



**ENVE 560: Investigating and Evaluating Environmental Issues
Syllabus**

Instructor: Dr. Jeanine Huss, Full Professor

E-mail: Jeanine.huss@wku.edu

Phone: 270-745-2293

Office: 1010 GRH

Class location: online

Instructor's Office Hours: by appt./phone

Note: This document and other course-related materials are available at
<https://blackboard.wku.edu>

WKU INFORMATION: (270) 745-4845

COURSE DESCRIPTION: Specifically designed for teachers and other educators, course focuses on the identification and evaluation of specific environmental issues, leading to possible environmental/service action projects by their students, with attention to the potential outcomes of such projects on the physical environment, other humans, and other living things.

LEARNING OUTCOMES:

Upon successful completion of the course, the student should:

- Be familiar with NAAEE Guidelines for Excellence, especially the Professional Development of Environmental Educators
- Use Earthforce material to determine an issue based problem that will be done with your students
- Participate in an Environmental Issues Forum (EIF) online debate or watch a webinar on using EIF

READINGS: The materials for this class come from a variety of books and selected peer reviewed journals. This is meant to help familiarize the student with classic literature and important authors in the field of Environmental Education.

DESCRIPTION OF COURSE ASSIGNMENTS:

Assignments	Description
EarthForce Training	Participate in online training for using Earthforce.
EarthForce Training of students	Do modified training of EArthforce with K-12 students.
Watch/participate in EIF debate	Watch or participate in an EIF debate.
Use Earthforce to determine an issue for your school	After training K-12 students in Earthforce, use the steps of Earthforce to help determine an issue your students can do (this could be a club setting or whole class setting).
Reflection of Earthforce	Wrtie a reflection and share video/pictures of how Earthforce helped K-12 students work through an EE issue within their school setting.

COURSE GRADING AND EVALUATION: Rubrics are provided for most assignments. The rubric should be the first page of every assignment, with your name on it. *Please see Blackboard for details.

Assignment Name	Point Value
EarthForce Training	50
EarthForce Training of students	100
Watch/participate in EIF debate	100
Use Earthforce to determine an issue for your school	200
Reflection of Earthforce	50
TOTAL	500

GRADING SCALE:

465-500 points A
425-464 points B
385-424 points C
350-384 points D
349 or less points F

NOTE: FINAL POINTS ARE USED TO DETERMINE FINAL GRADES. PERCENTAGES ARE NOT USED TO DETERMINE GRADES.

PLAGIARISM: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software (Student Handbook). *Please refer to the "I am aware" statements signed by all students at the start of the semester for more details.*

ACADEMIC DISHONESTY: Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs Student Affairs for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure (Student Handbook). *Please refer to the "I am aware" statements signed by all students at the start of the semester for more details.*

CHEATING: No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment or other project which is submitted for purposes of grade determination (Student Handbook). *Please refer to the "I am aware" statements signed by all students at the start of the semester for more details.*

STUDENT DISABILITY SERVICES: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

STATEMENT OF DIVERSITY: We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

The Quality Enhancement Plan for Western Kentucky University:

QEP STUDENT LEARNING GOAL

WKU students will bring evidence and argument to life through written, oral, and visual means. Graduates will apply and adapt this learning to their professional, social, and personal lives.

QEP STUDENT LEARNING OUTCOMES

1. WKU students will demonstrate the ability to gather sound and relevant evidence to address an issue. (Evidence-Gathering)
2. WKU students will demonstrate the ability to analyze and synthesize the assembled evidence. (Sense-Making)
3. WKU students will demonstrate the ability to articulate a logical and supported argument based on this analysis. (Argumentation)

SPA Standard # and Description	Course Experiences and Assessments
1.1 Questioning, analysis, and interpretation skills	Using Earthforce to determine an issue to address within the school.
1.2 Knowledge of environmental processes and systems	Using Earthforce to determine an issue to address within the school. Knowledge of environmental processes and systems will be used to address fixing the issue.
1.3 Skills for understanding and addressing environmental issues	Using Earthforce to address an issue within the school.
1.4 Personal and civic responsibility	Having K-12 students help to address the issue within the school will engage K-12 students in their own personal and civic responsibility within their school community.
2.1 Fundamental characteristics and goals of environmental education	Action is the top goal in environmental education. Creating a project using Earthforce and carrying it out addresses the goals of environmental education.
3.3 Ongoing learning and professional development	EarthForce Training