

University of California – Riverside
Graduate School of Education

Fall 2020

Nature Deficit Disorder – ENV102

4 Units

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Wednesdays 10am to 12pm

MC 1

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Nature Deficit Disorder – ENV102

COURSE OVERVIEW

CATALOG COURSE DESCRIPTION

Over the last 100 years, youth grow up having less and less connection to the environment. As a result, a societal disconnect between humans and nature has developed known as Nature Deficit Disorder. This course will help students understand what Nature Deficit Disorder is, how it affects our everyday lives, and what can be done to counteract its effect.

Course Pre-requisites: There are no pre-requisites for this course.

COURSE OBJECTIVES

The overall objective of this course is to help students develop a strong understanding of Nature Deficit Disorder. The following are a list of more focused objectives that will be carried out as part of the course:

- 1) Students will gain an understanding of the origins of Nature Deficit Disorder.
- 2) Students will study how Nature Deficit Disorder exists within varying aspects of American society.
- 3) Students will reflect on their own connection to Nature.
- 4) Students will practice strategies for counteracting Nature Deficit Disorder.

LEARNING OUTCOMES

What follows are a list of learning outcomes for the course:

- 1) Students will be able to define Nature Deficit Disorder and explain its origins.
- 2) Students will be able to compare and contrast the manner in which Nature Deficit Disorder exists within varying communities in the United States.
- 3) Students will be able to develop and demonstrate strategies for counteracting Nature Deficit Disorder and build environmental literacy.
 - o Generally supports Environmental Education major learning outcome (1) on building environmental literacy.
 - o Generally supports Environmental Education major learning outcome (4) on developing an effective voice for sharing environmental information.
- 4) Students will be able to communicate their ideas effectively in writing and in person.
 - o Directly represents UCR-GSOE Oral Communication Outcome and Written Communication Outcome.
 - o Directly represents Environmental Education major learning outcomes (6) and (7) on oral and written communication.

UCR-GSOE POLICIES

STUDENTS WITH DISABILITIES POLICY

If you have a disability or believe you may have a disability, you can arrange for accommodations by contacting Services for Students with Disabilities (SSD) at 951-827-4538 (voice) or specserv@ucr.edu (email). Students needing academic accommodations are required to register with SSD and provide required disability-related documentation. If you have approved accommodation(s), you are advised to notify your instructor privately.

ATTENDANCE POLICY

GSOE takes seriously the need for students to attend and actively participate in classes; class absences and lack of participation undermine the learning process. Students who miss more than 20% of the course meeting are strongly urged to withdraw from the course. Instructors may also fail such students, except in the case of documented serious illness or immediate family emergency. Missing portions of classes, through persistent late arrival or early departure, can count toward the “more than 20% of class time.”

ACADEMIC HONESTY POLICY

Plagiarize – “to steal and pass off, the ideas or words of another as one’s own: use a created production without Students are expected to conduct themselves and their work in a manner consistent with UCR’s policy on academic integrity. Academic misconduct includes, but is not limited to, cheating, fabrication and plagiarism (e.g., using another’s work or ideas without giving credit- intentionally or unintentionally). Submitting your own work more than once (e.g. for this class and another class, without both instructors’ knowledge and permission) is also a form of academic dishonesty and will result in an F. If you’re at all unsure of what constitutes plagiarism or other forms of academic dishonesty, consult the UCR website for more information: <http://conduct.ucr.edu>.

WRITING POLICY

The Graduate School of Education believes that all students should exit its program with strong writing skills. As such, the quality of written composition as well as content will be factored into grades on students’ papers for all education classes.

ADD/DROP POLICY

Since you are directly enrolled by your academic advisor in all of your courses, please contact him/her if you are considering dropping a course. Please check the academic calendar to see when the specific add/drop date is without receiving a “W” for this specific quarter.

COURSE POLICIES

ELECTRONIC COMMUNICATION POLICY

As a default, I will be sending class emails to your UCR email, as it is also the email UCR staff will use when sending you important emails. Plus, it will help get you into the habit of using a more professional email for school and for potential future work. When sending me an email, please include your last name, followed by the course number, and followed by the purpose of the email in the subject heading (Example: Safie – ENV102 – Question about Final Exam). Keep in mind that I will respond within 24 hours during the week and within 48 hours on the weekend unless the email is sent during my office hours, at which time you will get an almost immediate response.

BEHAVIOR/CONDUCT

- Please arrive to class on time.
- UCR is a smoke-free campus. Smoking is not allowed on campus.
- No cell phones in class. Please step outside to make or receive a call.
- Please be considerate and attentive during presentations and discussions. Do not text, draw or use your computer during presentations and discussions. Exceptions include the use of electronic devices for note-taking.
- Please be respectful of others while setting up desk space. Do not create an obstacle course with all your belongings. Cooperating with one another is the best way to make the most of limited space.
- Please properly dispose of all trash. We are *all* responsible for the maintenance of our campus and classrooms.
- Please use appropriate language when sharing thoughts and opinions. We all have our own views, but the goal is to create an environment that encourages dialogue and personal growth.

LATE PAPERS/ASSIGNMENTS

Late assignments will be accepted up to 3 days beyond due date, but will be decreased in total points by 15% unless accompanied by documentation that excuses the late assignment. If accompanied by a legitimate excuse, the assignment will not be decreased by 15% during the time period the excuse covers. Examples of acceptable excuses are:

- Illness with a doctor's note
- Having to care for an ill loved one
- Having a death in the family
- Being involved in a car accident

Communication is key to your success. If something happens, please let me know and we can work through your options for success in the course.

RESOURCE LIST

The reading texts below are intended to help guide you through understanding Nature Deficit Disorder and provide background information on environmental education and literacy. While not required and you will not be tested on the material in the book, the recommended text is a great compilation of readings that link environmental education and environmental literacy.

- **Required Text:**
 - **Title:** Last Child in the Woods.
 - **Author:** Richard Louv
 - **Date Published:** 2008
 - **Publisher:** Algonquin Books.
- **Recommended Text:**
 - **Title:** Essential Readings in Environmental Education.
 - **Editors:** Harold R. Hungerford, William J. Bluhm, Trudi L. Volk, John M. Ramsey
 - **Date Published:** 2001
 - **Publisher:** Stipes Publishing

GRADING SCALE

A	4.0	A-	3.7
B+	3.3	B	3.0
B-	2.7	C+	2.3
C	2.0	C-	1.7
D+	1.3	D	1.0
D-	0.7	F	0

COURSE GRADING OVERVIEW

A = Excellent

In class and homework assignments go beyond the ideas presented in class both in skill and creativity. Each assignment is an excellent example of the criteria defined with little to no errors that detract from the overall assignment, and they integrate material from the class with external material exceptionally well.

B = Very Good

In class and homework assignments are successful at representing the ideas presented in class both in skill and creativity. Each assignment sufficiently meets the criteria defined with little to no errors that detract from the overall assignment, but are limited in the degree to which they integrate material from the class with external material.

C = Average

In-class and homework assignments are on-time, complete and adequate in skill and creativity. Each assignment is an average example with minor grammatical and composition errors that may detract from the overall assignment, but on a limited basis. Furthermore, the assignment does not fully integrate all material from the entire class, and does not integrate external material.

D = Below Average and May Require a Repeat

In class and homework assignments are incomplete and/or late and show lack of understanding and coherence. Assignments demonstrate only a basic understanding of the ideas presented. Many errors in grammar and composition make it difficult to comprehend the overall assignment. Assignment does not attempt to integrate material from the course as a whole and does not integrate external material.

F = Failing

In class and homework assignments do not meet minimum requirements for a D. Little if any effort expended on an assignment. Assignments were late or missing. Student had too many unexcused absences.

COURSE GRADING REQUIREMENTS

- 1) Reclaiming Nature Deficit Disorder Activity (100 points)**
This assignment will gauge your ability to create and implement an educational activity that counteracts Nature Deficit Disorder.
- 2) Nature Deficit Disorder Comparative Essay (100 points)**
This assignment will gauge your ability to compare and contrast the existence of Nature Deficit Disorder within two different communities in the United States of your own choosing.
- 3) Nature Deficit Disorder Comparative Presentation (25 points)**
This assignment will be a supplement to your Nature Deficit Disorder Comparative Essay. The two will go hand-in-hand.
- 4) Environmental Connection Journal (75 points)**
This assignment will simply be an opportunity for you to share your own personal thoughts on your connection to nature and will help you better understand how Nature Deficit Disorder exists within you.
- 5) Nature Deficit Disorder Poster (50 points)**
This assignment will be an opportunity for you to visually define and represent your own level of Nature Deficit Disorder.
- 6) Nature Deficit Disorder Exam (50 points)**
This exam will test the knowledge you have gained during this course on Nature Deficit Disorder and its origins.
- 7) Participation (50 points)**
Students are expected to contribute to conversations and classroom activities. This is very student-centered course and it will get very boring without your participation.
- 8) Professionalism (50 points)**
It is important to learn very early on how to carry yourself in a professional setting. This does not mean that you have to dress in a suit, but it does mean that you have to carry yourself in a professional manner, such as communicating clearly, using appropriate language, and collaborating with others where appropriate.

Total Points Possible = 500 points

- (A) = 450 Points or higher
- (B) = 400 Points to 449 points
- (C) = 350 Points to 399 points
- (D) = 300 Points to 349 points
- (F) = 299 Points or less

COURSE SCHEDULE/ TIMELINE

The schedule below will give you an idea of how the course will progress throughout the semester by topic. Some topics will be covered in multiple sessions, while others will only be covered in one session. However, keep in mind that things happen and schedules may change. After each topic, reading, and assignment due, you will see in parentheses what course learning outcome is addressed with that topic/reading/assignment.

Session	Topic(s)	Readings Due	Assignments Due
- Session 1	- Introduction - Review of Syllabus - Discussion of nature (1)	None	None
- Session 2	- What is Nature Deficit Disorder (1) - Reconnecting with Nature Activity (3) - Discussion of Nature Deficit Disorder in Reality (1)	Louv: Chapters 8, 1, 2, and 3 (1)	- Nature Deficit Disorder Comparative Essay Ideas (2) (4)
- Session 3	- Negative Impact of Nature Deficit Disorder (1) - Existence of Nature Deficit Disorder in Education (1) (3)	Louv: Chapters 9, 10, and 11 (1) (3)	- Reconnecting with Nature Activity Slots 1 and 2 (1) (2) - Environmental Connection Journal (3) (4)
- Session 4	- Nature Deficit Disorder Exam (1) - Nature Deficit Disorder Exam Scoring		- Reconnecting with Nature Activity Slots 3 and 4 (1) (2)
- Session 5	- Comparing and Contrasting Nature Deficit Disorder (2) - What is Environmental Education and How Can it Help (3)	Louv: Chapters 4, 5, 6, and 7 (1)	- Reconnecting with Nature Activity Slots 5 and 6 (1) (2) - Environmental Connection Journal (3) (4)
- Session 6	- Nature Deficit Disorder Debate (1) - Nature Deficit Disorder Comparative Essay Peer Review (4)	Louv: Chapters 13, 14, 15, 16, and 17 (2) (3)	- Reconnecting with Nature Activity Slots 7 and 8 (1) (2) - Nature Deficit Disorder Comparative Essay Draft (1) (2) (4)
- Session 7	- What is Environmental Literacy and How is it Related to Environmental Education and Nature Deficit Disorder (3)	Louv: Chapters 18, 19, 20, 21, 22, and 23 (2) (3)	- Reconnecting with Nature Activity Slots 9 and 10 (1) (2) - Environmental Connection Journal (3) (4)
- Session 8	- Nature Deficit Disorder Poster Presentations (1) (4)		- Reconnecting with Nature Activity Slots 11 and 12 (1) (2) - Nature Deficit Disorder Poster Presentations (1) (3) (4)
- Session 9	- Nature Deficit Disorder Comparative Presentations (1) (2) (4)		- Nature Deficit Disorder Comparative Essay Presentations Slots 1 through 6 (1) (2) (4) - Environmental Connection Journal (3) (4)
- Session 10	- Nature Deficit Disorder Comparative Presentations (1) (2) (4)		- Nature Deficit Disorder Comparative Essay Presentations Slots 7 through 12 (1) (2) (4)