



COLLOQUIUM

FLORIDA
GULF COAST
UNIVERSITY



Syllabus / IDS 3920 / Spring 2004

(click on the conch)



Class One

Sense of Place I

Orientation to the University Colloquium and to the University Campus

Course philosophy, introductory activities, interpretation of the syllabus and assessment rubric, discussion of field work, brief orientation to Southwest Florida as a place on earth, outdoor orientation with observations of native ecosystems and human-made features, introduction to environmental education, introduction to

journal keeping, preparation for Corkscrew Swamp Sanctuary field trip.



Class Two

Sense of Place II

Field Trip to National Audubon Society's Corkscrew Swamp Sanctuary: The Water Cycle

- Reading: John Dewey's Experience and Education (1938) chapters 1, 2, 3, 5, and 8 (pp. 17-50, 61-65, and 89-91).
- **Short Paper One due: Educational Reflections**
- State of the World 2003 Chapter 2 "Watching Birds Disappear"

Observation of one of the Earth's largest remaining strands of virgin bald cypress forest, including species such as alligators and woodstorks from an elevated boardwalk, definition of the water cycle, discussion of sustainable and non-sustainable logging, observation of alternative waste treatment technologies in the "living machine", introduction to management for sustained ecological viability, "Seton Setting", journal writing. Discuss bird biodiversity and decline as it relates to global ecosystem disturbances and at the local level, Corkscrew Swamp Sanctuary..Ë



Class Three

Sustainability I

Introduction to Global Environmental Problems

- Review State of the World 2003, Chapters 3-7Ëfor next week (review not read.)

Discussion of Dewey text, discussion and sharing of educational autobiographies, discussion of global environmental problems, debrief Corkscrew Swamp Sanctuary field trip, campus outdoor activities.



Class Four

Sustainability II

Global Environmental Problems and Solutions

- Our Ecological Footprint by Bill Rees and Mathis Wackernagel. Introduction

pp. 1-6 and Chapters 1 and 2, pp. 7-60.

- Reading: "State of the World 2003" Read the chapter that you have been assigned from chapters 3-7
- Writing: [Short Paper 2](#): An Environmental Problem and Solutions

Continuing discussion of text, discussion of human "ecological footprints", global environmental problems, discussion of upcoming student papers on environmental problems, critique of sustainable development, introduction to sustainability, **formation of environmental problem working groups (State of the World, Chapters 3-7)**, world wide web research, short campus field trips.



Class Five

Sustainability III

Community and Individual Sustainability: Our Ecological Footprint

- Reading: Our Ecological Footprint by Bill Rees and Mathis Wackernagel. Chapters 4 and 5, pp. 125-157.
- Continue reading: "State of the World 2003" one chapter that you have been assigned, Chapters 3-7
- **Group Presentations on chapter and sustainability in one's own life**(approx. 15 minutes)

The Earth Charter, March 2000 draft, available as a handout, or at <http://www.earthcharter.org/earthcharter/charter.htm>.

- **Short Paper Two Due: An Environmental Problem and Solutions**

Continuing discussion of text, discussion of student papers on environmental problems, introduction to sustainability in Florida, community sustainability, environmental problem working groups presentations and sustainability in one's own life.



Class Six

Sense of Place III

Field Trip to Educational Concerns for Hunger Organization (ECHO): Agricultural Sustainability

- Reading: Aldo Leopold's A Sand County Almanac, Part I, "A Sand County Almanac" pp. 3-98.

Sustainable agriculture in Florida and in developing counties.



Class Seven

Ecological Literacy I

Ethics and Economics

- In Ecological Literacy: Education and the Transition to a Postmodern World by David Orr, Chapter I, pp. 3-21 and Chapter V, pp. 85-95. In A Sand County Almanac by Aldo Leopold, Part IV "The Land Ethic", pp. 237-264.

Discussion of text, the relationship of ethics and economics, extensive on-campus exploration and knowledge of local species, preparation for Short Paper Three.



Class Eight

Environmental Education I

Definition, Theory, and Practice

- Reading: "Environmental Education in a Sustainable Environment" reading from Module 2 of Teaching for a Sustainable World, 1995, and/or other handouts provided by the instructor.
- Short Paper Three due: Ethics and Economics

A workshop introducing the nature and objectives of environmental education, a summary of the history and status of environmental education in the United States, experiential environmental education activities, sharing of Florida literature reading.



Class Nine

Sense of Place IV

Field Trip to Estero Bay: A Question of Sustainability

- Reading: Floridiana – a book of your choice on Florida people and environments

Explanation of the estuary community and fresh water in flow issues, exploration of biodiversity in estuarine and nearshore communities of the Gulf Coast, discussion of balancing the needs of humans and of natural ecosystems. The field exploration will include brief visits to three sites each with thematic perspective on the sustainability of Estero Bay -- Estero Island Historical Museum, Matanzas Pass Boardwalk and San Carlos Island shrimp docks. Classes may also visit Lovers Key

State Recreation Area located just south of Fort Myers Beach.



Class Ten

Sustainability IV

Environmental Health

- Reading: Handout from Environmental Science: Working with the Earth, seventh edition, by G. Tyler Miller, Jr., Chapter 8, "Risk, Toxicology and Human Health," pages 223-243, and pages 392-393.
- Additional handouts "A Fistful of Risks" and "The ABCs of Risk Assessment."
- Short Paper Four due: Floridiana: People and the Environment
- State of the World 2003, chapter 8 "Engaging Religion in the Quest for a Sustainable World" Ê

Exploration and discussion of the relationship between the health of the environment and the health of its inhabitants. Current threats and issues.



Class Eleven

Environmental Education II

Ecological Views of Indigeneous Peoples and Religious Perspectives

- Reading: "State of the World 2003", chapter 8, "Engaging Religion in the Quest for a Sustainable World"
- Internet Reading (see [details](#))

Introductory perspective of religious and indigenous peoples views on the environment, further definition and meaning of environmental education, environmental racism and environmental justice.



Class Twelve

Ecological Literacy II

Problems and Promise for Sustainability

- Reading: In [Ecological Literacy: Education and the Transition to a Postmodern World](#) by David Orr, Chapters VI, pp. 97-108; pp. 133-140 and X, pp. 141-148.

Discussion of education for sustainability, ecological literacy and ecological responsibility in higher education, preparation for Short Paper Five due in Class Thirteen.



Class Thirteen

Sense of Place V

Field Trip to Downtown Fort Myers and/or Naples: Urban Sustainability

- Short Paper Five Due: Environmental Education
- Journals due

Observation of urban spaces, discussion of sustainability in a Florida urban community, human-made environments.



Class Fourteen

Colloquium Culmination

Final Project Presentations

- Reading: None
- Final projects due
- No final exam

All material is due in this last class, presentation of final projects, course and instructor evaluation, summarizing sustainability and ecological literacy and environmental education.

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Introduction / IDS 3920 / Spring 2004

Concept

We have made a commitment as a university to make environmental education an integral part of our identity. One of our university-wide outcomes is that all students will develop "an ecological perspective." A way to accomplish this perspective is to devise a course, or group of experiences, with an environmental focus that all FGCU undergraduate students must complete, and in which faculty from all five colleges would be involved. Because "ecology" applies to our total living space and interrelationships, human and natural, it is relevant to all our disciplines and professions. Thus, an ecology course would touch on all nine of the university-wide goals and outcomes, and more. Students would not only be introduced to FGCU values, they would participate in them.

Concept Adopted at the January 15, 1997 Dean's Council Meeting

Goals

The University Colloquium is an interdisciplinary environmental education course designed to explore the concept of sustainability as it relates to a variety of considerations and forces in the environment. In particular, we will consider ecological, social, ethical, historical, scientific, economic, and political influences. The course goals are:

- to provide a "sense of place" and an understanding of the unique ecological features of the environment of which you are a part,
- to assist in achieving the Florida Gulf Coast University learning goal of developing "an ecological perspective" and in teaching the related outcomes that the student will

"...know the issues related to economic, social, and ecological sustainability, analyze and evaluate ecological issues locally and globally, participate in projects requiring awareness and/or analysis of ecological and environmental issues;"

- to provide experiences to assist in moving toward achieving the eight other FGCU learning goals and their related outcomes.
- to enable a working understanding of sustainability, of environmental education, and of ecological literacy.

Process

Study will be through reading and discussion, writing, and extensive field experiences. Students will reflect upon and demonstrate their learning through analysis in short papers and a reflective journal. The integration of these learning experiences will be expressed as a final project in the form of a paper, poem, web page, song, PowerPoint presentation, or other mode of expression negotiated by the student and the instructor. Students are to write five short reflective papers on the questions raised by certain readings, as assigned. Journals are to be kept regularly and shared with the instructor.

Successful completion of the course requirements will earn three-credit hours and completion of this requirement for graduation from Florida Gulf Coast University. Grades will be earned based on an assessment rubric which provides the weighting of and standards for assignments. The course is officially designated as a writing intensive course, it will require at least six thousand words of graded writing assignments and will satisfy a portion of the Gordon Rule requirements for graduation (State DOE Rule 6A-10.030).

Instructors and students are from the Colleges of Business, Education, Health Professions, Arts and Sciences, and Professional Studies, making this truly a university-wide enterprise. The University Colloquium meets in multiple sections with a maximum of fifty-four students and two or three instructors per section. Each "section" meets weekly for one three hour

session either on campus or at a field site. Many activities take place in "discussion groups" of a maximum of eighteen students and an instructor. Within sections, students are invited to form "study groups" to work together on readings and to travel together to field trip sites. **Any student who misses the first three classes of the semester will automatically be dropped from the course.**

Some off-campus field trips require limited travel time in addition to the contact time and on occasion an hour at the end of class. Students are expected to also visit a sixth field trip site in addition to the five visited in class. This requirement may be met by an additional trip on your own, subject to instructor approval. These experiences are to be documented in the journal.

- Required papers are in the form of short academic essays and should follow the guidelines of the American Psychological Association (APA) or the Modern Language Association (MLA).
- APA guidelines may be accessed electronically at <http://www.lessonplanspage.com/apamain.htm>.
- MLA guidelines may be accessed electronically at <http://www.wisc.edu/writing/Handbook/DocMLA.html>.
- Individual instructors will provide assistance with the writing of academic essays.
- Electronic tutoring is available at http://condor.fgcu.edu/SL/CSH/Tutor/lq_writingassistance.htm.
- Students may wish to check the Writing Center web-site first for instructions at http://condor.fgcu.edu/SL/CSH/Tutor/lq_twriting.htm.

Make sure to bookmark the course website located at URL <http://ruby.fgcu.edu/courses/colloquium>

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Required Texts / IDS 3920 / Spring 2004

Dewey, John (1938). Experience and Education, New York: Macmillan Publishing Company.

Leopold, Aldo (1949). A Sand County Almanac, New York: Ballantine Books.

Orr, David W. (1992). Ecological Literacy: Education and the Transition to a Postmodern World, Albany, New York: State University of New York Press

The Earth Charter Initiative, International Secretariat (2000). The Earth Charter. Available online: <http://www.earthcharter.org>.

Wackernagel, Mathis and Rees, William. (1996). Our Ecological Footprint, Vancouver, British Columbia: New Society Publishers.

The Worldwatch Institute, (2003) State of the World 2003, New York, W.W. Norton & Company

A work of [Florida literature](#) (wait for details to purchase)

Optional: National Audubon Society (1998), Field Guide to Florida, Alfred A. Knopf, New York

Selected essays, journal articles, scientific papers, natural history writings and other internet readings.

[FGCU Bookstore \(click here to order books\)](#) -or- visit the bookstore

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Field Trips / IDS 3920 / Spring 2004

Somewhere, Florida's soul exists, solemnly beautiful, and there is no need to exaggerate there, no need to invent or elaborate upon her ephemeral beauties, beauties that fall like blessings on those who care for and love her."

~From Essay by Joy Williams, "Florida"



Dear Colloquium Student,

Estuaries, tidal wetlands, shallow coastal seas, high rise condominiums, barrier islands, shopping malls, cypress sloughs, urban sprawl, citrus groves, palmetto-pine flatwoods...welcome to FGCU's "big backyard"!

We'll be visiting places such as these as we immerse ourselves in the natural and human-made communities of Southwest Florida. In this unique corner of the United States, natural areas sustain more biodiversity than almost anywhere else on the planet. Unfortunately, because seven out of ten Florida citizens now live within fifty miles of our coast, we are taking a heavy toll on these marvelous, interconnected

natural systems.

How does the health of one system affect the productivity and health of another system? As students and residents of this coastal community, what actions can we take to protect and restore these critically important systems? These are focus questions for the Colloquium to be taken by all undergraduate students at FGCU . As part of this course, we will travel to different sites throughout the area to explore and learn from the natural and human-made rhythms of our "backyard".

By the end of this course you will have conversed with the locals of Fort Myers or Naples, hiked a cypress slough, visited a barrier island city trying to sustain its natural bounty, and witnessed sustainable agriculture efforts in North Fort Myers. Many more learning experiences are in store, so lace up those old sneakers; we're in for a great adventure!

Sincerely,

Your Instructors



An emergency medical and liability agreement form must be completed, signed and turned in during the first class for safety reasons. You will not be able to attend field trips until the forms are returned.

Field Trip Goals

1. To engage students in an array of study trips to develop a heightened awareness and understanding of their environmental components and thereby enhance their "sense of place."
2. To provide contextual community based experiences for students that supports their making meaning from course readings and discussions. Environmental Education.
3. To affirm with students the values of learning from first hand experiences in diverse environments. Ecological Literacy.

Objectives

1. demonstrate increased awareness, knowledge, and understanding of the significance and value of local environmental components based on interactive experiences in the field at a range of "environmental type" locations.

2. make appropriate connections from readings, course assignments, and Colloquium community field trips.
3. demonstrate a heightened "sense of place" in their unique environment as a result of their field experiences through expression of increased sensitivity, emotional connections, and physical interactions in their journals and writing assignments.
4. demonstrate understanding of ecological, economic, social, political-policy, health and recreational connections of study trip experiences.
5. be more motivated to initiate their own field experiences in their community that will continue to develop their "sense of place" as a result of the stimulus and confidence gained in Colloquium experiences.

"Sense of Place" Trips:



[\(link to Campus Ecosystem Website\)](#)

On Campus: Our Own Backyard



National Audubon Society's Corkscrew Swamp Sanctuary: The Water Cycle



Educational Concerns for Hunger Organization (ECHO): Sustainable Agriculture



Estero Bay: A Question of Sustainability



Downtown Fort Myers or Naples: Urban Sustainability

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Journal / IDS 3920 / Spring 2004



JOURNAL SCORING RUBRIC

Grade	Quantity and Quality
A	30 or more journal entries that creatively express through varying styles of writing, sketching, collage, etc. an insight and sensitivity to a "sense of place" in Florida, sustainability, and environmental education.
B	20 + journal entries that express through varying styles of writing, sketching, collage, etc. an insight and sensitivity to a "sense of place" in Florida, sustainability, and environmental education.
C	15 + journal entries that express through varying styles of writing, sketching, collage, etc. an insight and sensitivity to a "sense of place" in Florida, sustainability, and environmental education.
D	10 + journal entries
F	fewer than 10 journal entries

The journal is not a mere scrapbook, nor a simple diary, but a place for observation and reflection.

The scoring rubric for journal provides a general framework for instructors

to evaluate student's journals. Each instructor will consider a student's personal learning styles while grading his/her journals.

Each instructor will discuss with students his/her variability in grading students' journals.

Students may schedule a journal scoring session at any time to receive input or their final journal grade.

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Final Project / IDS 3920 / Spring 2004

Scoring Rubric

Points/Grade	Quality	Points	Presentation Format
10 A	<p>project provides</p> <p>examples of applying specific information and experiences from this class with her/his academic and professional growth</p> <p>and</p> <p>examples illustrating how the class experience impacted personal perceptions and sense of place in SW Florida</p>	5	<p>very creative or effective presentation format of the project</p> <p>and</p> <p>well-organized</p>
8 B	<p>project provides</p> <p>examples of applying specific information and experiences from this class with her/his academic and professional growth</p> <p>or</p> <p>examples illustrating</p>	4	<p>appropriate presentation format</p> <p>and</p> <p>well-organized</p>

	how the class experience impacted personal perceptions and sense of place in SW Florida		
6 C	project provides information which is not directly related to this class experience	3	appropriate presentation format or well-organized
4 D	project provides information which is irrelevant to this class experience	2	poorly presented and organized
0 F	project provides no information	0	no presentation

Each instructor will discuss with students his/her variability in measuring students' final projects. For certain projects (e.g., a piece of music or art work), the instructor may request an interpretive written piece to accompany the project. All instructors require at least a brief presentation to the students discussion group. This means that attendance at the final class is mandatory.

If the project is not a written product (for example, it is a piece of music, artwork, or a game), it is expected that the final project reflects a scholarly output equivalent to writing a five to eight page paper.

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Writing Papers / IDS 3920 / Spring 2004

<p> Paper 1: Educational Reflections</p> <p> Paper 2: An Environmental Problem and Solutions</p> <p> Paper 3: Ethics and Economics</p> <p> Paper 4: Floridiana: People and the Environment</p> <p> Paper 5: Environmental Education</p>
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Points/ Grade	Knowledge (Readings)	Application (Written)	Presentation of Ideas	Creativity & Originality
4 A	<p>Cites 4 or more key concepts and supporting details from reading assignments</p> <p>1 or more citations from other relevant readings</p>	<p>Demonstrates insights and understanding of the readings</p> <p>Identifies personal responsibilities with regard to application(s)</p>	<p>Communicates all ideas clearly</p> <p>Shows attention to the details of performance conventions (spelling, grammar, etc.)</p>	<p>Demonstrates a perspective on the readings with considerable creativity and originality</p>

3 B	Cites 4 or above key concepts and supporting details from reading assignments No citations from other relevant readings	Demonstrates insights and understanding of the readings	Communicates most ideas clearly	Presents minor mistakes in performance conventions Demonstrates a perspective on the readings with some creativity and originality
2 C	Cites 2-3 key concepts and supporting details from reading assignments No citations from other relevant readings	Demonstrates little insights and understanding of the readings	Communicates some ideas clearly Presents minor mistakes in performance conventions	Demonstrates a perspective on the readings with little creativity and originality
1 D	Cites 1 key concept and/or supporting details from reading assignments No citations from other relevant readings	Demonstrates no insights and understanding of the readings	Does not communicate ideas clearly Pays insufficient attention to performance conventions	Demonstrates a perspective on the readings with no creativity and originality
0 F	No citations from class readings and other relevant readings	No attempts in demonstrating insights and understanding of the readings	No attention to performance conventions	No attempts in demonstrating a perspective on the readings

The scoring rubric for short papers suggests major areas of concentration in writing and reading a short paper. Policies for students' re-writing short papers and/or student-instructor's writing conference on improving students' short papers may vary among the instructors of the University Colloquium. Points will be taken off for late papers.

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Web Links / IDS 3920 / Spring 2004

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[Florida State Parks](#)

This web site reflects Florida's natural and cultural resources. It provides you with an alphabetical listing of all the state parks, parks in your geographical area, and activities and interests provided from park to park. The Florida state park system is divided into nine regions. Find your region and explore the parks for those nearest you that might fulfill your field trip requirements.

[Corkscrew - Audubon Sanctuary](#)

Corkscrew Swamp Sanctuary in Collier County is one of the campus-based Colloquium class field trip sites.

[Recreational Opportunities on Federal Land](#)

This web site includes government agencies that offer recreational opportunities. They include Bureau of Land Management, Bureau of Reclamation, Corps of Engineers, USDA Forest Service, Fish and Wildlife Service, and the National Park Service. This site offers information from all of the federal land management agencies and allows you to search for recreation sites by state, by agency, or by recreational activity.

[The Center for a New American Dream](#)

The center for a New American Dream helps individuals and institutions reduce and shift consumption to enhance quality of life and protect the natural environment. The Center is working to start a new conversation in the home, at work, and in the schools on the question of "how much is enough?"

[Solstice](#)

A website on alternative energy and more.

[Affluenza](#)

A website for sustainable living.

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Floridiana / IDS 3920 / Spring 2004

Bibliography of "Florida" Books

*An incomplete list of books to further advance your sense of
place in Florida*

Brown, R. C. (1994). Florida's First People. Sarasota: Pineapple Press.

Examines the 12,000 year history of Florida's real native people. A real archaeological adventure!

Douglas, M. S. (1997). Everglades River of Grass. Sarasota:

Pineapple Press.

The book that created enough awareness of the flight of the Everglades to make a difference. A must-read for any Floridians who wish to consider themselves ecologically literate

Douglas, M.S. (1991). Voice of the River. Sarasota: Pineapple Press.

Marjory Stoneman Douglass's autobiography.

Hall, J. W. (1995). Gone Wild. New York: Dell.

An active conservationist dangerously confronts the business of trafficking endangered species. This thrilling novel takes the reader from deep in the Everglades to Miami and to the jungles of Borneo.

Hiaasen, C. (1994). Strip Tease. New York: Warner.

The 1996 film did this novel little justice. The story involves a fictional, corrupt sugar industry executive and a U.S. senator involved in murder and deception. The story centers around a mother turned stripper, trying to survive with her young daughter.

Hiaasen, C. (1996). Stormy Weather. New York: Warner.

A novel set just after hurricane Andrew collides with South Florida. The characters and situations, schemes and double crossings make a hilarious story.

Hiaasen, C. (Ed.). (1997). Naked Came the Manatee. New York: Fawcett.

Thirteen Florida authors each take a turn writing the thirteen chapters of this hilarious Miami story about a woman who seems to resemble MSD, her granddaughter, Booger the manatee, and various and sundry low lives trying to cause a revolution with the stolen body parts of a certain Cuban military and political leader.

Hurston, Z. N. (1990). Their Eyes Were Watching God. New York: Harper. (Original work published 1937).

Describes an individual's journey to selfhood amongst personal, social, and environmental challenges.

Hurston, Z. N. (1991). *Seraph on the Suwanee*. New York: Harper. (Original work published 1948).

A work of classic Florida literature that explores both the search for self and the longing for nature in the foreground of Florida's splendor.

Lindbergh, A. M. (1955). *Gift from the Sea*. New York: Panteon.

A book on self-realization. It is like finding a perfect shell . . . A surprising and beautiful experience. This book is an inspirational work of reflection and insight written on Captiva Island.

Matthiessen, P. (1991). *Killing Mr. Watson*. New York: Vintage.

A novel set in the Everglades and Ten Thousand Islands just after the turn of the century describing the events that lead up to the vigilante execution of the notorious E. J. Watson.

Muir, J. (1991). *A Thousand-mile Walk to the Gulf*. San Francisco: Sierra Club. (Original work published 1916).

A classic nature writing by a classic environmental activist, Muir's book outlines his one-thousand mile walk from Louisville, Kentucky to Northern Florida. The Florida chapters are marvelously descriptive.

Orlean, Susan (1998). *The Orchid Thief*. New York: Random



House

A true story. *New Yorker* writer Susan Orlean follows orchid thief, John Laroche through Southwest Florida's Fakahatchee Swamp and into the eccentric world of orchid collectors, a subculture of aristocrats, fanatics, and smugglers whose obsession with plants is all-consuming. Absolutely fascinating reading!

Rawlings, M. K. (1996). *Cross Creek*. New York: Touchstone. (Original work published 1942).

Marjorie Kinnan Rawlings's account of her thirteen year stay in the remote Florida town of Cross Creek.

Ripple, J. (1996). *Southwest Florida's Wetland Wilderness: Big Cypress Swamp and the Ten Thousand Islands*. Gainesville: University Press of Florida.

A wonderful educational adventure through Southwest Florida's various ecosystems, enhanced with a collection of Clyde Butcher's photographs.

White, Randy Wayne--- Different Novels: **Sanibel Flats., The Man Who Invented Florida, The Heat Island.,***His latest***; Ten Thousand Islands. New York: St. Martin's Press.**

These novels follow the life of Doc Ford, a marine biologist with a secret CIA past, who lives on a stilt house in the back bay behind Sanibel island. Ford to the rescue! Very enjoyable reading.

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Assessment Rubric / IDS3929 / Spring 2004

WEIGHTING OF ASSIGNMENTS

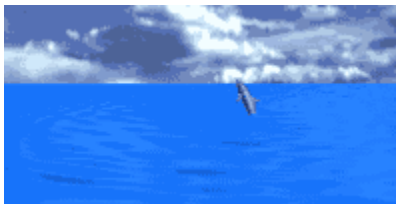
Percentages	Assignments
15%	Attendance
20%	Participation
35%	Short Papers
15%	Journals
15%	Final Project

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This rubric is designed to provide consistent expectations and, therefore, fairness to Colloquium students. However, as with all grading devices, the rubric is subject to interpretation. Colloquium instructors will explain in detail how they use a total point system, some use the four point scale. All have a system for evaluating the points with letter grades consistent with current University policy instructors have the option of awarding full letter grades only or plus and minus letter grades. Be sure you understand your instructor's choice and how she or he will determine them.

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