecht [pronounced Ma-rye-ka Hekt]
- **Email:** hecht.102@osu.edu
- **Office location:** Kottman Hall, 320D
- **Phone:** 614-292-2265 (SENR Main Office)
- **Student Office Hours** (these are times for you to come and talk with me about questions or concerns): drop in on Mondays anytime between 2-3:30pm OR schedule an appointment
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email via the Carmen portal**. This helps me stay on top of your important messages.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. **Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.**

Teaching Assistant

- **Name:** Casey Ortbahn
- **Email:** ortbahn.1@buckeyemail.osu.edu
- **Office location:** Kottman Hall, Room 247



- **Phone:** 614-292-2265 (SENR Main Office)
- **Student Office Hours:** Thursdays, 2:00-4:00 PM. If this time doesn't work for you, feel free to email me and schedule an appointment.

Please note that the specifics of this Course Syllabus are subject to change. Even if you print this syllabus, please check the online version, especially the Modules & Assignments in Canvas, often.

Course Prerequisites

N/A

Note: Not open to students with credit for ENR 3611.

Course Description

This course introduces best practices for environmental education and communications, including approaches for direct instruction in formal (e.g., K-12 schools) and informal settings (e.g., parks and museums), as well indirect communications with a general audience (e.g., blog posts, social media). We will also focus on strategies for addressing complex environmental topics.

Course Learning Goals & Outcomes

With successful completion of this course, students will have developed foundational understanding of best practices for environmental education across settings and throughout the lifespan. Students will also be trained to use Project WILD, a K-12 activity guide and program designed by the Association of Fish & Wildlife Agencies. *[Note: The Ohio Division of Wildlife provides Project WILD materials free of charge. Project WILD is a Wildlife Diversity project supported by Ohio income tax check-off donations and Cardinal license plate sales. Aquatic Project WILD is supported by the Sportfish Restoration Fund.]*

This class is an opportunity to build on what you already know, discover what you want to learn more about, and begin to learn about and reflect on these new ideas and skills. If you take more than one class with me, you may recognize some of these learning outcomes. That is because, as learners, we develop our understanding and skills over time, not just in one semester. By the end of the semester students will be able to:

1. Define environmental education (EE) and articulate EE goals across the lifespan (i.e., early childhood, K-12, adult learners)
2. Identify tools and resources used by scientists and science educators to meet EE and communication goals for specific participants & audiences
3. Describe and practice exemplary EE and communication practices
4. Explain and critique different sociocultural perspectives on and approaches to EE

5. Develop strategies for addressing challenging environmental topics that require learners and educators to reflect on their own and others' perspectives
6. Demonstrate the ability to use methods discussed in class to communicate scientific information
7. Reflect on and invest in your own development as a learner

One other goal I have is for all of us to have FUN! Why fun? Because environmental education is fun and learning about it should be too.

How This Course Works

Mode of delivery: This course is an **in-person class that will meet outside occasionally** (pay attention to in-class and Carmen Announcements for information about outdoor meetings and come prepared for weather). You are expected to attend all class sessions.

Pace of activities: Each week you will find some Required Materials that you should complete before class, as well as some optional Extension Materials for you to explore if you are interested. There will also be opportunities for Application & Reflection, which includes assignments that are due to Carmen by the date and time shown. These assignments include two (2) projects that will take several weeks to complete. Students are expected to keep pace with weekly deadlines and project phases.

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent in class in addition to about 6 hours of independent and collaborative work with your classmates on reading, writing, and project preparation to receive a grade of C average.

Attendance and Course Engagement requirements: Productive and active participation is required for success in this course. Course Engagement is also worth 15% of your overall grade in this course and will be based on evidence of your thoughtful participation through several modes including but not limited to: **attendance, small and large group discussions, social annotation of readings using Hypothesis, participation in TopHat activities, and/or one-on-one discussions with me during office hours.** I recognize that people have varying levels of comfort speaking in public. I am offering these different modes of engagement so that each of you can find an approach that works best for you. With that in mind, I have the following expectations for everyone's participation:

- **Attending and participating in in-class activities: Every week**

Each of us should be prepared to bring our best authentic self to class each day. You are always expected to take responsibility for your own learning and you are expected to physically attend all classes as long as – and only if – you are healthy.

If you have a situation that might cause you to miss class, *email both myself and our TA as soon as possible* to let us know. If you must miss class, you are expected to

complete all assignments, including Course Engagement activities (e.g., TopHat). *It is your responsibility* to remind me and our TA to assign Course Engagement activities to you as homework if you must miss class. If you are finding it challenging to physically attend classes and/or understand course content, you need to visit me during Student Hours or schedule an appointment with me or our TA so that we can work together to find an amenable solution.

- **Engaging in out-of-class thinking and doing: Every week**

You are expected to log in to the course in Carmen every week to complete the readings and assignments. During most weeks you will probably log in many times. You will also be expected to work independently and collaboratively on our course projects. I strongly suggest blocking out specific days/times each week to focus on this class so that it becomes part of your weekly practice.

- **Student hours (aka Office Hours): As often as needed**

Student hours are designed to offer you time to connect with me and share questions or ideas about course content and assignments (though questions are always welcome in class too!) You can also ask about my or your career trajectory, resources, and connections to other professionals in the field, internships and job opportunities, conferences or other professional development events, etc.

I strongly suggest that you visit my student hours at least one time during Module 1 so we can get to know one another. You can drop in during regular Student Hours or make an appointment for an alternate meeting time. You are also welcome to meet with me as often as you would like throughout the semester and are free to come alone or as a small group if that makes sense. My goal is to support your development as a human being ready to make a positive mark on this world and I look forward to getting to know each of you.

Course Materials, Fees and Technologies

Required Materials and/or Technologies

Textbook

- **There is no required textbook for this course.** Course readings and other materials are available through the Carmen Course site.

Field notebook

- **Please get a field notebook that you like to use and bring it to class every day that we meet.** We will be engaged in several inquiry activities throughout the semester where I will ask you to use paper and pen/pencil (not a phone or computer) to write down your ideas and observations. Our activities will often take place outdoors so you may want a Rite-in-the-Rain notebook, though that is not required. Any simple journal – even sheets of paper stapled together with a clipboard – will do. The journal can be any



dimension but should have at least 30 pages available for you to use throughout the semester.

Tech tools for Course Engagement

Technology is a fascinating and helpful tool for education that undoubtedly enhances learning opportunities in many ways. The use of laptops or other devices to take notes or read class assignments is totally fine. I will also be asking you to use technology both indoors and outdoors as part of your class participation in activities.

Technology can also be a distraction, however, so it is important that you use it appropriately. In other words, do not read or send texts, answer the phone, check Instagram or other social media, or shop online during class. When people are talking, do not stare at your screen. Be present. Be engaged. Be your best authentic self.

- Several smartphone/tablet apps will be used when we explore outdoors. If you have a smartphone, you should download the following free apps and create accounts for yourself if you do not already have them. If you do not have a smartphone, please let me know ASAP so we can find a tool for you to use during class.
 - **iNaturalist** – <https://www.inaturalist.org/>
 - **Seek** – https://www.inaturalist.org/pages/seek_app
 - **Merlin** – <https://merlin.allaboutbirds.org/>
 - We will be using **TopHat** as an additional tool for your Course Engagement. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. For instructions on how to create a Top Hat account and enroll in our Top Hat Pro course, please refer to the invitation sent to your school email address or consult Top Hat's Getting Started Guide (<https://bit.ly/31TGMLw>).
- If you already have a Top Hat account, go to <https://app.tophat.com/e/833955> to be taken directly to our course. If you are new to Top Hat, follow the link in the email invitation you received OR...
- Go to <https://app.tophat.com/register/student>
 - Click "Search by school" and input the name of our school
 - Search for our course with the following join code: **833955**
 - If you require assistance with Top Hat at any time please contact their Support Team directly by way of email (support@tophat.com), the in-app support button, or by calling 1-888-663-5491. Specific user information may be required by their technical support team when troubleshooting issues.
 - We will also be using a social annotation tool called **Hypothesis** to annotate readings. This means that during some weeks we will all be reading and commenting on one document. This will happen through Carmen and we will practice together during class. If you encounter an issue with access to this tool, please contact me and asc-accessibility@osu.edu. Accommodation will be arranged for you to complete any work required with this tool free of penalty.



Required Equipment

- **Laptop computer, smartphone, or tablet** to use for **Course Engagement** activities and note taking.
- **Field notebook** for inquiry activities. See Required Materials section for description.
- **IF we need to go remote, you will also need:**
 - **Computer** with current Mac (MacOS) or PC (Windows 10) with high-speed internet connection.
 - **Webcam:** built-in or external webcam, fully installed and tested
 - **Microphone:** built-in laptop or tablet mic or external microphone
 - **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for [technology and internet access](https://go.osu.edu/student-tech-access) (go.osu.edu/student-tech-access) and/or come and speak with me to help you troubleshoot.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes, good for 365 days, that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.



Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- Comfort downloading and using mobile apps
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings) IF we go remote

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Grading and Faculty Response

How Your Grade is Calculated

IMPORTANT NOTE ON GRADING: I care about learning, not grades.

Therefore, I will be using **Consultative Grading** for your project work and final grade for the semester. See my *Letter to Learners* in Carmen for more information about what this means and why I use this approach.

What you will do	How it will be graded	Total points/Breakdown	Weight
Written reflections 3 Self-reflections & 2 Reading Reflections (student choice)	Graded by professor and/or teaching assistant	100 points total/20 points each	25%
Resource Jigsaw Group Project (collaborative)	Graded by professor and/or teaching assistant with student self-assessment considered	100 points total/ 20 points individual score (student self-assessment considered) 80 points group score	25%
Environmental Education Project (individual)	Graded by professor and/or teaching assistant with student self-assessment considered	100 points total Phase 1 – 20 points Phase 2 – 25 points Phase 3 – 55 points (student self-assessment considered)	25%



Course Engagement	Graded by professor and/or teaching assistant <i>Weekly points based on varied activities including but not limited to verbal participation/field notebook entries/TopHat/Hypothesis/etc.</i>	150 points total/10 points/week	15%
Quizzes Parts 1 & 2	Quiz 1: Graded automatically in Canvas Quiz 2: Graded by professor and/or teaching assistant	200 points total/100 points each	10%
TOTAL		650 (points are weighted)	100%
FINAL GRADE	DETERMINED BY PROFESSOR WITH STUDENT SELF-REFLECTIONS & CONSULTATION CONSIDERED		

See [Course Schedule](#) for due dates.

Descriptions of Major Course Assignments

Written Reflections

Description: These are short (1-1.5 page) writings that are meant to give you a chance to think more deeply and synthesize some of the material from a reading or class discussion and to connect these ideas with your own development as a learner and future educator. Your writing should be in the first person and can be more informal than an academic paper while still using clear and concise writing and citations as appropriate. Specific directions for each Written Reflection can be found in Carmen Assignments.

Academic integrity and collaboration: Your written assignments must be your own original work. If needed, you should follow APA style (<https://guides.osu.edu/c.php?g=605168&p=7880510>) to cite the ideas and quoted words of your sources, such as a class reading. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Resource Jigsaw Group Project

Description: As a future Natural Resource professional, you will likely be invited to share your expertise with people of all ages and in many different settings, from schools to parks to



community spaces. Luckily you will be able to draw from the many existing resources to help you develop and lead informal and formal environmental education programs. For this project you will work in small groups and will be expected to learn about one free online environmental education resource (both groups and resources will be randomly assigned). You will then prepare to teach your classmates some important things about this resource in a structured resource fair that we will have during class time.

Academic integrity and collaboration: This is a collaborative project. You are expected to work in your assigned group to complete the assignment. As with all group work, the team will be most successful if everyone brings their best self to the work.

Environmental Education Individual Project

Description: This is a three-phase project which will unfold over the entire semester. Your primary goal will be to explain a complex environmental idea to a specific audience in a format of your choosing (e.g., lesson plan, TikTok video, blog post). There is substantial choice for you in terms of content and format for this project, but your deliverables at each phase must include all elements described in Carmen Assignments. The project will also include revisions from one phase to the next so that your final deliverable reflects growth and development of your ideas and implementation.

Academic integrity and collaboration: Your final product must be your own original work. You should follow APA style (<https://guides.osu.edu/c.php?g=605168&p=7880510>) to cite the ideas and quoted words of your sources (3-4 required). You are encouraged to ask a trusted person to review or proofread your final project before you turn it in but no one else should revise or rewrite your work.

Course Engagement

Description: Reflective and active engagement is a requirement for this course. My goal is for us to develop into a community of learners where you can be fearlessly curious and ask BIG questions about how what we're studying relates to life and the real world. To be a good citizen in our course is to be present, to engage, to submit assignments in a timely way, participate in peer reviews, etc. Course engagement is crucial for a good class.

My goals for course engagement are to:

1. Develop a supportive and healthy learning community.
2. Foster critical thinking and questioning skills through reflective discussions on the course readings.
3. Discuss and analyze the practical implications of the course readings.
4. Consider how our lived experiences impact our pedagogical approaches
5. Develop practices to make conscious choices about our approach to environmental education.

The overall grading for each week will be based on evidence of your thoughtful engagement with varied activities including but not limited to verbal participation, field notebook entries,

TopHat, Hypothesis, etc. I recognize that people have varying levels of comfort speaking in public. I am offering these different modes of engagement so that each of you can find an approach that works best for you. Each of us should be prepared to bring our best authentic self to class each day.

If you must miss class for any reason, it is your responsibility to email me to communicate that you will be absent. If you are unable to email in advance, you should do so as soon as possible after your absence. After I have heard from you, I will either offer you the opportunity to make up the Course Engagement assignment (e.g., assign TopHat question as homework) or excuse you for these points if the activity requires being present in class. Only those students who communicate with me about their absence will be allowed to make up Course Engagement activities. Students who skip class without communicating will not be allowed to make up these points.

Academic integrity and collaboration: Your course engagement should be a combination of individual and collaborative work. Conversations should be driven by a genuine desire to learn from and with other members of our class community and your tone should always be respectful. Rude and/or disrespectful tone or behavior will not be tolerated.

Quizzes

Description: Quizzes will be given through Carmen outside of class time. Quizzes may contain a variety of question types, including true/false, multiple-choice, and written answers. Quizzes will be timed (70 minutes) and all students will have one attempt. Questions may be drawn from Carmen readings and class lectures & discussions. Note that there is no final exam in this class.

Academic integrity and collaboration: Your quizzes must be taken on your own outside of class. Quizzes are open book/notes and you are welcome to use any materials that we have engaged with during class. Under no circumstances should you work collaboratively with your classmates. The quizzes are a chance for you (and me) to see how much you have learned about each module as an individual.

AN IMPORTANT NOTE ABOUT ARTIFICIAL INTELLIGENCE SURVEILLANCE TOOLS

AND ACADEMIC INTEGRITY: I do not use on-line AI surveillance tools during quizzes or to review your writing (e.g., eye-trackers, plagiarism scanners). This is because I consider trust to be foundational for the educator-learner relationship. I trust that each and every one of you are responsible for your own learning and I know that you will get out of this class what you put in. You cannot cheat on anything for me, you can only cheat yourself.

Due Dates

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. In general, all assignments are due by 9:00 PM Eastern Time on the date indicated on the **Calendar on Carmen**, unless noted otherwise. (Due dates can also be viewed under the **Syllabus** tab.)

Please be aware that Carmen follows the Eastern Time (ET) time zone. Assignment due dates adhere to this time zone, and it is your responsibility to submit assignments accordingly.

Late Assignments

I strongly discourage work being turned in late. **Late assignments will automatically lose the point equivalent of FIVE percent per calendar day and will generally not be accepted later than THREE calendar days after the due date.**

However, I recognize that life happens. Each student will have the option of using an automatic **Request for Extension one time per semester without penalty**. This request must be submitted automatically via Carmen *as soon as possible* and must include your name, the assignment name, and a new due date that you propose. This is not an invitation to slack. This is an effort to place your learning in your hands. If you need to discuss additional missing or late work, please see me during student hours so we can discuss your individual and specific circumstances.

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first using the Carmen email function, secondly through my Ohio State email address. I will reply to emails within **48 hours on days when class is in session at the university**. I will not typically reply to emails on weekends or in the evenings.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in Carmen. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback and grades may take longer to be posted.

Grading Scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-



67–69.9: D+
60–66.9: D
Below 60: E

Other Course Policies

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Carmen:** Please use your preferred name and a clear photo of your face in your Carmen profile. If your preferred name does not match your current student record, please inform me so I can match records appropriately. Please also include your pronouns if you feel comfortable doing so.
- **Class Discussions:** To make the most of our discussions, I ask that we all adhere to these guidelines throughout the semester (note that these have been adapted from the iPage project at the Science Museum of Minnesota):
 - Be present and be your best authentic self
 - Step up / step back
 - Everyone has something to learn – no one person is good at everything or has all the skills (this includes me!)
 - Everyone has expertise to offer – every person has relevant strengths (this includes you!)
 - You have the right to ask for help, and the duty to assist
 - Be willing to experience discomfort
 - Expect and accept non-closure
- **Writing style:** Write using clear and concise language, along with good grammar, spelling, and punctuation. A more conversational tone is fine for reflective writing and for general audience writing.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm may impact people differently and is not an ideal way to communicate ideas about complex topics with people of different backgrounds and upbringings. I will do my best to model an appropriate tone and to provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the readings or other course materials, share at least the title and/or author and page number(s). For written assignments with specific citation requirements, you should use APA formatting.
- **Backing up your work:** Your assignments will take time to develop. Therefore, you should save them frequently in a secure location (e.g., an online 'cloud' system like One Drive or Google Docs) so if anything were to happen to your work (e.g., you spilled a drink on your iPad or laptop), you do not have to start over again.



- **If we need to go remote:** If we unexpectedly must switch to remote learning, we will use Zoom. During any potential Zoom sessions, I ask you to use your real name and a clear photo of your face in your Carmen profile. During our full-group lecture time, you may turn your camera off if you choose. When in breakout rooms or other small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the [free, Ohio State themed virtual backgrounds](http://www.osu.edu/downloads/zoom-backgrounds.html) (www.osu.edu/downloads/zoom-backgrounds.html). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.]

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](http://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2.

Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Diversity Statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <http://mcc.osu.edu/>

In addition, this course adheres to The Principles of Community adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to harassment or discrimination or a bias incident, you can report it online and anonymously (if you choose) at <https://equity.osu.edu/>.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

For students in the College of Food, Agricultural, and Environmental Sciences, David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor on the Columbus campus. To contact David, please call 614-292-5766. Students should mention their affiliation with CFAES if interested in speaking directly with David.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process (slds.osu.edu/covid-19-info/covid-related-accommodation-requests/), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Basic needs security

To learn effectively we all need basic security: a roof over our head, a safe place to sleep, enough food to eat. If you're having trouble with any of those things, please reach out to the Student Advocacy Center: <https://advocacy.osu.edu/> or Renee Johnston (Johnston.230@osu.edu), the Academic Program Director in SENR. You are also welcome to reach out to me if you are comfortable in doing so. This will enable me to provide or connect you with any resources that I may be able to access. Together we will work to make sure your basic needs are met.

Religious accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief. Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Course Schedule

Reminder that **specifics of this Course Syllabus are subject to change**. Even if you print this syllabus, please regularly check the online version for up-to-date assignments and due dates, especially the Modules & Assignments in Carmen.

Week	Day/Date	Essential question	Required materials (all are posted in Carmen)	Assignments (due dates are posted in Carmen)
Intro	W 8/23	What is this course all about?	Review entire section of “What is this course all about?” with close attention to my Letter to Learners AND Written Reflections Assignment Overview	Get set up for course technology (instructions in Carmen) AND Upload Self-reflection #1
W1	M 8/28	What is environmental education?	Read Anne LaMott Shitty first drafts in <i>Bird by Bird</i> AND Beal, W. J. (1902). What Is Nature Study? <i>Science</i> , 15(390), 991–992.	
W1	W 8/30	What is environmental education?	Read and complete NAAEE's eeLearn Module “What is EE?” AND Explore other aspects of the NAAEE website and eePRO modules	Complete NAAEE's eeLearn Module “What is EE?” and post screen shot of Congrats! Page to Carmen
W2	M 9/4	NO CLASS LABOR DAY		
W2	W 9/6	What is engaged pedagogy?	Read: hooks, bell (1994). Engaged pedagogy in <i>Teaching to transgress</i> (pp. 13–22). Routledge. AND Freire, Paulo (1970/1993). Chapter 2 in <i>Pedagogy of the Oppressed</i> (pp. 44-59). Penguin.	Minimum of two (2) comments or questions on your article of choice using the social annotation tool Hypothesis
W3	M 9/11	How and where does learning happen? Guest presenter: Jen Dennison Education and Outreach Manager ODNR-Division of Wildlife	Explore Project Wild website	
W3	W 9/13	How and where does learning happen?	Learner choice. Read either: Bell, P., Tzou, C., Bricker, L. A., & Baines, A. M. D. (2013). Learning in diversities of structures of social practice: Accounting for how, why	Minimum of two (2) comments or questions on your article of choice using the social annotation tool Hypothesis



			and where people learn science. <i>Human Development</i> , 55(5–6), 269–284. OR Marin, A., Taylor, K. H., Shapiro, B. R., & Hall, R. (2020). Why Learning on the Move: Intersecting research pathways for mobility, learning and teaching. <i>Cognition and Instruction</i> , 38(3), 265–280. https://doi.org/10.1080/07370008.2020.1769100	
W4	M 9/18	What are best practices for EE across settings?	Read NAAEE Environmental Education Materials: Guidelines for Excellence AND STEM Teaching Tools explainer #14: NGSS	Minimum of two (2) comments or questions using the social annotation tool Hypothesis
W4	W 9/20	What are best practices for EE across settings?	Read Resource Jigsaw Group Project assignment in Carmen AND BRING Project WILD Activity Guide	
W5	M 9/25	What are the benefits of learning outdoors?	Read Louv, R. (2006). Chapter 8: Nature-deficit disorder and the restorative environment in <i>Last child in the woods: Saving our children from nature-deficit disorder</i> . Algonquin Books of Chapel Hill. AND Bowers EP, Larson LR and Parry BJ (2021) Nature as an Ecological Asset for Positive Youth Development: Empirical Evidence From Rural Communities. <i>Front. Psychol.</i> 12:688574. OR Kuo M, Barnes M and Jordan C (2019) Do Experiences With Nature Promote Learning? Converging Evidence of a Cause-and-Effect Relationship. <i>Front. Psychol.</i> 10:305.	Minimum of two (2) comments or questions using the social annotation tool Hypothesis
W5	W 9/27	What are the benefits of learning outdoors?	Begin exploring resource websites that look interesting to you	None – You should be working on your Resource Jigsaw Project
W6	M 10/2	What are strategies for implementing effective outdoor environmental education?	Read STEM Teaching Tools explainer #20: Getting their hands dirty AND Project Learning Tree activity: Backyard safari AND Joseph Cornell	Minimum of two (2) comments or questions on each reading using the social annotation tool Hypothesis



			How to be an effective nature guide through Heartbeat of a tree (pp. 13-25) in <i>Sharing Nature with Children</i>	
W6	W 10/4	What are strategies for implementing effective outdoor environmental education?	No new readings – BRING Project WILD Activity Guide	
W7	M 10/9	What are place-based & L/land based education?	Read Sobel, D. (2004). There's Something Happening Here in <i>Place-based education: connecting communities and schools</i> . Orion Society. AND Gruenewald, D. A., & Smith, G. (2008). Introduction: Making room for the local. In <i>Place based education in the global age</i> . Lawrence Erlbaum Associates, Inc. AND Gregory Cajete Chapter IV: Singing Waters: The environmental foundation of Indigenous Education (pp. 74-94 only) in <i>Look to the Mountain</i>	Minimum of two (2) comments or questions on each reading using the social annotation tool Hypothesis
W7	W 10/11	What are place-based & L/land based education?	No new readings Asynchronous class	Work with your group on jigsaw project
W8	M 10/16	What curriculum resources and tools can we share with each other?	No new readings JIGSAW PRESENTATIONS in class	Finalize Jigsaw Resource Sharing Project and upload materials to Carmen
W8	W 10/18	What curriculum resources and tools can we share with each other?	No new readings Complete Quiz 1 (resources scavenger hunt)	
W9	M 10/23	How do we plan and evaluate environmental education activities and programs?	READ NAAEE's Environmental Education Programs: Guidelines for Excellence AND Complete NAAEE's eeLearn Module "Research and Evaluation"	Self-reflection #2 AND Reading reflection #1 AND Complete NAAEE's eeLearn Module "Research and Evaluation" and post screen shot of Congrats! Page to Carmen
W9	W 10/25	How do we plan and evaluate environmental education activities and programs?	No new readings – BRING Project WILD Activity Guide	Bring 3 ideas for a focal topic for EE Project
W10	M 10/30	What is "the environment"?	No new readings	Environmental Education Project Phase 1 DUE
W10	W 11/1	What is "the environment"?	CHOOSE 2 of 3	Minimum of two (2) comments or questions on



			<p>1. Jedediah Purdy Prologue in <i>After nature: A politics for the Anthropocene</i> AND/OR 2. Alexis Pauline Gumbs Introduction in <i>Undrowned: Black feminist lessons from marine mammals</i> AND/OR 3. Robin Wall Kimmerer The Honorable Harvest in <i>Braiding Sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants</i></p> <p>*Lightly skim the reading you did not choose to review*</p>	each of the readings using Hypothesis
W11	M 11/6	How might we tackle the challenge of talking about climate change?	<p>Read Entire twitter thread (as PDF) from 7/19/22 by Dr. Katherine Hayhoe (13 tweets) & READ at least 1 article she links to AND Watch Dr. Hayhoe's TED talk AND There Must Be More Than That children's book</p>	Prepare for small group or paired sharing and feedback of Phase 2
W11	W 11/8	How might we tackle the challenge of talking about climate change?	No new readings	Environmental Education Project Phase 2 DUE
W12	M 11/13	How do we address eco-anxiety and cultivate hope in EE?	<p>READ STEM Teaching Tools Explainer #80: How to productively reframe eco-anxiety as a science communicator or educator AND Lawrence, B. C., Skuce, T., & Hudson Breen, R. E. (2022). Hope in action as a pedagogical response to climate crisis and youth anxiety. In <i>Teaching in the Anthropocene: Education in the face of climate crisis</i> (pp. 108–118). Canadian Scholars. AND LISTEN to Science Friday podcast with Sage Lenier</p>	Minimum of two (2) comments or questions using the social annotation tool Hypothesis
W12	W 11/15	How do we address eco-anxiety and cultivate hope in EE?	No new readings	Solidify resources and references for your EE Project

W13	M 11/20	How can we educate people about complex topics in environmental education?	No new readings ONE-ON-ONE MEETINGS ON ZOOM	Prepare 2 questions re: EE Project AND Environmental Education Project Phase 3a DUE
W13	W 11/22	NO CLASS – THANKSGIVING BREAK		
W14	M 11/27	What can we teach and learn from each other?	No new materials to review	Finalize resources and references for your EE Project
W14	W 11/29	What can we teach and learn from each other?	No new materials to review	EE project Phase 3b DUE 12/4 (gallery walk & presentations!)
W15	M 12/4	What have we learned this semester and what do we still want to learn more about?	No new materials to review	Bring your questions! Complete Quiz 2
W15	W 12/6	What have we learned this semester and what do we still want to learn more about?	No new materials to review	Self-reflection #3 Reading Reflection #2