



North Central Michigan College

Master Course Syllabus

PART 1:

Course Name: Community-based Environmental Literacy

Course Number: ENVS 270

Credit Hrs. 3 Lecture Hrs. 3 Lab Hrs. 0 Clinical Hrs. 0 Variable Hrs. 0

Total Hours of Instruction: 3 Total Contact Hours: 52.8
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

Theory, history, and methods used in the community-based environmental literacy movement. Specific topics include the history, theories and methods of the movement, especially as they pertain to raising awareness about key principles and concepts of environmental literacy. Such principles and concepts include Earth as a physical and a living system, and the roles of human social systems in interrelationship with nature. As a summative experience, all students will complete an applied final project wherein they plan, develop, and deliver their own environmentally-themed nature awareness activity to a target audience in an outdoor natural environment. Course features a dynamic use of outdoor field experiences.

Prerequisite (s): SOC 175
Co-requisite (s): None

Course Objectives:

- Define the components of “environmental literacy.”
- Describe the historical origins of the environmental literacy movement, including the problems it seeks to address.
- Recall important resources - including key professional organizations and literature - relevant to the field of environmental literacy.
- Analyze, compare and contrast representative principles of environmental literacy and explore their relationship to environmental citizenship.
- Select, research and develop at least one concept or principle of environmental literacy for an applied final project.
- Deliver an applied environmental literacy and nature awareness activity to a targeted audience in an outdoor natural environment.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Course Objectives and Linked Lumina DQP Outcomes

See **PART 3** of this syllabus for the complete language of each Lumina DQP outcome.

*Please identify the Lumina DQP outcome(s) supported by the course objectives. List each course objectives (from **PART 1**), followed by the corresponding Lumina DQP Outcome number(s) in parentheses.*

- Define the components of “environmental literacy” (DQP 1)
- Describe the historical origins of the environmental literacy movement, including the problems it seeks to address (DQP 1, 2, 5, 10)
- Recall important resources - including key professional organizations and literature - relevant to the field of environmental literacy (DQP 1, 2)
- Analyze, compare and contrast representative principles of environmental literacy and explore their relationship to environmental citizenship (DQP 5, 6, 10, 18)
- Select, research and develop at least one concept or principle of environmental literacy for an applied final project (DQP 6, 7, 10)
- Deliver an applied environmental literacy and nature awareness activity to a targeted audience in an outdoor natural environment (DQP 6, 7, 10, 19)



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Suggested Methods of Instruction:

Readings, research, reading logs, small group discussion and collaborations, outdoor field experiences, and reflective journal.

Suggested Methods of Assessment and Evaluation:

Quizzes, class participation, reading logs, peer group evaluations, journal, final essay exam and graded practicum.

Adopted Text at Time of Course Adoption/Revision:

“Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder,” by Richard Louv.

Course also features a reading packet with extensive exposure to applied resource materials, theories, and writings from professional environmental organizations.

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

- Week 1: Group Orientation. Introduction to the environmental literacy and awareness movement, with historical timelines of this evolving movement.
- Week 2: Nature Phobia and “Biophilia”: exploring the changing landscapes of children’s and adults lives today
- Week 3: The evolving history, theory, and methods of community-based environmental literacy and awareness. Selected readings
- Week 4: The evolving history, theory, and methods of community-based environmental literacy and awareness. Selected readings
- Week 5: Goals and Outcomes of Environmental Literacy: What is “Ecological Design Intelligence”? “Environmental Citizenship”? Environmental Leadership and Activism?
- Week 6: Natural History approaches to Environmental Literacy and Nature Awareness Outdoors
- Week 7: Significant Life Experiences, “Earth-Bonding”, and affective personal experiences in nature
- Week 8: Students develop their own environmentally-themed outdoor nature awareness activity
- Week 9: Peer group collaborations, practice implementation of outdoor nature awareness activities
- Week 10: Peer group sharing, discussion, and reflections on nature awareness activities
- Week 11: Environmental Literacy and Understanding Natural Systems
- Week 12: Professional community-based organizations that foster environmental literacy and nature awareness. Who are they? What resources do they have to share?
- Week 13: Collaborative final project development
- Week 14: Applied Final Project Implementation: deliver outdoor nature awareness activity to a target audience
- Week 15: Applied Final Project Implementation: deliver outdoor nature awareness activity to a target audience
- Week 16: Final Essay Exam. Evaluations and Conclusions

Part 1 & Part 2 approved by CRDAP on: 02 19 16

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:

Rev02/15



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PART 3:

LUMINA DQP OUTCOMES – *Use this reference sheet for PART 2 of Master Course Syllabus.*

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012