

*With the Chesapeake Bay Foundation*

## 2017 Mary Baldwin University Course ED626



**Course Description:** In this course, Mary Baldwin University (MBU) partners with the Chesapeake Bay Foundation (CBF) to provide graduate credit for their high-quality professional development program, Chesapeake Classrooms (CC). **Students in ED626 may choose from any of the five-day Chesapeake Classroom sessions offered in the summer and then complete the MBU requirements for credit during the following fall semester.** The Chesapeake Classrooms' experience equips educators with the knowledge, tools, skills, and confidence to include the local environment and geography in the K-12 curriculum and involve students in outdoor learning. Educators explore the watershed and examine the connection between land-use and water quality through hands-on investigations, standards-based activities and assessments, and action projects. Chesapeake Classrooms uses the Environmental Literacy Model (ELM) to support teachers in the development and curricular integration of Meaningful Watershed Educational Experiences. Teachers conduct field based studies, practice using issues investigation methodology, and collaborate with the guidance of a mentor teacher and CBF educators on how to best use these lessons and experiences to support existing standards and curricula. (3 credit hours).

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**Texts vary by CC Class, but often include:**

Lippson, R.L (2006). *Life in the Chesapeake Bay*. Baltimore, MD: John Hopkins University Press.

Leslie, C (2010). *The nature connection*. North Adams, MA: Storey Publishing

Horton, T. (1991). *Turning the tide: Saving the Chesapeake Bay*. Washington, D.C.: Island Press.

Reshetiloff, K. (Ed.). (2004). *Chesapeake Bay: Introduction to an ecosystem*. Washington, D.C.: U.S. Environmental Protection Agency.

Slattery, B. (2001). *Bay B C's: A multidisciplinary approach to teaching about the Chesapeake Bay*. Washington, D.C.: U.S. Fish and Wildlife Service.

Warner, W. (1994). *Beautiful swimmers: Watermen, crabs, and the Chesapeake Bay*. Boston: Back Bay.

**Please review the MBU Honor Code.**

Grading Scale: 96-100A, 94-95A-, 92-93B+, 88-91B, 87-88B-, 85-86C+, 82-84C, 80-81C-

## Course Requirements:

1. Attend the summer 2017 5-day Chesapeake Classrooms Program with CBF. *Participate fully in the activities and discussions.*
2. Complete registration process for ED626 by 15 August. Receive MBU username and password for use on Blackboard. Pay tuition by 5 September in order to get into course.
3. Submit the 2 part Environmental Literacy Learning Experience Project to CBF (by Sept. 1) and MBU (by Oct. 1) including *ALL of the following:*



- **ELM Curriculum Integration “Planning Tool”:** This document enables teachers to demonstrate how they might translate the knowledge and skills developed through *Chesapeake Classrooms* into meaningful learning experiences for their students. The ELM Curriculum Planning Tool consists of three parts: Curriculum Anchor, Issues Investigation, and Stewardship/Civic Action.
  - **ELM “Capture Sheet”:** This capture sheet will serve as a summary of your Environmental Literacy Learning Experience.
4. Develop a Synthesis of the experience/project by 15 Nov. *Choose ONE (or both) of the following:*

- **Write a 3-4 page reflective essay (double-spaced) on the Chesapeake Classrooms experience.** (Please note: you may include aspects of your journal in the reflection, but the essay should be graduate-quality writing in essay format).

*Questions to consider for the essay:*

- ✓ What was the experience like for you as a teacher?
- ✓ What kinds of things did you learn about the Bay and the problems facing the Bay?
- ✓ How do you plan to implement what you learned from the experience in your classroom and how will this help students understand/learn to address the Bay’s problems?
- ✓ Are there challenges specific to your situation such as administrative support, co-worker help, efforts to implement investigations, field trips, projects, etc.?
- ✓ How do you think students will react to the investigations?
- ✓ What efforts will you make to continue the projects in the future?
- ✓ If you have already started implementation with your own students, please include some reflections of the process related to your classroom.

- **Develop a portfolio (electronic or notebook) of the Chesapeake Classrooms experience** (e.g. PowerPoint, Video Journal, Prezzi, Regular Notebook, Other). Your submission should include items from your own experience taking the 5-day class **AND** details of implementing the “Curriculum Integration Project” with your students. The portfolio must include clear and detailed descriptions (print or verbal) that express your reflections of the entire experience, including some of your fall semester implementation with students. Please note: This is much more than a photo album!

*Include **ALL** of the following aspects in the Portfolio:*

- 1) Issues that are facing the Bay;
- 2) Reflections and photos of the 5 day experience;
- 3) Reflections of the successes and challenges of implementing your plan;
- 4) Details of your implementation with students to date, including a basic timeline and evidence of student involvement such as photographs, site plans, publicity about student projects, examples of student work, grant applications, etc.