



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School Mary Lou Fulton Teachers College Department Division of Teacher Preparation
Prefix SCN Number 302 Title Outdoor Education Units: 3
Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials (Required)

Course description:

Requested designation: Literacy and Critical Inquiry-L Mandatory Review: Yes

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Molina Walters E-mail drmo@asu.edu Phone 480-727-1510

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Cory Hansen Date: 3/28/2016

Chair/Director (Signature): Cory Hansen

**Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]**

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>	syllabus
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that</p> </div>			
C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	syllabus and assignment rubric
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that</p> </div>			
C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	syllabus and assignment rubric

ASU - [L] CRITERIA

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

2. **Also:**

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that

C-3

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	syllabus
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that</p> </div> <p>C-4</p>			

Literacy and Critical Inquiry [L]

Course Prefix	Number	Title	General Studies Designation
SCN	302	Outdoor Education	L

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Criterion 1: 50% of the grade in course depends upon writing.	Reading Responses, writing prompts, position debates, position paper #1 & #2.	Course Assignments Chart. 345 points/ 605 total points deals with writing that builds on each assignment for the final Position Paper #2.
Criterion 2: writing assignments involved gathering interpreting and evaluating evidence.	reading responses, writing prompts and position paper #1 and #2. Students will demonstrate an understanding of course readings, discussions and assignments by engaging in writing prompts as outlined by each session’s learning outcomes. The writing prompts will be an opportunity for students to demonstrate what they are learning as well as sharing their position on the content. Students will be given an opportunity to wear several hats while supporting the thoughts and beliefs of those in that camp (Example: developers vs. conservationist). Students will conduct research and complete activities about different issues and prepare a defense/position from that perspective. Five different debates will be conducted throughout the semester. Each students will write a 500-750 word paper that states and defends a position that we have addressed in class, using class resources to support your argument. Building off of Position Paper #1, each student will select and respond to a prompt posed by the instructor and	Assignment descriptions. Reading responses, writing responses, and position papers.

Literacy and Critical Inquiry [L]

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	write a final position paper synthesizing their argument on the topic. Students will convince the reader and instructors that they have understood the topic, clearly enunciated their argument and finally, support their position with strong evidence gained from the readings, research, activities and class discussions.	
Criterion 3: minimum of two writing and or speaking assignments that are substantial in depth, quality and quantity.	Position Paper #1: Each students will write a 500-750 word paper that states and defends a position that we have addressed in class, using class resources to support your argument. The paper must contain at least three in text citations and a reference page listing two sources used in the paper. Position Paper #2: Building off of Position Paper #1, each student will select and respond to a prompt posed by the instructor and write a final position paper synthesizing their argument on the topic. Students will convince the reader and instructors that they have understood the topic, clearly enunciated their argument and finally, support their position with strong evidence gained from the readings, research, activities and class discussions.	syllabus and assignment rubric
Criterion 4: substantial writing or speaking assignments should be arranged so that the students will get timely feedback from instructor.	Each assignment builds on the next. Feedback from each assignment paves the way to the next writing prompt, debate or position paper.	course calendar

amkeith on ASUCSPRD 03/22/2016

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Catalog Data Offerings Components

Course ID: 124072

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Effective Date: 01/01/2013 **Status:** Active **Course Offering** 1 of 1

Description: Outdoor Education SCN 302

Long Course Title: Outdoor Education

Long Description: Develops a meaningful framework for those who wish to enhance their skills in teaching about outdoor education and personal knowledge of the desert. Whether it be for personal challenge, leadership training or professional certification, outdoor education offers all participants the experience, inspiration and encouragement to live more sustainable lifestyles, The best thing you can do for the natural environment is to discover it then show it to others.

Course Units/Hours/Count

Minimum Units: 3.00 3.00 **Last Course of Mult Term Seq:**

Maximum Units: 3.00 3.00 **Enrollment Unit Load Calc Type:** Actual Units

Academic Progress Units: 3.00 **Course Count:** 1.00

Financial Aid Progress Units: 3.00 **Course Contact Hours:** 0.00

Course Grading

Grading Basis: StdGrading **Grade Roster Print:** Component

Graded Component: Lecture

Repeat for Credit Rules

Repeat for Credit **Total Units Allowed:** 3.00

Allow Multiple Enroll in Term **Total Completions Allowed:** 1

Additional Course Information

Instructor Edit: No Choice

Add Consent: No Consent **Drop Consent:** No Consent

Requirement Designation:

Equivalent Course Group:

Course Attributes

Personalize | Find | First 1 of 1 Last

Course Attribute	Course Attribute Value

Override Topic Link ID:

SCN 302 Outdoor Education
Mary Lou Fulton Teachers College
Arizona State University
Term XXX
3 credits

Instructor Information:

Dates of classes: 1/11 – 4/29/2016
Class Logistics Tuesday (Tempe) 6:45 – 8:15pm
Saturdays: 1/23, 2/20, 3/19 & 4/23 - 9am – 1:45pm
Instructor: Molina Walters, Ed.D.
Email: DrMo@asu.edu
Work Phone: 480-727-1510 Cell: 480-748-6562
Office Hours: TH: 2:30am – 4:30pm & by Appointment
Office Location: Santa Catalina, 351C Polytechnic

This syllabus may be revised to accommodate student needs and interests and to take advantage of learning opportunities. The instructor reserves the right to make modifications to this syllabus. If modifications are necessary, you will receive written notification.

Catalog Description:

This class is designed to ignite question, wonder, and reflection related to the ways we educate ourselves and the next generations as stewards of this planet. Through lived experiences, classroom exercises, relevant readings, individual and group projects and activities, students will gain a wider and deeper appreciation of ecological, sustainability, and science education. Students will explore the historical and philosophical foundations of the diverse emphases and uses of outdoor, experiential education and place-based education.

Course Overview:

During this course we will explore and experience the nooks and crannies of using the outdoors as a venue for teaching stewardship of the earth. We will experience teaching and learning, while exploring Arizona's outdoors first hand. We will work individually and in small groups to complete assignments that will enhance our understanding of the outdoors as a classroom.

Course Format

This face-to-face, field course will include field studies, lectures, demonstrations, small group activities, assignments, and multi-media presentations.

Required Course Texts, Materials and Resources

- Louv, Richard. (2005). Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder. Algonquin Books. **(Required)**
- ASU Blackboard Course Management Website at <http://myasucourses.asu.edu> (All ASU students have FREE access to this web resource). Will need reliable web access for hybrid portion of course.
- Science Tool Kit: consisting of: colored pencils, sharpener, markers, tape, glue stick, scissors, ruler, stapler/staples, post-it notes, highlighter, camera (disposable, digit, cell phone). To be IN CLASS each week. **(Required)**
- Composition or Spiral Notebook: To be IN CLASS each week. **(Required)**

For In the Field Meetings:

Hat, Water bottle, Snacks, Sun block, Comfortable walking shoes
Field Guides, Binoculars, Camera

NOTE: ASU is not responsible for any injury that occurs during field study assignments and activities.

Tentative Course Calendar *Instructor reserves the right to adjust as needed*

Session	Topic in Class	Homework Assignment Due
1 1/14	Introduction to Outdoor Education ☞ Introductions ☞ Syllabus ☞ <u>Notebooking</u> (NB) ☞ What is Outdoor Education?	
2 1/21	Gifts of Nature ☞ Class discussion ☞ Why EE Article ☞ VISA Activity	1. Read Louv Chapter 1 - 3 2. Chapter Bullet Point Reading – in Notebook 3. Read: Why is Environmental Ed Important?
3 1/23	Field Exploration - Location TBA ☞ 9am – 1:45pm ☞ Introduction to Field Location ☞ VISA: Group Lead Activities ☞ VISAS: Field Location TBA	1. Read: How Walking in Nature Changes Brain (NC1) 2. Group1& 2- Lead Activity (write up) 3. Badge 1 Work
4 1/28	Need for Nature ☞ Writing Prompt #1 ☞ Badge 1 Share ☞ VISA Activity	1. Read Louv Chapter 4 – 5 2. Bullet Point Reading (NB) 3. Read: 5 Reasons to Spend Time Outdoors (NC1) 4. Badge 1 DUE
5 2/4	Natural Smart ☞ Position Debate #1 ☞ Poster Share ☞ VISA Activity	1. Read Louv Chapter 6 – 7 2. Chapter Bullet Point Reading (NB) 3. Read: Proof Outside Makes you Healthier (NC1) 4. VISA: Poster Activity Due
6 2/11	Field Study ☞ Position Paper #1 ☞ Working on Class Activities ☞ Working on Badges & Readings	1. Position Paper #1 DUE
7 2/18	Nature Deficit Disorder ☞ Writing Prompt #2 ☞ Likert Scale Debate Activity (#2) ☞ Bumper Sticker Activity Share ☞ Badge 2 Share	1. Read Louv Chapter 8 - 10 2. Bullet Point Reading (NB) 3. Read: Kids Stay Indoors – Article (NC2) 4. VISA: Bumper Sticker Activity Due 5. Badge 2 Due

Session	Topic in Class	Homework Assignment Due
8 2/20	Field Exploration - Location TBA ☞ 9am – 1:45pm ☞ Introduction to Field Location ☞ VISA: Group Lead Activities ☞ VISAS: Field Location TBA	1. Read: Going Wild (NC2) 2. Group Lead Activity (write up) 3. Complete Badge 3
9 2/25	Nature Conscious ☞ Writing Prompt #3 ☞ Share Badge 3 ☞ VISA	1. Read Louv Ch. 11 - 13 2. Bullet Point Reading (NB) 3. Read: Kids These Days (NC2) 4. Badge 3 Due
10 3/3	Field Class ☞ Working on Class Activities ☞ Working on Badges & Readings ☞ Working on group presentations	1. Read: Parents Anxieties Keeps Children In (NC3)
11 3/17	Nature Steward ☞ Position Debate #3 ☞ Share Badge 4 ☞ VISA	1. Read Louv Ch. 14 – 16 2. Bullet Point Reading (NB) 3. Read: R Children Losing Touch with Nature (NC3) 4. Badge 4 DUE
12 3/19	Field Exploration - Location TBA ☞ 9am – 1:30pm ☞ Introduction to Field Location ☞ VISA: Group Lead Activities ☞ VISAS: Field Location TBA	1. Read: New Bill to Reconnect Kids Nature (NC4) 2. Group Lead Activity (write up) 3. Badge 5 Work
13 3/24	Nature as a Teacher! ☞ Writing Prompt #4 ☞ Share Coat of Arms ☞ Share Badge 5 ☞ VISA	1. Read Louv Ch. 17 – 18 2. Bullet Point Reading (NB) 3. Read: Why Consider Outdoor Classrooms (NC4) 4. Nature Coat of Arms DUE 5. Badge 5 DUE
14 3/31	Field Class ☞ Complete Class Activities ☞ Working on Badges , Readings etc.	1. Read: 4 Amazing Reason to Spend Outdoors (NC5)
15 4/7	Going Wild! ☞ Writing Prompt #5 ☞ Position Debate #4 ☞ Share Badge ☞ Book Jacket Share ☞ VISA	1. Read Louv Ch. 19 – 20 2. Bullet Point Reading (NB) 3. Read: Importance of Urban Green Spaces – (NC5) 4. Badge 6 Due 5. Book Jacket Due
16 4/14	The Spiritual Side of Nature ☞ Final Position Debate #5 ☞ VISA	1. Read Louv Ch. 21 – 23 2. Bullet Point Reading (NB) 3. Read: Deepening Your Relationship Nature (NC5)

Session	Topic in Class	Homework Assignment Due
17 4/21	Field Class ☞ Work on Final Position Paper #2 ☞ Working on presentations	WORKING ON 1. Position Paper #2 Due
18 4/23	Field Exploration - Location TBA ☞ Introduction to Field Location ☞ VISA: Group Lead Activities ☞ VISAS: Field Location TB	
19 4/28	The Great Outdoors ☞ Course Evaluation – online	1. Course Evaluation

Course Focus:

This course will focus on the North America Association for Environmental Education Excellence in Environmental Education Guidelines for Learning and the Guidelines for the Preparation and Professional Development of Environmental Educators. These Guidelines are part of a continuing series of documents published by the North American Association for Environmental Education (NAAEE) as part of the National Project for Excellence in Environmental Education. The Guidelines are organized around six themes. Each theme describes a knowledge or skill area that must be included in the training of formal and informal environmental educators. The six themes and general guidelines required for competency in environmental education are outlined below.

1. Environmental Literacy: Educators must be competent in the skills and understandings outlined in Excellence in Environmental Education-Guidelines for Learning (K-12).

- 1.1 Questioning, analysis, and interpretation skills
- 1.2 Knowledge of environmental processes and systems
- 1.3 Skills for understanding and addressing environmental issues
- 1.4 Personal and civic responsibility

2. Foundations of environmental education: Educators must have a basic understanding of the goals, theory, practice, and history of the field of environmental education.

- 2.1 Fundamental characteristics and goals of environmental education
- 2.2 How environmental education is implemented
- 2.3 The evolution of the field

3. Professional responsibilities of the environmental educator: Educators must understand and accept the responsibilities associated with practicing environmental education.

- 3.1 Exemplary environmental education practice
- 3.2 Emphasis on education, not advocacy
- 3.3 Ongoing learning and professional development

4. Planning and implementing environmental education: Educators must combine the fundamentals of high-quality education with the unique features of environmental education to design and implement effective instruction.

- 4.1 Knowledge of learners

- 4.2 Knowledge of instructional methodologies
- 4.3 Planning for instruction
- 4.4 Knowledge of environmental education materials and resources
- 4.5 Technologies that assist learning
- 4.6 Settings for instruction

5. **Fostering learning:** Educators must enable learners to engage in open inquiry and investigation, especially when considering environmental issues that are controversial and require students to seriously reflect on their own and others’ perspectives.

- 5.1 A climate for learning about and exploring the environment
- 5.2 An inclusive and collaborative learning environment
- 5.3 Flexible and responsive instruction

6. **Assessment and evaluation:** Environmental educators must possess the knowledge, abilities, and commitment to make assessment and evaluation integral to instruction and programs.

- 6.1 Learners outcomes
- 6.2 Assessment that is part of instruction
- 6.3 Improving instruction
- 6.4 Evaluating programs

Course Assignments: All assignments (regardless of point value) must be totally completed in order to receive a passing grade for the assignment and a passing grade for this course.

Student Learning Outcomes

Students will:

1. Identify outdoors and describe ways that these contribute to personal well-being.
2. Describe ways to take collective action to develop strategies to rectify a mistake or enhance an aspect of the outdoor environment
3. Specify people's collective and individual responsibilities for protecting the local environment.
4. Describe outdoor science concepts in social, personal and political perspectives.
5. Devise creative ways to have safe fun, experience challenges, and build skills in the outdoors.
6. Design effective outdoor activities that teach nature concepts, sustainability and stewardship.
7. Identify how local recreational activities can contribute to health care and physical fitness in their community
8. Increase accurate general nature content knowledge
9. Identify organizations and people who have contributed to the field of outdoor/environmental education.
10. Develop a personal statement regarding environmental education/outdoor education/ stewardship.

Course Assignments:

Assignment Alignment and Point Value (may vary based on the learning needs of class)

Assignment or Assessment	Points	Learner Outcomes	NAAEE Standards
Outdoor Activity presentation and write up	25	1, 3, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6
<u>VISA:</u> Very Important Student Activities (in and out of class). Book talks, bumper sticker, poster, etc.	150	All	1, 2, 3, 4, 5, 6

Assignment or Assessment	Points	Learner Outcomes	NAAEE Standards
Reading Responses	115	All	1, 2, 3
Writing Prompts (position paper prep) (5 x 10pts)	50	All	1, 2, 3
Outdoor Ed Badges (6 x 10pts)	60	All	1, 3, 5
Position Debates 5 x 10	50	2, 3, 4, 7, 8, 9, 10	1, 3, 6
Position Paper #1	80	2, 3, 4, 7, 8, 9, 10	1, 3, 6
Final Position Paper #2	120	2, 3, 4, 7, 8, 9, 10	1, 4, 6
Total	650		

Assignments

Outdoor Activity Presentation: Students will work in a group to organize an outdoor activity VISA and then lead our group to experience this activity. Each group will write up an explanation page for the activity, describing the activity, listing rules, materials and the setup of the activity as well as giving a description how this activity addresses what we have been learning – class connections. Each class member will then get a copy of the activity. Each group will have a maximum of 25 minutes to organize the group and lead them through the activity.

VISA: Very Important Student Activities: VISA's will be used to reinforce your learning, understanding and application. These activities or writing prompts cannot be made up **due to late arrivals, early departures or absences. You must be present in class to participate, complete and earn credit.** These activities will cover a range of topics. These activities may range in points from 10 – 20pts a piece. Participation points will be awarded for these activities.

EX: Outdoor Education Bumper Sticker, Outdoor Education Poster, Nature Coat of Arms, Outdoor Education Book Jacket

Reading Responses:

All students will read [The Last Child in the Woods and Ecological Literacy: Educating Our Children for a Sustainable World](#) and related articles chosen by the instructor. Students will individually read and complete one Bullet Point Reading (BPR) for each assigned chapter and article focus questions. The BPR's and article focus questions will be used for class discussions. These readings will be used to help you gain background knowledge so you can write your position papers.

Bullet Point Readings Response for our textbook: For each assigned Book Club reading (chapters), write the name of the chapters and respond to the four bullet points reflecting on what you read.

- 1st bullet summarizes one to two key/main ideas from the reading.
- 2nd bullet is a quote and page number from the reading that you found of interest or surprising.

- 3rd bullet point is an interesting thought you had about the reading
- 4th bullet point is the single biggest question you have about the reading

Writing Prompts: Students will demonstrate an understanding of course readings, discussions and assignments by engaging in writing prompts as outlined by each sessions learning outcomes. The writing prompts will be an opportunity for students to demonstrate what they are learning as well as sharing their position on the content being shared. These writing prompts will help students prepare for their position papers.

Each writing prompt will consist of 3 – 4 prompts based on our session readings and assignments. Students will chose two or three of these prompts, write 1-2 paragraphs for each prompt that demonstrate an understanding of the concept that is supported by evidence based on readings and class assignments.

Outdoor Ed Badges:

Students will have the opportunity to explore the outdoors on their own, in groups, with family and friends by choosing and completing 6 wilderness badges. Students will complete 6 badges as outlined by each badge. Each badge is worth 15pts.

Position Debates:

Students will be given an opportunity to wear several hats while supporting the thoughts and beliefs of those in that camp. (Example: developer’s vs conservationist). Students will research and/or complete activities about different issues and prepare a defense/position from that perspective. 5 different debates will be conducted throughout the semester.

Position Paper #1: Research and Debate

Each students will write a 500-750 word paper that states and defends a position that we have addressed in class, using class resources to support your opinion. The paper must contain at least three in text citations and a reference page listing two sources used in the paper. You will use APA style.

As in a debate, a position paper presents one side of a reasonable argument about an issue. The goal of a position paper is to convince the audience that the stance is valid and defensible. It is important to address all sides of the issue and present it in a manner that is easy for the audience to understand. Take one side of the argument and persuade the audience that you have well-founded knowledge of the topic being presented. Support your argument with evidence that ensures the validity of your claims and refutes possible counterclaims to show that you are well informed about both sides.

Topics will be announced in class for student choice.

Paragraph One - Introduction:

Give a brief background of material needed for the reader to understand this paper. Identify what position you will defend. List three points you will make to support this position. This creates a road map for the reader.

Paragraph Two - First Body Paragraph:

Give your first reason that supports your position. This paragraph should be dominated with your argument with a short sentence or so quoted from a source with evidence that supports your position.

Paragraph Three - Second Body Paragraph:

Give your second reason that supports your position. This paragraph should be dominated with your argument with a short sentence or so quoted from a source with evidence that supports your position.

Paragraph Four - Third Body Paragraph:

Give your third reason that supports your position. This paragraph should be dominated with your argument with a short sentence or so quoted from a source with evidence that supports your position.

Paragraph Five - Conclusion:

Begin with a short summary of your best points. Then, address the counter argument. Every position has a weakness, state why this does not change your position. Make sure you end with a statement that lets the reader know you are finished. The reader should not turn the page looking for the rest of this paragraph.

Reference Page - This page is a separate page and should be formatted as shown in APA Style. List the three sources you quoted in the paper.

Rubric

Element/ Component	(5) Exemplary (97-100%)	(4) Highly Proficient (93-96%)	(3) Proficient (83-92%)	(2) Approaching (73-82%)	(1) Unsatisfactory (72-below)
Argument 15 points	Argument is pertinent to the prompt. Clear, well developed, relevant. Original, thoughtful.	Argument is pertinent to the prompt. Clear, well developed, relevant.	Argument is pertinent. Clear.	Argument is not clear, underdeveloped.	Argument is confusing, poorly communicated.
Content Knowledge 15 points	Content expertise is accurate and deep, extensive information, reliable and credible sources, contributing new and original ideas. All elements covered.	Content expertise is accurate, extensive information, reliable and credible sources, contributing new ideas. All elements covered.	Content expertise is accurate, reliable and credible sources. All elements covered.	Content expertise is spotty, sources not mainstream, questionable credibility.	Content expertise non-existent. Poor sources.
Support of argument, evidence 15 points	Argument compelling, Substantial/accurate empirical evidence, Multiple issues covered (>3). Facts accurate and analysis is creative, original, shows deep understanding. In-text citations accurate.	Argument compelling, Substantial/accurate empirical evidence, Multiple issues covered (3). Facts accurate and analysis shows understanding. In-text citations.	Argument solid, Accurate empirical evidence, Multiple issues covered (3). Facts accurate and analysis shows understanding. In-text citations.	Argument tentative or unclear, Accurate empirical evidence, Fewer than 3 issues. Facts accurate, shows limited understanding. No in-text citations.	Argument unclear or non-existent, Facts questionable, shows little understanding. No citations.
Writing 15 points	Organization clear, argumentation coherent, writing shows excellent command of conventions, including spelling, grammar, punctuation (no errors/typos). Narrative employs technical vocabulary in all areas, Style, elegant and scholarly. Concise. References APA format.	Organization clear, argumentation coherent, writing shows good command of conventions, (<3 errors/typos). Narrative employs technical vocabulary. Concise. References APA format	Organization clear, argumentation coherent, writing shows good command of conventions, (<6 errors/typos). Narrative employs technical vocabulary. References APA format	Needs better flow and organization, Argumentation present, writing shows need for more editing (>6 errors/typos). Narrative employs little technical vocabulary. References not APA format	Poor organization, Argument poor or missing writing shows need for more editing (>10 errors/typos). Narrative has no technical vocabulary. No references.
Total = 60 pt	60-58	57-50	49-44	43-38	37-below

Position Paper #2:

Building off of Position Paper #1, each student will select and respond to a prompt posed by the instructor and write a final position paper synthesizing their opinion or belief on the topic. Your job will be to convince the reader, your instructors, that you have understood the topic, clearly enunciated your opinion or point of view and finally, support your position with strong evidence gained from the readings, research, activities and class discussions.

This is the final assignment for Outdoor Education. Each student will submit a typed Final Position Paper. There is no specific length, but keep the following outline in mind.

As in a debate, a position paper presents one side of a reasonable opinion about an issue. The goal of a position paper is to convince the audience that the opinion is valid and defensible. It is important to address all sides of the issue and present it in a manner that is easy for the audience to understand. Take one side of the argument and persuade the audience that you have well-founded knowledge of the topic being presented. Support your argument with evidence that ensures the validity of your claims and refutes possible counterclaims to show that you are well informed about both sides.

PROMPT TOPICS:

1. Should schools be required to increase outdoor education curriculum and students' time outdoors?
2. How should we manage nature for future generations?
3. How should we develop well-designed and safe urban areas to connect with nature?
4. How can we increase the development of citizen stewardship activities and opportunities in our communities?

Choose a prompt and write a position paper that states and defends your position. Use class resources and research to support your opinion. The paper must contain *at least five in-text citations* and a reference page listing sources (minimum of three) used in the paper. APA style is required.

Paragraph One - Introduction:

Introduce the topic. Provide background to explain why it is important. Assert your thesis (view of the issue). List three points you will make to support this position.

Paragraph Two - First Body Paragraph:

Assert point #1 of your claim. Give your educated and informed opinion. Provide evidence using more than one source (preferably two).

Paragraph Three - Second Body Paragraph:

Assert point #2 of your claim. Give your educated and informed opinion. Provide evidence using more than one source (preferably two).

Paragraph Four - Third Body Paragraph:

Assert point #3 of your claim. Give your educated and informed opinion. Provide evidence using more than one source (preferably two).

Paragraph Five - Conclusion:

Restate the argument (Summarize and paraphrase the thesis and discuss implications). Provide a plan of action but do not introduce new information.

Reference Page:

List the sources used as support or background in the paper. This page is a separate page and should be formatted in APA Style.

Rubric

Element/ Component	(5) Exemplary (97-100%)	(4) Highly Proficient (93-96%)	(3) Proficient (83-92%)	(2) Approaching (73-82%)	(1) Unsatisfactory (72-below)
Thesis Statement 20 points	Thesis is pertinent to the prompt. Clear, well developed, relevant. Original, thoughtful.	Thesis is pertinent to the prompt. Clear, well developed, relevant.	Thesis is pertinent. Clear.	Thesis is not clear, underdeveloped.	Thesis is confusing, poorly communicated.
Content Knowledge 20 points	Content expertise is accurate and deep, extensive information, reliable and credible sources, contributing new and original ideas. All elements covered.	Content expertise is accurate, extensive information, reliable and credible sources, contributing new ideas. All elements covered.	Content expertise is accurate, reliable and credible sources. All elements covered.	Content expertise is spotty, sources not mainstream, questionable credibility.	Content expertise non-existent. Poor sources.
Support of thesis, evidence and analysis 20 points	Argument compelling, Substantial/accurate empirical evidence, Multiple issues covered (>8). Facts accurate and analysis is creative, original, shows deep understanding. In-text citations accurate.	Argument compelling, Substantial/accurate empirical evidence, Multiple issues covered (>5). Facts accurate and analysis shows understanding. In-text citations.	Argument solid, Accurate empirical evidence, Multiple issues covered (>2). Facts accurate and analysis shows understanding. In-text citations.	Argument tentative or unclear, Accurate empirical evidence, Fewer than 3 issues. Facts accurate, shows limited understanding. No in-text citations.	Argument unclear or non-existent, Facts questionable, shows little understanding. No citations.
Writing 20 points	Organization clear, argumentation coherent, writing shows excellent command of conventions, including spelling, grammar, punctuation (no errors/typos). Narrative employs technical vocabulary in all areas, Style, elegant and scholarly. Concise.	Organization clear, argumentation coherent, writing shows good command of conventions, (<3 errors/typos). Narrative employs technical vocabulary. Concise. References APA format	Organization clear, argumentation coherent, writing shows good command of conventions, (<6 errors/typos). Narrative employs technical vocabulary. References APA format	Needs better flow and organization, Argumentation present, writing shows need for more editing (>6 errors/typos). Narrative employs little technical vocabulary. References not APA format	Poor organization, Argument poor or missing writing shows need for more editing (>10 errors/typos). Narrative has no technical vocabulary. No references.

Element/ Component	(5) Exemplary (97-100%)	(4) Highly Proficient (93-96%)	(3) Proficient (83-92%)	(2) Approaching (73-82%)	(1) Unsatisfactory (72-below)
	References APA format.				
Total = 80 points	80-78	77-74	74-66	65-50	49-below

Grading Scale

To receive a passing grade for this course, a student must complete all course assignments and requirements as outlined in the syllabus. Course grades will be assigned based upon the following point criteria:

Raw Score	Letter Grade	Percentage
605 - 650	A	93-100
546 - 604	B	84-92
488 - 545	C	75-83
429 - 487	D	66-74
0 - 428	E	0-65

The teaching profession demands appropriate and correct use of the English language. ***Therefore, written mechanics will be considered when grading EACH assignment.*** Incorrect use of mechanics/grammar will result in point deductions in any assignment for this course. Assignments will NOT be accepted if there are excessive errors (e.g., more than five errors per page).

Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: <http://www.asu.edu/epouupdate/>.

University/Mary Lou Fulton Teachers College Policies

- **Professional Behavior**

It is expected that students exhibit professional behavior inside the classroom, during intern placements, and working with other students outside of the class on assignments related to this class in addition to behavior in the classroom on ASU's campus. If at any time your behavior is 'unprofessional', the instructor may complete a Professional Improvement Plan (PIP) for the student. Students will be assessed on Professional Behavior by the Professionalism Rubric.

- **Attendance and Participation**

- All courses in MLFTC require the participation and presence of all class members. Tardiness will negatively affect a student's final grade. Students who are more than fifteen minutes tardy, or leave class fifteen minutes prior to scheduled dismissal, will be considered absent for the entire class period. Tardiness adding up to one-half hour will equal one absence. Anyone

who misses more than **four (4)** hours of class will automatically receive an E for the course. Anyone missing a complete Saturday will receive an E and need to repeat the course.

- **Active participation** of both students and instructor requires that every class member is willing to share ideas, questions, and concerns. It is the responsibility of the instructor to develop an environment conducive to supportive sharing. It is the responsibility of the students to come to class prepared to fully participate in the learning experience. Failure to participate or failure of appropriate attitude may result in a student earning a zero for the day's participation. Students are also expected to bring questions, based on course text readings and/or individual research, to each class session.
- Students must respect each other and their instructors and act professionally at all times. Failure to maintain appropriate professor demeanor in class is reason for a zero for participation for the day or withdrawal from the class.
- The format of this class is interactive. Participation, discussion, conversation, and dialogue as a whole class and small groups will occur regularly. Participation is defined as relevant and consistent contributions to the class in a manner appropriate for a professional. A student's attitude and behavior contribute to participation and professionalism.

- **Late and Missing Assignments**

Assignment due dates will be provided on the course calendar. Students are responsible for reading the calendar, noting due dates and times, and planning accordingly. In order to earn a passing grade for the course, all assignments must be thoroughly completed (incomplete assignments will earn a zero) and **submitted** on time. It is the student's responsibility to know the due dates and submission requirements. All assignments must be thoroughly completed and turned in by the end of the semester to pass the course whether they receive a passing grade or not. Late assignments of **ONE** day will be accepted but will result in a 50% deduction. Assignments over a day late (24 hours after due date/time) will be accepted BUT will result in a zero grade for the assignment. Students will be provided with written directions concerning each assignment. The instructor is responsible for providing these directions well ahead of the due date; the students are responsible for following the instructions and seeking clarification, when needed. Evaluation will focus on the completion of each element in the assignment, demonstration of knowledge, and the professional appearance of the work.

- **Academic Integrity/Plagiarism**

The ASU Student Handbook contains the following information: "The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the deans of the individual academic units."

The rest of the code, which consists of several pages, is available at the following URL.

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm.

- **Disability Accommodations for Students**

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (DRC; UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who wish

accommodations for a disability should contact DRC as early as possible (i.e. before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC.

- **Religious Accommodations for Students**

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

- **Military Personnel Statement**

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see <http://www.asu.edu/aad/manuals/usi/usi201-18.html>.

- **Harassment Prohibited**

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (UCB 221) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

- **Grade Appeals**

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the undergraduate and graduate catalogs, which are available at <http://www.asu.edu/catalog>

- **Cell Phone Policy**

Please turn off cell phones or place on vibrate during class. Should an emergency occur that requires the use of the cell phone or communication device, quietly exit the classroom completely prior to responding to the device. If student continues to use cell phones in class in ways the instructor deems as inappropriate, the student may be placed on a PIP. ***Absolutely NO texting or checking of email*** during class time. ***Phones are NOT to be out during class***. This behavior may result in a zero for the day's professionalism, participation and class activity points. Excessive use of a cell phone during class will result in a student receiving a PIP.

- **Lap Top & iPad Use Policy**

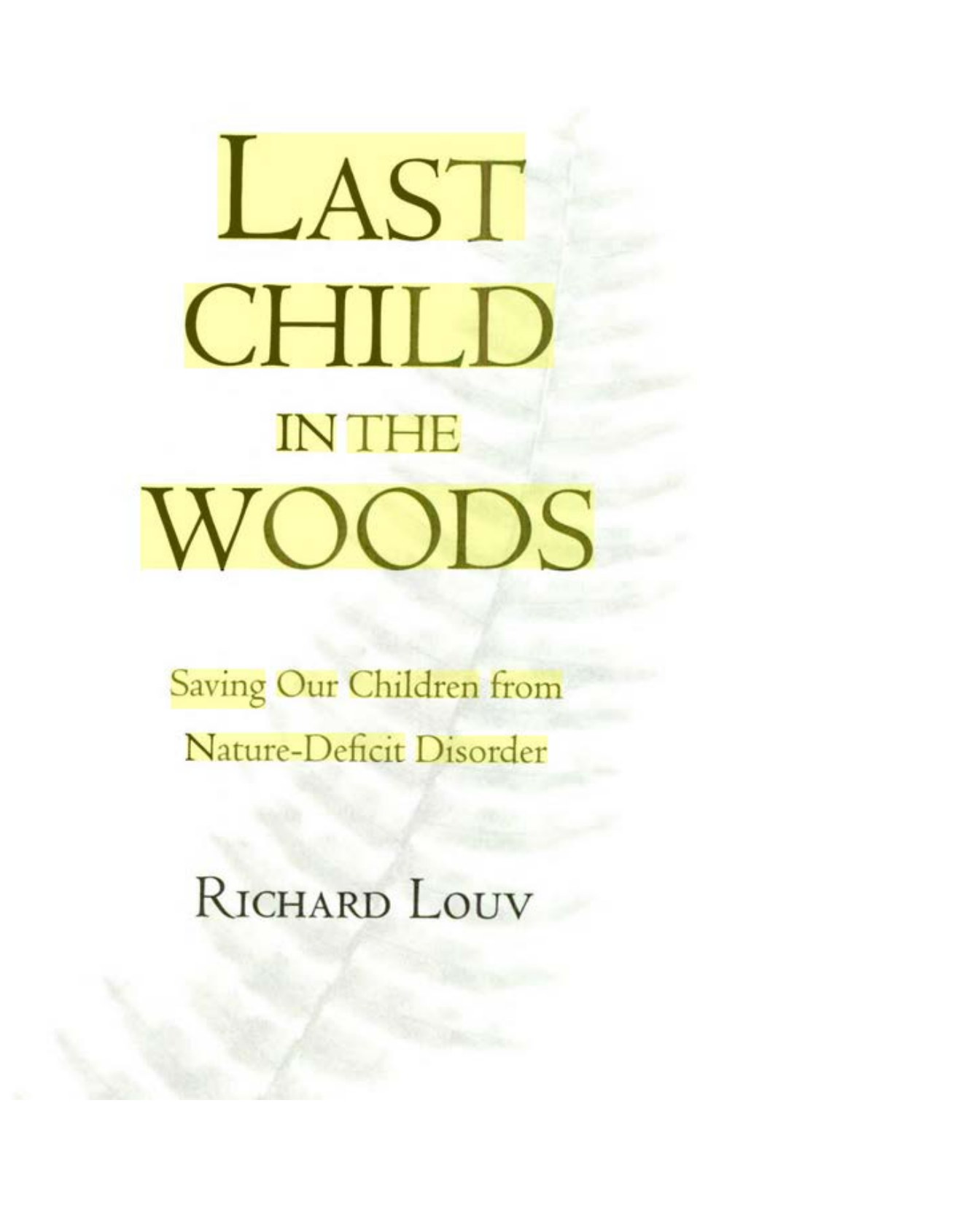
Students are expected to demonstrate professionalism and maturity in the use of lap top computers and other tablet devices. Student use of lap tops or tablet devices during class time is for activities

directly related to class activities and discussions only. Use of lap tops or tablets to check email, conduct activities for other courses, play games, shop, or any other activity unrelated to class for that day is **strictly prohibited**. Students who use the lap top or tablet for activities unrelated to the class will be asked to desist from such activities. If unrelated use continues, the student may be asked to shut down the computer. If student continues to use the lap top in ways the instructor deems as inappropriate, the student may be placed on a PIP.

- **Electronic Communication**

Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (<http://www.asu.edu/aad/manuals/usi/usi104-01.html>) and in the University's Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>).

Students are expected to demonstrate proficiency in using technology for professional development, instructional preparation, and lesson delivery. Therefore, all courses in the program will require that students appropriately use technology for all assignments (except in cases outlined by the course instructor). This policy includes, but is not limited to, class presentations, journal writing, take-home exams, lesson plans, research reports, and instructional materials. Technological difficulties (i.e., computer crashes, inability to read or send email or open attachments, etc.) are NOT acceptable excuses for late assignments. Students are strongly encouraged to back up all assignments in multiple places (CD, pen drive, Internet, etc.). It is the student's responsibility to ensure that assignments sent electronically are sent in the proper format.



LAST
CHILD
IN THE
WOODS

Saving Our Children from
Nature-Deficit Disorder

RICHARD LOUV

Published by
Algonquin Books of Chapel Hill
Post Office Box 2225
Chapel Hill, North Carolina 27515-2225

a division of
Workman Publishing
708 Broadway
New York, New York 10003

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Printed in the United States of America.

Published simultaneously in Canada by Thomas Allen & Son Limited.

Design by Anne Winslow.

The author is grateful to reprint with permission of their authors or publishers excerpts from the following: "New Mexico," from *Phoenix: The Posthumous Papers of D. H. Lawrence*, edited by Edward McDonald, copyright 1936 by Frieda Lawrence, copyright renewed 1964 by the estate of the late Frieda Lawrence Ravagli, used by permission of Viking Penguin, a division of Penguin Group (USA) Inc. "Kiss Nature Goodbye," by John Beardsley. "The Need for Nature: A Childhood Right," by Robin Moore. "Ecstatic Places," by Louise Chawla. "Views of Nature and Self-Discipline: Evidence from Inner City Children" and "Coping with ADD: The Surprising Connection to Green Play Settings," by Andrea Faber Taylor, Frances E. Kuo, and William C. Sullivan. *The Rise of Theodore Roosevelt*, by Edmund C. Morris, copyright Putnam, 1979. The author has made every attempt to obtain permission for additional quoted material.

Library of Congress Cataloging-in-Publication Data

Louv, Richard.

Last child in the woods : saving our children from nature-deficit disorder /

Richard Louv.

p. cm.

Includes bibliographical references.

ISBN-13: 978-1-56512-391-5

ISBN-10: 1-56512-391-3

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