Independent Study Course Syllabus

Course Number:   EDU 913
Course Title:  Outdoor Studies for the Classroom

☐ Online  X Distance Learning

Instructor: Marty Sage (formerly Marty Higginbotham)
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Units: 3
Grade Level: K-12

Course Description:
The outdoors and nature have a special way of capturing the attention of young people. Nature has a great deal to offer and is an ideal instrument in which to integrate other curricular areas and teach required skills and standards. The study of the outdoors/nature can be brought into any classroom and used as a tool to create interest and motivate students. Participants will be introduced to classroom activities, field activities and projects that are designed to orient teachers to outdoor education and encourage environmental awareness. The course offers activities for both inside the classroom and outdoors.

Course Dates:
Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials:
Course manual developed by the instructor

Course Requirements:
1. Select, implement and teach ten of the activities listed in the course manual. Complete a “Log Form” for each selected activity. (Two points for each completed Log Form, Grading: 20%).
2. Develop two lesson plans. In the lesson plans integrate course concepts into other curricular areas. Identify the standard(s) being taught. Implement and teach the lessons, then provide a brief one to two page analysis of the outcome. (Ten points for each lesson plan, Grading: 20%).

To register for courses go to http://ce.fresno.edu/cpd and log in
3. Create a database of five websites on the internet that relate to the teaching of outdoor education. Review the sites and briefly summarize your findings on the “Website Form.” Plan and implement a website into your instruction and provide a brief two page explanation on how it was integrated and the results. (Ten points given for this assignment, Grading: 10%)

4. Write a brief paper, five to six pages (Times New Roman font, size 12, double spaced), on methods in which you can implement and integrate the study of the outdoors into your current teaching assignment. Explain how you would include standards, methods used and your plan for implementation. (Twenty-five points given for this assignment, Grading: 25%)

5. Order a free catalog (or go online) from one of the following outdoor schools listed below. Or research an outdoor educational school/institution of your choice. Summarize and evaluate the programs available to educators. Briefly describe in five to six pages (Times New Roman font, size 12, double spaced) how these programs would be beneficial to you in your current teaching position. (Twenty-five points given for this assignment, Grading: 25%)

National Outdoor Leadership School  
288 W. Main St  
Lander, WY 82520  
Phone: (307) 332-6973  
Email: admissions@nols.edu  
Website: www.nols.edu

Teton Science School  
PO Box 68  
Kelly, WY 83001  
Phone: (307) 733-4765  
Email: info@tetonscience.org  
Website: www.tetonscience.org

**National Standards:**
The course will address standards (McREL) in various content areas due to the integrated approach of the material. Standards and content area are listed below.

**Language Arts (Writing):**
1. Uses the general skills and strategies of the writing process
4. Gathers and uses information for research purposes

**Science:**
1. Students understand unifying concepts and processes of science
2. Students use the process of science inquiry
7. Students understand the relationship of science to personal, social and environmental issues

**Geography:**
4. Understands the concepts of regions
14. Understands how human actions modify the physical environment
16. Understands the changes that occur in the meaning, use, and distribution and importance of resources.

**Mathematics:**
1. Uses a variety of strategies in the problem solving process.
3. Uses basic and advanced procedures while performing the processes of
9. Understands the general nature and uses of mathematics.

Thinking and Reasoning:
4. Understands and applies basic principles of hypothesis testing and scientific inquiry.
6. Applies decision making techniques.

Agricultural Education:
5. Understands strategies used in natural resource management and conservation.
6. Understands the steps involved in conducting formal scientific investigations

National Content and/or National Standards for the teaching profession (http://www.nbpts.org/) addressed in the course are listed below:
Proposition 1: Teachers are committed to students and their learning.
Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.
Proposition 4: Teachers think systematically about their practice and learn from experience.
Proposition 5: Teachers are members of learning communities

Learning Objectives/Objectives:
Participants will:
- be able to create lessons in which various curricular areas are integrated into outdoor education
- integrate outdoor education while teaching students a variety of skills
- utilize an outdoor area to support curriculum
- develop ongoing projects and studies related to outdoor education
- adapt classroom learning skills to hands on outdoor activities
- research and become aware of outdoor education opportunities for educators

Schedule of Topics and Assignments:
Students should follow the sequence of the assignments as they are listed in the course manual.
The assignments require: completion of course activities, development and application of lessons integrating an outdoor theme and identifying teaching standards, website research, critical thinking methods in planning and implementation, research related to outdoor educational resources.

Evidence of learning:
- successful completion of selected activities
- development of lesson plans which integrate the outdoors into other curricular areas
- web based research related to course concepts
- application and implementation
- research resources for educators related to course topics
Grading Policies and Rubrics:
1. Successful completion of activities and Log Form.
   2 points - Log Form is correctly completed with proper information
   1 point - Log Form is not correctly completed and lacks adequate information

2. Development of Lesson Plans:
   9 to 10 points - Clear, concise and well organized lesson addressing goal(s), and
   standards, course concepts are well integrated into curricular area
   7 to 8 points - Lesson lacks clarity and organization, addresses goal(s) and
   standards, course concepts are adequately integrated into curricular area
   1 to 6 points - Lesson is not clear and unorganized, lacks goals and standards,
   course concepts not integrated into curricular area

3. Database of Websites:
   9 to 10 points - Brief informative summary of five outdoor educational websites
   7 to 8 points - Brief informative summary of four outdoor educational websites
   5 to 6 points - Brief informative summary of three outdoor educational websites
   3 to 4 points - Brief informative summary of two outdoor educational websites
   1 to 2 points - Brief informative summary of one outdoor educational website

4. Plan for integration and implementation:
   20 to 25 points - Clear structured plan integrating course concepts into one or
   more curricular areas, standards are identified, writing has focus and is free of grammatical and spelling errors
   15 to 19 points - Structured plan integrating course concepts into one or more
   curricular areas, standards are identified, contains few grammatical and spelling errors
   14 points or below - Lacks a structured plan, no integration of course concepts,
   contains noticeable grammatical and spelling errors
   Please note: This score will result in the plan being returned
   with suggestions from the instructor

5. Evaluation and summary of available outdoor programs for educators:
   20 to 25 points - Writing is clear, concise, structured and focuses on available and
   beneficial programs for the educator, include thought, experience and reflection, writing is also free of grammatical and spelling errors
   15 to 19 points - Writing is acceptable, has adequate structure and focus on
   available and beneficial programs for the educator, adequate thought, experience, and reflection is included, has few grammatical and spelling errors
   14 points and below - Writing is not clear, lacks structure and does not focus on the
available and beneficial programs for educators, does not include thought experience or reflection, has noticeable grammatical errors

Grading:
90 to 100 - A
80 to 89 - B
Less than 80 points, assignments will be return with suggestions from the instructor.

**Final Course Grade and Transcripts**
When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

**Plagiarism and Academic Honesty**
All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu.

**CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:**

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<th>CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.</th>
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<td>CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</td>
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<td>CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.</td>
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<td>CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.</td>
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<td>CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.</td>
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<td>CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.</td>
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**Fresno Pacific University Student Learning Outcomes**

| Student Learning Outcomes Oral Communication: | Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components. |
| Written Communication: | Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others. |
| Content Knowledge: | Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| Reflection: | Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement. |
| Critical Thinking: | Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations. |
| Moral Reasoning: | Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view. |
| Service: | Students will *demonstrate* service and reconciliation as a way of leadership. |
| Cultural and Global Perspective: | Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems. |
| Quantitative Reasoning: | Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study. |
| Information Literacy: | Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information. |