

ENVS 397M College Access Coaching for Social Justice and Sustainability Syllabus

LEADing the way to success – 4 credits – Spring 2017

Instructor Information

Instructor	Email	Phone	Office Location & Hours
Wendelin Dunlap	Wendelin.Dunlap@wwu.edu	360-920-2008	by appt.

Section Day/Time/Location:

Section	Title	Time	Place	Instructor
Lecture	College Access Coaching for Social Justice and Sustainability	(first 2 weeks) TR 1:30-3:20, Remaining weeks Class R 1:30-3:20	Tues 3/28 & 4/4 will be in CF 231 Thursdays will be in MH 11	Wendelin Dunlap
Field Experience	Service Learning – assigned to a school for a site visit 1 time a week: Little Mountain Elementary in Mount Vernon	Starting week 3: T 1:30-3:20	Elementary School	TBD
Mountain School	2.5 day overnight with your class	May 1-3 rd or May 3-5 th depending on class assignment	NCI	Mountain School

General Information

Description

This seminar gives students real-life experience as a College Access Coach guiding elementary school students to develop their post-secondary school identities. Studies show that if students start thinking about and planning for college in elementary school, they are much more likely to attend. This course enables you to make a difference in the lives of the next generation of post-secondary school students.

Our focus is educating 5th graders about opportunities in Science, Technology, Engineering, Math and Environmental studies and professions. A combination of lectures, service learning and documenting success will be used to empower you to support your students in learning about post-secondary school requirements and opportunities.

Expectations

- You are expected to attend all seminar classes ON TIME as outlined in the course schedule below and complete the Seminar Work ON TIME. Students arriving late to seminar will lose points for attendance.
- You are also expected to visit your assigned elementary school to teach the curriculum as outlined in the Field Work column.
- Assignments are listed in the Course Schedule as they occur in the schedule and are also broken out in the Assignment Schedule with the associated grading rubric for easy reference.

- Late assignments will be accepted but will receive a letter grade reduction (highest you could achieve would be a B since there are no A+ grades).
- I have given you my cell phone number for the purposes of scheduling appointments outside of Office Hours, contacting me about extenuating circumstances such as absence from class and/or your elementary school. Please refrain from contacting me before 8am, after 5pm and on weekends.
- You may only miss one lecture class and one site visit per quarter. Site visits must be made up at a time that works for you and your assigned teacher.
- If you miss a lecture class, you must contact a classmate to find out what you missed and obtain the coaching information necessary for that week's topic.
- If you miss more than 4 sessions (a combo of lectures and site visits) you will be dropped from the class.
- Mountain School attendance is mandatory for this course.

Course Outcomes

- A deeper understanding of concepts and issues in social justice and environmental sustainability.
- Development of academic skills that will prepare you for future courses.
- Identification of college career goals and a plan to achieve them.
- Real world experience helping elementary students develop academic skills, college career goals and a plan to achieve them.

Course Materials

Required Materials

- Review all materials for each Field Work in the Files section on canvas.
- Announcements – check the announcement section on Canvas preceding each seminar and service-learning class (at least 3 x per week).
- Any other documents posted in the Files section on Canvas – which will be highlighted in Announcements.

Optional Materials

TBD

Required Text

- Rules for Writers by Diana Hacker (6th, 7th or 8th edition print or e-book) – This book will be used as a reference for when I grade your papers. If there are any writing issues with your papers, I will refer to chapters in this book to aid you in correcting the issues for future papers.
- DreamFields: A Peek into the World of Migrant Youth edited by Janice Blackmore
- Deliberate Language Planning in Environmental Education: A CRT/LatCrit Perspective by María G. Arreguín-Anderson & Kimberley D. Kennedy
- Culturally Responsive Teaching Matters! by Elizabeth B. Kozleski
- A New Psychology for Sustainability Leadership: The Hidden Power of Ecological Worldviews by Steve Schein

Other Course Requirements

- Transportation to your assigned elementary school (allow 30-40 minutes travel time from campus – travel time is not included as hours worked for this class)

- 2.5 days at the North Cascades Institute (NCI) with your assigned elementary school class. Bedding and meals provided, appropriate outdoor clothing for rain, cold and mud required. You may be required to camp in tents that would be provided by NCI. (since you will be acting as coaches and chaperones for MS, you are expected to be available to assist students from 8:00am-8:30pm day 1, 8:00am-8:30pm day 2, 8:00am-12:00pm day 3 and bus rides to and from MS.)

Background Checks

In order to provide a safe environment for students in the elementary schools, you will be required to complete information forms in a very timely manner so that a criminal background investigation can be conducted. All students must successfully be cleared through this process before being allowed to coach in schools or Mountain School.

- <https://fortress.wa.gov/wsp/watch/>
- Mountain School Forms

Coaching Policy

As a coach for ENVS 397M, you represent Western Washington University. Your behavior and attitude in classes and professional settings reflect on WWU. As a professional, you are expected to come to **all** classes prepared to participate and enter in the discussion, extend your learning beyond the classroom and text, dress appropriately during field experiences, commit yourself to following an educational philosophy, and be an open-minded and active learner. Mutual respect for everyone is key to ensuring a safe environment that promotes learning for all students. These qualities will help you to develop into the type of professional that faculty members can be enthusiastic and positive about recommending.

****No coaches may contact their student mentees at their site placements by electronic means of any kind. No email, texting, Face Book, Instagram, Twitter or any other form of electronic messaging is allowed. If this rule is violated students will be excluded from coaching and may fail the class.**

Course Schedule

Week	Field Work	Class Work
Week 1:	3/28 Not in elementary schools yet <ul style="list-style-type: none"> • Class Introduction: Land acknowledgment, pronouns, name history, interests, why taking this class? • Review syllabus & discuss course expectations • Review background check procedure • Diversity training activity (Created by Nick Sanchez J.D. WWU Diversity and Inclusion). • Reading Assignment: Culturally Responsive Teaching Matters! 	3/30 <ul style="list-style-type: none"> • Initial discussion about Social Justice and Sustainability • Review PPT overview of whole program • Reading Assignment: DreamFields pp. xi-45 Migration

<p>Week 2:</p>	<p>4/4 Not in elementary schools yet</p> <ul style="list-style-type: none"> • Confirm background checks are completed • Review pre-program questionnaire results. • Issues facing local immigrant communities • Reading Assignment: DreamFields pp. 47-57 Farm Work 	<p>4/6</p> <ul style="list-style-type: none"> • Review materials for next week’s coaching activity: About Me • Story of Stuff Videos • Review common mistakes writers make • Reading Assignment: DreamFields pp. 59-94 Struggles
<p>Week 3:</p>	<p>4/11 Begin coaching in classrooms 4/11/17</p> <p>About Me and My Job activity: Get to know your students & talk about interests and jobs</p>	<p>4/13</p> <ul style="list-style-type: none"> • Discuss student interest areas • Discuss Funds of Knowledge and strengths for coaching students. • Discuss growth mindset activities • Review materials for next week's coaching activity: College Scavenger Hunt Activity • Reading Assignment: DreamFields pp. 95-120 Realizations
<p>Week 4:</p>	<p>4/18 College Scavenger Hunt Activity</p>	<p>4/20</p> <ul style="list-style-type: none"> • Discuss College Scavenger Hunt Activity (what worked/didn’t work) • Discuss DreamFields Readings • Review materials for next week's coaching focus • Review requirements for Assignment 1.
<p>Week 5:</p>	<p>4/25 Middle School/College Prep & 4 Ways to Get Better Grades in Class Activities</p>	<p>4/27</p> <ul style="list-style-type: none"> • Financial aid and college access programs – guest speaker. • Review materials for Mountain School • Class discussion and progress report about coaching and learning. <ul style="list-style-type: none"> ○ What is working well? ○ What isn’t working well? ○ Share advice ○ Social justice observations ○ Sustainability observations • Reading Assignment: Deliberate Language Planning in Environmental Education <p>Assignment 1 due on Canvas:</p>

		<p>1-2-page written initial assessment essay (times 12pt double-spaced 1" margins):</p> <ol style="list-style-type: none"> 1. Elementary class's post-secondary school: <ol style="list-style-type: none"> a. Knowledge b. Interest c. Existence of post-secondary student identity 2. Initial observations of presence or lack of social justice issues for your elementary class highlighting and intersections with DreamFields readings.
Week 6:	<p>5/1-3 – no regular coaching sessions</p> <p>Attend Mountain School with your class:</p> <ul style="list-style-type: none"> • Mrs. Julie Capper • Ms. Ana Hobson • Mr. Jacob Standaert 	<p>5/3-5 – no regular class session</p> <p>Attend Mountain School with your class:</p> <ul style="list-style-type: none"> • Mrs. Juniper Carpenter
Week 7:	<p>5/9 – No coaching - class on campus</p> <ul style="list-style-type: none"> • Guest speaker: Social Justice • Discuss readings • Review materials for this week's coaching focus 	<p>5/11</p> <ul style="list-style-type: none"> • Mountain School debrief • Discussion about food systems and social justice and schools – with guest speaker. • Review materials for next week's coaching activity: Types of Colleges & Financial Aid PPTs • Reading Assignment: A New Psychology for Sustainability Leadership, Chapters 1-3. <p>Assignment 2 due on Canvas: 2-3-page essay about MS experience (times 12pt double-spaced 1" margins):</p> <ol style="list-style-type: none"> 1. Your students: <ul style="list-style-type: none"> • What did they like best & least? • What social justice issues did you observe? Why/why not • What sustainability practices did they learn about? • Are there ways that the MS experience could be improved for them?

		<ul style="list-style-type: none"> • What did they learn about post-secondary school? <p>2. You:</p> <ul style="list-style-type: none"> • How has the MS experience changed/informed your personal future college career goals? • What did you learn about social justice and sustainability?
Week 8:	5/16 Types of Colleges & Financial Aid PPTs	5/18 <ul style="list-style-type: none"> • Environmental Justice – guest speaker • Reading Assignment: A New Psychology for Sustainability Leadership, Chapters 4-7. <p>Assignment 3 due on Canvas: 2-3-page essay (times 12pt double-spaced 1" margins):</p> <p>Your thoughts and observations about Deliberate Language Planning in Environmental Education & Culturally Responsive Teaching</p>
Week 9:	5/23 – No coaching because classes are on a fieldtrip Reading Assignment: A New Psychology for Sustainability Leadership, Chapters 8-10.	5/25 <ul style="list-style-type: none"> • Review materials for next week's coaching activity: Who can Help?/How can I help? • Reading Assignment: A New Psychology for Sustainability Leadership, Chapters 11-13 + Appendix A + B.
Week 10:	5/30 Who can Help?/How can I help?	6/1 <ul style="list-style-type: none"> • Discuss A New Psychology for Sustainability Leadership and ideas for curriculum • Discuss campus visit? TBD <p>Assignment 4 due on Canvas: 2-3-page essay (times 12pt double-spaced 1" margins):</p> <p>How would you design a 5th grade curriculum for sustainability leadership based on the readings?</p>

<p>Week 11:</p>	<p>6/6 - TBD</p> <p>Possibly Little Mountain visit to WWU</p>	<p>6/8</p> <p>Assignment 5 due on canvas: 2-3-page final essay assessment:</p> <ol style="list-style-type: none"> 1. What was most effective for increasing your elementary class’s post-secondary school: (be specific about things or lessons you did or wished you could have done. <ol style="list-style-type: none"> 1. Knowledge 2. Interest 3. Existence of post-secondary student identity 2. Self-reflection about what you have gained as a result of participating in this program. <p>Assignment 6: Project to be presented in class</p> <p>Create a song, poem, rap, game, presentation, drawing or logo to be used at MS with the elementary students in some form next year.</p>
------------------------	---	--

Assignment Schedule

Format for all essays is times 12pt double-spaced 1” margins and to be written as if you were creating a research report – please do not use elementary student’s names.

Date	Subject	% of Grade
<p>4/27 by 11pm</p>	<p>Assignment 1 due on Canvas:</p> <p>1-2-page written initial assessment essay (times 12pt double-spaced 1” margins):</p> <ol style="list-style-type: none"> 1. Elementary class’s post-secondary school: <ul style="list-style-type: none"> • Knowledge • Interest • Existence of post-secondary student identity 2. Initial observations of presence or lack of social justice issues for your elementary class 	<p>10%</p>

Date	Subject	% of Grade
5/11 by 11pm	Assignment 2 due on Canvas: 2-3-page essay about MS experience (times 12pt double-spaced 1" margins): <ol style="list-style-type: none"> 1. Your students: <ul style="list-style-type: none"> • What did they like best & least? • What social justice issues did you observe? Why/why not • What sustainability practices did they learn about? • Are there ways that the MS experience could be improved for them? • What did they learn about post-secondary school? 2. You: <ul style="list-style-type: none"> • How has the MS experience changed/informed your personal future college career goals? • What did you learn about social justice and sustainability? 	15%
5/18 by 11pm	Assignment 3 due on Canvas: 2-3-page essay (times 12pt double-spaced 1" margins): Your thoughts and observations about Deliberate Language Planning in Environmental Education & Culturally Responsive Teaching	15%
6/01 by 11pm	Assignment 4 due on Canvas: 2-3-page essay (times 12pt double-spaced 1" margins): <ul style="list-style-type: none"> • How would you design a 5th grade curriculum for sustainability leadership based on the readings? 	15%
6/8 due by 1pm and in class	Assignment 5 due on canvas: 2-3-page final essay assessment: <ol style="list-style-type: none"> 2. What was most effective for increasing your elementary class's post-secondary school: (be specific about things or lessons you did or wished you could have done. <ol style="list-style-type: none"> 1. Knowledge 2. Interest 3. Existence of post-secondary student identity 3. Self-reflection about what you have gained as a result of participating in this program. 	20%
Ongoing	WWU Lecture and Elementary School class attendance & participation	10%

Rubric

CATEGORY	4	3	2	1
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Adding Personality (Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them \"his own.\"	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

Grades

Percent	Grade*
100-90	A
89-80	B
79-70	C
69-60	D
59>	F

*Late assignments will be accepted but will receive a letter grade reduction (highest you could achieve would be a B since there are no A+ grades).

Academic Dishonesty Policy

Western Washington University students are responsible for reading, understanding, and following the policy and procedures regarding academic dishonesty as set forth in the *WWU Academic Dishonesty Policy and Procedure* (see Appendix D of the University Bulletin).

Reasonable Accommodation Policy

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, students must contact WWU disability Resources for Students at 360-650-3083 or www.drs.wvu.edu

Student Feedback Process

All students will be given the opportunity to evaluate the instructor and the content of the course on class (or in a subsequent meeting as needed) and at the end of the quarter in written form submitted to the Huxley office.

Syllabus/schedule subject to change

Field Work Schedule Detail (still being finalized)

Section	Activity	Time allotted	Components Addressed	Survey Question #s
10/20/2016	Pre-Program Survey	15 min	n/a	n/a
10/20/2016	About Me 1. Write your name at the top of the paper. 2. Interests. Write down your favorite activities in that circle. Examples are reading books, playing sports, or cooking. 3. Abilities. Write down things that you are good at doing. Examples are from math, writing, singing, running, playing guitar. 4. Values. Write down what things you find important. Examples are family, helping animals, protecting the environment, helping others. 5. Turn the sheet over and draw a picture and label it or write sentences about what jobs you could do that have your Interests, Abilities and/or Values.	20 min	5. Education & Career Plan	3

10/20/2016	Helping students with their class work and offering ideas about how to get better grades - can refer to "4 ways to get better grades in school" cheat sheet. As coaches get to know students better, they can talk about how specific academic subjects and activities will help their student go to school and get their dream job.	40 min	1. Academic Support 6. Support System	1, 2, 4
10/31/2016	Mountain School - Day 1 <ul style="list-style-type: none"> • Team Building and Community • Time management • Observation skills • Study skills • Writing skills • Counting and reporting skills • Studying as a group • Team building • Note taking and analysis 	3 hrs.	1. Academic Support	1
10/31/2016	Mountain School - Day 2 <ul style="list-style-type: none"> • Students find out what scientists do. • Students investigate careers in nature and science. • Each One Teach One is a chance for students to learn what is like to be a teacher. • Students learn more about the forest ranger's job. • Students learn about many different fields of study from real graduate students' experiences. • Students learn what it took for their instructors to obtain their graduate degrees (majors, types of colleges and amount of years). • Students find out about the many different scientific areas that people can study in college. 	6 hrs.	5. Education & Career	5, 6, 7
11/7/2016	Middle School & College Fortune Teller <ol style="list-style-type: none"> 1. Assemble fortune teller. 2. Talk about the 8 answers and how they can use middle school to prepare for college 3. Let students try fortune teller with a partner. 	20 min	1. Academic Support 6. Support System	1, 2, 4
11/7/2016	Helping students with their class work and offering ideas about how to prepare for middle school - can refer to "Fortune Teller". Talk about how specific academic subjects and activities will help their student go to school and get their dream job.	40 min	1. Academic Support 6. Support System	1, 2, 4
11/14/2016	College Scavenger Hunt <ol style="list-style-type: none"> 1. Write your name at the top of the paper. 2. Follow instructions to go into the hall to find the answers to the scavenger hunt questions. 3. Swap papers with your neighbor. 4. Coach reads each Scavenger Hunt Item and asks students for answers. 5. Students with the most answers get a prize. 	20 min	2. College Awareness	6

11/14/2016	Helping students with their class work and offering ideas about how to get better grades - refer to "4 ways to get better grades in school" cheat sheet. As coaches get to know students better, they can talk about how specific academic subjects and activities will help their student go to school and get their dream job.	40 min	1. Academic Support 6. Support System	1, 2, 4
11/21/2016	Types of local colleges & Financial Aid PPT presentation	20 min	2. College Awareness	6
11/21/2016	Helping students with their class work and offering ideas about how to get better grades - can refer to "4 ways to get better grades in school" cheat sheet. As coaches get to know students better, they can talk about how specific academic subjects and activities will help their student go to school and get their dream job.	40 min	1. Academic Support 6. Support System	1, 2, 4
11/28/2016	Who can Help?/How can I help? About where to get help (homework help, help with problems like discrimination or bullying, answer questions about college). Also about helping their adopted animals.	20 min	6. Support System	2, 4, 7
11/28/2016	Continue talking about places to get help while helping students with classwork.	40 min	1. Academic Support 6. Support System	2, 4, 7
12/5/2016	College Fair with Skagit Community College, WWU, Bellingham Tech (planned by me) during Gym or Lunch?	1 hr	2. College Awareness	3, 5, 7