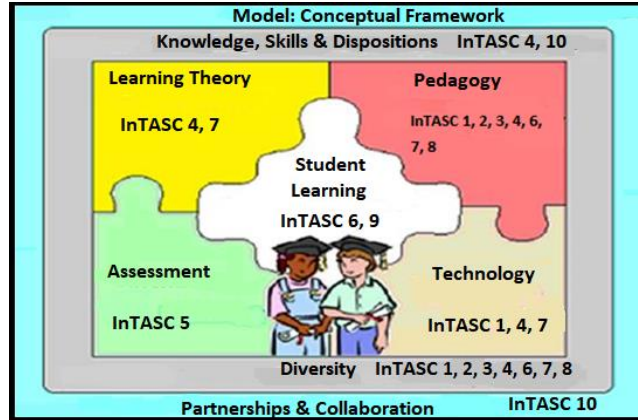


Campbellsville University
ENV 584
Syllabus

I. Course Title: ENV 584, Environmental Ethics and Contemporary Environmental Issues.

Theme: Empowerment for Learning



II. Course Description: This course will provide an interdisciplinary and philosophical treatment of man's relationship to the environment. The course will address the religious, social, political, and ethical concerns facing man and the environment within an historical context. It is required for the environmental education endorsement.

III. Course Objectives:

- a. Students will be able to better understand of and appreciate environmental issues and the complex relationship of man to the environment by gaining a knowledge of environmental processes and systems.
- b. Students will demonstrate an ability to discern via questioning, analysis and interpretation, various ethical concerns relating to the environment and our natural world within a variety of contexts.
- c. Students will be prepared to be more responsible environmental stewards and science professionals.
- d. Students will be better prepared for careers in the life sciences, environmental studies/biology, wildlife biology or related fields.

IV. Course Outline:

- a. Introduction- What is Ethics? An Introduction to Ethical Ideas and Theories
- b. Western Religious and Cultural Perspectives
- c. Animal Ethics
- d. Environmental Ethics
- e. Economics, Ethics and Ecology
- f. Environmental Challenges and Policies
- g. Environmental Action and Activism versus Education and Information

V. Evaluation:

- a. Students will complete reading assignments.
- b. Students will participate in class discussions.
- c. Students will complete and discuss 3-4 written reviews/reflections on professional literature, environmental essays, position papers or other topics provided by the instructor.
- d. Students will complete 2 regular exams.
- e. Students will complete one comprehensive final .
- f. Students may be expected to attend one or more seminars or other professional speaker engagements.
- g. Students will participate in or observe at least one environmental stewardship in the field.
- h. Students may be required to present information on a contemporary environmental issue to local school groups emphasizing how science can be used in problem-solving and consensus building to resolve such issue.
- i. Students will be required to complete a collaboration/student-led project. This project will consist of addressing a local or regional environmental issue or stewardship project from an ethical perspective. The project will emphasize problem solving, collaboration, strategy development and teamwork in the classroom. Projects will be determined collaboratively by the student and the instructor.
- j. Quizzes may be administered at the discretion of the instructor.

Evaluation:	Two Hour Comprehensive Final	(200points)
	Environmental Collaboration /Lesson Plan	(100 points)
	Homework/Written Projects	(up to 200 points)

ENV 584, Environmental Ethics and Contemporary Environmental Issues, requires candidates to participate in or observe at least one environmental stewardship project in their field for a minimum of TWO clinical hours. Candidates must complete and submit Clinical Form prior to the end of the semester.

PROFESSIONAL STANDARDS addressed in this course:

Aligned with→ Assessment→ (point values)	KTPS/ InTASC Diversity Indicators	KTPS/ InTASC	ILA Standards	Technology (Yes or No)	SPAs (NAAEE Guidelines)	CAEP
Students will be able to better understand of and appreciate environmental issues and the complex relationship of man to the environment by gaining a knowledge of environmental processes and systems. Homework/ Written Projects Final	4M	4J, 4L, 4M, 4P, 5J, 5M	1.1, 5.3	Yes	1.2, 1.3, 3.3	1.1, 1.2, 1.3, 3.1
Students will demonstrate an ability to discern via questioning, analysis and interpretation, various ethical concerns relating to the environment and our natural world within a variety of contexts. Homework/ Written		4P, 4Q, 9O	1.1	Yes	1.1, 1.2, 1.3, 2.1, 3.1	1.1, 1.2, 1.3, 3.1

Projects Final						
Students will be prepared to be more responsible environmental stewards and science professionals. Homework/ Written Projects Final		4P, 4Q, 9O	1.3, 2.2	Yes	1.4	1.1, 1.2, 1.3, 3.1
Students will be better prepared for careers in the life sciences, environmental studies/biology, wildlife biology or related fields. Environmental Collaboration/ Lesson Plan		1a, b, c, e, g 3f 4d, f, g 5c 6b, d, c, f, g, h, l, o 7a, b, c, d, f, l, q 8a, b, c, e, f, i 9g, i, h, k	1.1, 2.2, 6.1, 6.3, 7.1	Yes	Various	1.1, 1.2, 1.3, 3.1

CU Diversity Proficiencies (from KTPS)

1B The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1G The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehension and instruction relevant, accessible, and challenging.

2H The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2N The teacher makes learners feel valued and helps them to learn to value each other.

3F The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

4M The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

6G The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

7B The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of learners.

9H The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

10Q The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

Interstate Teacher Assessment and Support Consortium **(InTASC)**

InTASC 1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning

Environments

InTASC 4 Content Knowledge

InTASC 5 Application of
Content

InTASC 6 Assessment

InTASC 7 Planning for
Instruction

InTASC 8 Instructional
Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

International Literacy Association **(ILA)**

Standard 1 Foundational Knowledge
Standard 2 Curriculum and
Instruction Standard 3
Assessment and Evaluation
Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and
Leadership

**Council for Accreditation of Educator
Programs (CAEP)**

Standard 1 Content and Pedagogical
Knowledge Standard 2 Clinical
Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and
Selectivity Standard 4 Program Impact

Standard 5 Provider Quality Assurance and Continuous Improvement

**Specialized Professional Association (SPA)
Standards**

(i.e. early childhood, special education, school
counselors)

NAAEE Standards for the Initial Preparation of Environmental Educators

1. STANDARD 1. Nature of Environmental Education and Environmental Literacy.
Candidates demonstrate knowledge of the evolution, purposes, defining characteristics, and guiding principles of environmental education, as well as the fundamentals of environmental literacy. They understand that environmental education is an evolving field. This knowledge provides a solid foundation on which environmental educators can develop and continue to improve their own practice. [Note: This standard relates to the ability of the candidates to define environmental education and the components of environmental literacy. Standard 2 relates to the degree to which the candidates are themselves environmentally literate.]
 - 1.1 Candidates demonstrate an understanding of how environmental education has evolved over time and continues to change.
 - 1.2 Candidates demonstrate an understanding of the defining characteristics and guiding

principles of environmental education.

1.3 Candidates demonstrate an understanding of the components of environmental literacy.

2. **STANDARD 2. Environmental Literacy of Candidates.** Candidates demonstrate the knowledge, skills, and dispositions associated with environmental literacy. They use technology as a tool for collecting, analyzing and communicating information about the environment. [Note: Standard 2 relates to the degree to which the candidates are themselves environmentally literate. Standard 1 relates to the ability of the candidates to define environmental education and define the components of environmental literacy.]

2.1 Candidates demonstrate environmental inquiry skills, and use technology as a tool to answer their own questions.

2.2 Candidates demonstrate an understanding of the processes and systems that comprise the environment, including Earth as a physical system, the living environment, and human social systems and influences.

2.3 Candidates identify, select and investigate environmental issues and use technology as a tool when conducting these investigations.

2.4 Candidates demonstrate an understanding of the importance of exercising the rights and responsibilities of environmental citizenship.

2.5 Candidates identify and evaluate the need for action on specific environmental issues, identify possible action projects, and evaluated potential outcomes of those action projects.

2.6 Candidates use the results of their investigations to plan, carry out, and evaluate action projects designed to address selected environmental issues.

3. **STANDARD 3. Learning Theories and Knowledge of Learners.** Candidates demonstrate an understanding of theories of learning and human development, learning processes, and individual differences. They demonstrate respect for their students as unique individuals. Candidates apply this knowledge to create positive, effective and responsive learning environments for all students³ in environmental education.

3.1 Candidates impact diverse students' learning by applying theories of learning and development when planning, delivering, and improving environmental education instruction.

3.2 Candidates impact diverse students' learning by applying an understanding of learning processes when planning, delivering, and improving environmental education.

3.3 Candidates impact diverse students' learning by applying an understanding of ability levels and cultural and linguistic backgrounds when planning, delivering, and improving environmental education instruction.

4. **STANDARD 4. Curriculum: Standards and Integration.** Candidates demonstrate an understanding of how the unique features of environmental education can be used in the design and enrichment of standards-based curricula and school programs.

4.1 Candidates align NAAEE's Guidelines for Learning (PreK-12) and associated environmental literacy components with national, state, and district content standards.

4.2 Candidates use alignment results to select, adapt, and develop environmental education curricular and instructional materials.

4.3 Candidates seek opportunities to integrate environmental education into standards-based curricula and school programs.

5. **STANDARD 5. Instructional Planning and Practice.** Candidates identify and differentiate among a variety of instructional strategies and tools, including instructional technology that enhance environmental learning. They plan and deliver instruction that promotes environmental literacy and creates stimulating and motivating climates for learning for diverse learners.

5.1 Candidates describe and critically review a range of instructional materials, resources, technologies, and settings for use in environmental education.

5.2 Candidates impact students' learning by selecting and implementing instructional strategies and technologies that meet diverse students' needs and lead to the development of environmental literacy.

5.3 Candidates develop technology- rich environmental education instructional plans that address diverse students' needs.

5.4 Candidates impact diverse students' learning by delivering developmentally, culturally and linguistically appropriate and effective environmental education instruction.

6. **STANDARD 6. Assessment.** Candidates possess the knowledge, abilities, and commitment to make assessment integral to curriculum and instruction in environmental education, thereby fostering continuous intellectual, social, emotional, and physical development of each student. Candidates demonstrate an understanding of how assistive technologies can be used in assessment. Candidates use assessment as a means of on-going evaluation of effective teaching and learning.

6.1 Candidates integrate assessment that meets the needs of diverse students into environmental education instruction.

6.2 Candidates impact diverse students' learning by using assessment data, collected and analyzed with the aid of technology, to inform environmental education instruction.

6.3 Candidates impact diverse students' learning by communicating assessment results and achievement to appropriate individuals.

7. **STANDARD 7. Professional Growth in Environmental Education.** Candidates recognize the importance and benefits of belonging to a professional community, and understand that professional development is a life-long endeavor and an indispensable asset to becoming a contributing member of the environmental education profession. Candidates understand and accept the responsibilities associated with practicing environmental education.

7.1 Candidates identify the benefits and recognize the importance of belonging to a professional environmental education community.

7.2 Candidates engage in environmental education professional development opportunities, including technology-based opportunities.

7.3 Candidates provide accurate, balanced, and effective environmental education instruction.

7.4 Candidates develop a rationale for environmental education and understand the need to advocate for the field of environmental education.

Examination Grading Scale will be a standard 10-point scale- 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; < 60 = F.

VI. Course Expectations/Requirements

- a. Classroom behavior: Students are expected to behave with respect for the instructor and fellow classmates during instructional periods. Unacceptable behaviors include but are not limited to cell phone use, doing homework, talking during lecture, eating, snoring or anything else that prevents the student from devoting full attention to the subject matter or that diminishes the rights of others to do the same.
- b. Attendance: Students are expected to attend all classes. Students are expected to be punctual. It is the responsibility of each individual student to make-up any missed lecture materials by securing those notes from others in the class. Campbellsville University has an established policy on attendance this policy will be strictly adhered to in this class. This policy is published in the student handbook.
- b. Missed examinations: Exams will be scheduled at least one week in advance. An effort will be made to not schedule exams on days when students will be absent due to a university sponsored activity such as an academic field trip. For absences arising from extenuating circumstance, the instructor may give a makeup test, but only at the instructor's discretion. No makeup exams will be given before the scheduled exam and makeup exams may differ in content from the original exam. Students who arrive late to an exam will only be allowed to take the exam if they arrive before the other students have finished and will only be allotted the remaining class time to complete the exam. Calculators or other electronic devices will not be allowed during examinations.
- d. Academic honesty: Students will be held to a strict code of honor. Cheating, copying, plagiarism, or any behavior that promotes these activities in the class will be considered academic dishonesty. An academically dishonest student will receive no credit for the work in question and may receive an "F" in the class. Additionally, the student will have his/her name provided to the Academic Dean for adjudication.
- e. Preparation and Participation: Students will be assigned readings from the text or other sources and will be expected to come to class prepared to be an active participant. Summary writings will be assigned and credit for good faith effort assigned for completed work and subsequent discussion. Quizzes may be conducted at any time and at the sole discretion of the instructor.

VII. Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

VIII. Plagiarism:

- Campbellsville University's policy on Academic Integrity states: "Each person has the privilege and responsibility to develop one's learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one's own academic accomplishments and to give credit to others' contributions to one's course work. These values can be violated by academic dishonesty and fraud." (2007-2009 Bulletin Catalog, p. 35.)
- Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else's paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.
- *If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student's Dean and the Vice-President for Academic Affairs will be notified of either consequence.*

IX. Booklist

Vanderveer, Donald and Christine Pierce. 2003. The Environmental Ethics and Policy Book. Wadsworth Publishing. 674 pp. (**Textbook**)

Elliot, Robert, ed. 2004. Environmental Ethics. Oxford University Press. 247 pp.

Pojman, Louis and Paul. 2008. Environmental Ethics: Reading in Theory and Application, Fifth Edition. Thomson Wadsworth Publishing. 768 pp.

Leopold, Aldo. 1949. A Sand County Almanac. Oxford University Press, Inc. 226 pp.

Thoreau, Henry David. 1995 edition. Walden with Ralph Waldo Emerson's Essay on Thoreau. Everyman Press. 281 pp.

Muir, John. 1998 edition. A Thousand-Mile Walk to the Gulf. Mariner Books. 212 pp.

Muir, John. 2001 edition. The Wilderness World of John Muir. First Mariner Books.

Carson, Rachel. 1962. Silent Spring. Houghton Mifflin Company.

Carson, Rachel. 1965. The Sense of Wonder. Harper Collins Publishers, Inc.

Campus Security: 270-403-3611
270-789-5555