

**Portland State University**  
**Capstone - Effective Environmental Education**  
**Spring Term 2008 Calendar - Thursday Guiding Group**

- April 1** Class introduction and review of objectives. Introductory walk through the Park. Discussion of our personal attitudes toward the environment and environmental education. Introduction to Plant Journals and class projects.  
*Assignment: Read Leave No Child Inside by Richard Louv and pages 1 – 31 in Forest in the City. Find a newspaper article about an environmental issue that is important to you. Bring article to class on April 3.*
- April 3** Review of current environmental issues relevant to programs at Tryon Creek State Park. Discussion of *Leave No Child Inside* and goals of environmental education programs at Tryon Creek. Select class projects.  
*Assignment: Write a two to three page paper on your personal environmental ethic. All assignments must be typed and double-spaced. Written assignments must be handed in at the beginning of class on date due or e-mailed (word format) to the instructor on the date due. Late assignments will not receive full credit. Due by the start of class April 8.*
- April 8** Introduction to “Sensational Senses” Nature Guiding program. Review reporting forms and Nature Guiding Journal. Work on plant journals. *Instructor Linda Koser- meet in the Classroom.*  
*Assignment: Prepare written outline for a “Sensational Senses” hike. Outline is due by the beginning of the April 10<sup>th</sup> class.*
- April 10** Introduction to “Adaptable Animals” and “Amphibians” programs. Organize class projects. *Instructor Linda Koser- meet in the Classroom.*  
*Assignment: Prepare written outlines for a “Adaptable Animal” and “Amphibians” hikes. Outlines are due by the beginning of the April 15<sup>th</sup> class.*
- April 15** Introduction to “Forest Highs and Lows” program. Work on class projects and plant journals.  
*Assignment: Prepare a written outline for a “Forest Highs and Lows” hike. Outline is due by the beginning of the April 17<sup>th</sup> class. Read “A Child’s Sense of Wildness” in The Geography of Childhood and find a related article for class discussion on April 17th.*
- April 17** Discussion of “A Child’s Sense of Wildness”. Prepare time lines for class projects and work on Plant Journals.

*Assignment: Project timelines due at the beginning of class on April 22. Take home exam reviewing guided hike information due at the start of class on April 22<sup>nd</sup>.*

- April 22** Shadow “Forest Highs and Lows” program. Work on class project and plant journals.  
*Assignment: Read “The Scripture of Maps, the Names of Trees: A Child’s Landscape” in The Geography of Childhood and find a related article for class discussion April 29<sup>th</sup>. First 15 plants in plants journal due April 24<sup>th</sup>.*
- April 24** Guide “Sensational Senses” program. Work on class project and plant journals.  
*First 15 plants in plant journal due. Read “Going Truant: The Initiation of Young Naturalists” in The Geography of Childhood and find a related article for class discussion on April 29<sup>th</sup>.*
- April 29** Discussion of “The Scripture of Maps, the Names of Trees: A Child’s Landscape”. Work on class project and plant journals.  
*Assignment: Read “Going Truant: The Initiation of Young Naturalists” in The Geography of Childhood and find a related article for class discussion on May 6<sup>th</sup>.*
- May 1** Guide “Forest Highs and Lows” program. Work on class project and plant journals.  
*Assignment: Read “Going Truant: The Initiation of Young Naturalists” in The Geography of Childhood and find a related article for class discussion on May 6<sup>th</sup>.*
- May 6** Discussion of “Going Truant: The Initiation of Young Naturalists”. Work on class project and Plant Journals.  
*Assignment: Read “A Land of One’s Own: Gender and Landscape” in The Geography of Childhood and find a related article for class discussion May 13<sup>th</sup>.*
- May 8** Guide “Sensational Senses” program. Work on class project and plant journals.  
*Assignment: Read “A Land of One’s Own: Gender and Landscape” in The Geography of Childhood and find a related article for class discussion May 13<sup>th</sup>. Prepare next 15 plants to be submitted May 8<sup>th</sup>.*
- May 13** Discussion of “A Land of One’s Own: Gender and Landscape”. Work on class project and plant journals.  
*Assignment: Second 15 plants in plant journal due. Read “Children in Touch, Creatures in Story” in The Geography of Childhood and find a related article for class discussion on May 20<sup>th</sup>.*

- May 15** Guide “Adaptable Animals: Amphibians” program. Work on class project and plant journals.  
*Assignment: Read “Children in Touch, Creatures in Story” in The Geography of Childhood and find a related article for class discussion on May 20<sup>th</sup>.*
- May 20** Discussion of “Children in Touch, Creatures in Story.” Work on class project and plant journals.  
*Assignment: Read “A Wilderness, with Cows: Working with Landscape” in The Geography of Childhood and find a related article for class discussion on May 27<sup>th</sup>. Final Plant Journal due May 22<sup>nd</sup>.*
- May 22** Guide “Forest Highs and Lows” program. Work on class project and plant journals.  
*Assignment: Final Plant Journal due. Read “A Wilderness, with Cows: Working with Landscape” in The Geography of Childhood and find a related article for class discussion on May 27<sup>th</sup>.*
- May 27** Discussion of “A Wilderness, with Cows: Working with Landscape.” Work on class project and complete plant journals.  
*Assignment: Complete plant journal due. Read “Learning Herps” in The Geography of Childhood and find a related article for class discussion on June 3<sup>rd</sup>.*
- May 29** Guide “Adaptable Animals: Amphibians” program. Work on class project.  
*Assignment: Read “Learning Herps” in The Geography of Childhood and find a related article for class discussion on June 3<sup>rd</sup>.*
- June 3** Discussion of “Learning Herps”. Work on class project.  
*Assignment: Write 2 to 3 page final reflection paper. (The final reflection paper should cover your experience in this class and how it relates to two of the Capstone objectives listed in the syllabus. You may pick the two objectives you personally feel are most relevant to your reflection. Follow the same guidelines as for the first paper. Due on June 10)*
- June 5** Guide “Adaptable Animals” program.  
*Assignment: Write 2 to 3 page final reflection paper. Due on June 10.*
- June 10** Final class – Sustainable breakfast. Presentation of class projects. Final reflection paper and Nature Guiding Journals Due.