

The Intersection of Life and Land

June 27-July 1, 2011

8:30am – 4:00pm

Mary Baldwin College
IN634 Course Syllabus



Tentative Course Schedule:

Monday June 27

- Topic: Environmental impacts on culture
- Field Experience: Archeological Site Study - Learning from the Past
- Intro to Water Quality Issues- Macro testing

Tuesday June 28

- Topic: Cultural impacts on environment.
- Problem-Based Learning: K-5 Investigations: From schoolyard to community and 6-12 Investigations: Connections across the watershed
- Documenting the "Places We Live" – Personal Places.
- Technology and Cultural Impacts

Wednesday June 29

- Topic: Watershed-based Investigations- Exploring the Issues
- Field Experiences:
NOAA Buoy Projects Observation including chemical testing, GPS and Probe Ware technology.
Forests to Farms to Urban Development: A Watershed Study
Dairy Farming: A Personal Journey

Thursday June 30

- Topic: Issue-driven Investigations and Student Problem Solving
- Neighborhood Design (Places We Live)
- Community Character (Places We Live)
- Buoy Projects: Shenandoah Valley Governor's School

Friday July 1

- Implementation planning and idea sharing
- Research project development
- Closing details: Assignments

Summer – Those students taking the course for graduate credit will complete course assignments and participate in discussions via Blackboard.

This course requires a \$50 registration fee payable to Mary Baldwin College. There are no tuition costs for those who choose to Audit the course. If you want graduate credit (3sh), tuition is \$500. Housing Options are available in Staunton. Please contact Tamra Willis for more information at twillis@mbc.edu or 540-887-7135.

Required Course Texts:

Lambros, A. (2002). *Problem-Based Learning in K-8 Classrooms: A Teacher's Guide to Implementation*. Thousand Oaks, CA: Corwin.

Or

Lambros, A. (2004). *Problem-Based Learning in Middle and High School Classrooms: A Teacher's Guide to Implementation*. Thousand Oaks, CA: Corwin.

(Choose one based on your situation/interests)

Sobel, D. (2005). *Place-based education: Connecting classrooms and communities*. Barrington, MA: Orion Society.

Suggested:

Bardwell, L.V., Monroe, M.C. & Tudor, M.T. (Eds.). (1994). *Environmental Problem Solving: Theory, Practice, and Possibilities in Environmental Education*. Troy, OH: NAAEE.

Nagel, N. G. (1996). *Learning through real-world problem solving*. Thousand Oaks, CA: Corwin.

Tentative Assignments for Graduate Credit:

- Class Participation: Students are expected to attend class and participate in class discussions, including Blackboard Class Discussions. 20pts.
- Reflective Journals: Students will submit journals via Blackboard to discuss course readings and present reflections on issues/concepts/field trips. 15pts.
- Research Project: Write a research report of a community or natural area issue/problem under study (you may work alone or with a partner on this assignment). The project will include:
 1. Overview of a problem- including connections to standards, content integration and related readings. 20pts.
 2. Research report including environmental problems, history, social issues, science, and others, plus general suggestions for integrating the problems/issues into your curriculum or program plan. 25pts.
 3. PowerPoint presentation of study to share (on-line) with class (including strategy ideas for implementing the project with students). 20pts.

Note: You will submit all assignments via blackboard. We may work on them during the week in class, but they will not be due until the end of summer session II.

Course Details:

1. Wear comfortable clothing and walking shoes. Bring a hat, rain coat and one pair of shoes that you do not mind getting dirty or wet. We will go outside and get into a stream. Bring sunscreen and bug repellent. Note: the inside classroom is air-conditioned (∴).
2. Please bring a reusable water bottle and coffee mug if possible. We are trying to "practice what we preach!"
3. Please bring a copy of grade-level standards for something you teach. Also, if applicable, bring your year-long calendar/pacing guide for your subject(s) of interest.
4. If possible, bring a digital camera to record ideas on these trips and binoculars.
5. Lunches and snacks will be provided most days during class.

Please review the MBC Honor Code- located in your student manual.

Grading Scale 95-100A 94A- 93B+ 88-92B 87B- 86C+ 81-85C 80C-