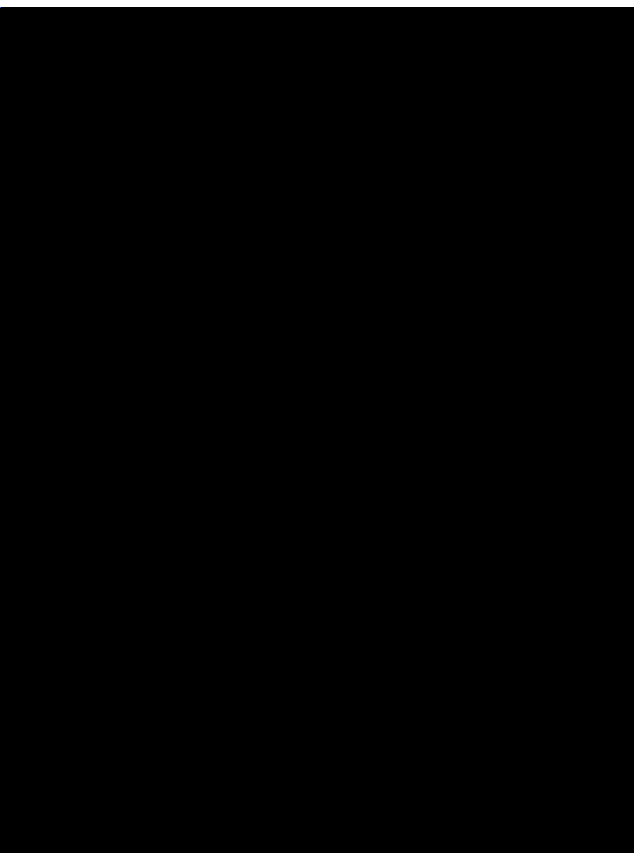
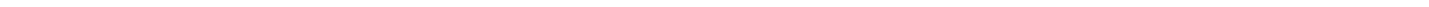


Contact Information

Dr. Jagruti Vedamati

Email:



Adhere to the same standards of behavior online that you follow in real life:

: if you encounter an ethical dilemma in cyberspace consult the code you follow in your life. Chances are good you'll find the answer.

æ c e r i r a l i e and p o d e r e t e e e If you're tempted to do something that's illegal in cyberspace, chances are it's also bad in real life.

I p r t t e d

When you enter a domain of cyberspace that's new to you, take a look around. Spend a while listening to the chat or reading the archives. Get a sense of how the people who are already there act. Then go ahead and participate. In this case, you are in an online classroom, and you should follow the same standards of behavior that you would be expected to follow in a real classroom. When you enter a new domain, it's a good idea to look for a code of conduct that the site is using to guide you.

Upon successful completion of an Area A3 course, students should be able to:

1. locate, interpret, evaluate, and synthesize evidence in a comprehensive way, including through library research; and integrate research findings into oral and written arguments through appropriate citation and quotation;
2. use a range of rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;
3. identify and critically evaluate the assumptions in and the contexts of arguments; and
4. use inductive and deductive logic to construct valid, evidence-supported arguments and draw valid conclusions.

Students will write a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

Course Materials

Access to a computer and the Internet are required to participate in this course.

All readings other than the textbook will be provided.

Miller & Spoolman

Cengage

20th

9780357142202

Campus Bookstore

The book is also available for rent online and the ebook is also available.

The book is available for rent at Amazon for about \$38.00 (hardcover). It is also available on vitalsource.com for about \$40 as an eTextbook.

The eBook ISBN is: 9780357705407 also available at the Cengage official site

Please read the following assignment descriptions carefully. Failing to comply with the specific directions given below may result in a loss of credit points for each assignment.

1. On the first day of class, post a 300 word personal biography that includes your academic major, year and a brief description of the people and experiences that have shaped your environmental views. For full credit, respond to at least two other students' personal introductions with comments and questions.
2. Beginning Day 1, there will be a textbook reading Knowledge Check for the day's topic. You have two opportunities to take the Knowledge Checks, to be completed on Canvas, and only the highest score will count. Answers will be released the day after the due date. The Knowledge Checks are intended to encourage you to read about the topic for the upcoming week as well as to check your comprehension of key terms and concepts. *In general, Knowledge Checks cannot be made up. The lowest four knowledge checks scores will be dropped from the final grade.*
3. This written critical thinking activity throughout the session will assess students' ability to demonstrate understanding of analytical texts; apply rhetorical argument strategies, debunk common logical fallacies, and defend their position in an oral debate with fellow students. For example, the Debate and Defend assignments on nuclear waste storage debate will help you strengthen the ability to employ different types of logic (CLO1, GELO1, CLO4, GELO 4). The GMO assignment will have you use rhetorical (e.g., pathos, ethos, logos) strategies to make your main points (CLO2, GELO2). The public transportation debate will help you synthesize social, political, and scientific assumptions to formulate an argument (CLO3, GELO 3).
4. Students will compose an essay in which they reflect on the discussions, readings, and topic of the week and include personal experiences. Students will describe their connection to the topic, revelations based on discussions, research, or reading, culturally significant associations, or other reflective narratives. The information in the reflection entries will remain While it is expected that the writing level remains appropriate for the course, use of first person arena fo level_ otes are encouraged.

Student work will be assessed based on the essay's demonstrated completeness of the following: locating and appropriately citing quality sources of information on environmental topics (GEL01); correct application of rhetorical or logical arguments using high-quality evidence on environmental issues (GEL02), written synthesis of information from two or more sources, acknowledges and addresses contrary or multiple sides of an argument about an environmental issue (GEL03); and effectively showing how a main take home point is the logical conclusion for the essay based on evidence presented earlier in the piece in the context of the environment and sustainability (GEL04). The content and depth of analysis for the Research Paper should be substantially more comprehensive than the Critical Thinking Essays.

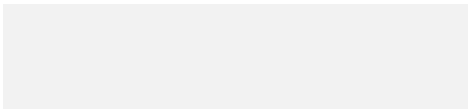
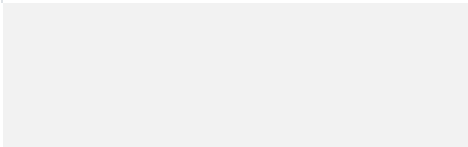
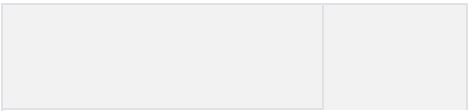
Online Citation Resources

For this class, you will use APA 7th Edition.

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Plagiarism, intentional or not, will not be tolerated in this course. This course is designed to provoke critical thought and writing, and

plagiarism will not help you to become a better thinker or writer. For an extensive read of the University guidelines for dealing with plagiarism, see the [University Academic Integrity Policy F15-7](https://www.sjsu.edu/senate/docs/F15-7.pdf) at [sjsu.edu/senate/docs/F15-7.pdf](https://www.sjsu.edu/senate/docs/F15-7.pdf). *The first incidence of plagiarism will result in a zero (0) for the assignment and a report filed with the Office of Student Conduct and Ethical Development.*



| | |
|----------------|------|
| Research essay | 20% |
| Total | 100% |

Grades

| <i>Grade</i> | <i>Percentage</i> |
|----------------|-------------------|
| <i>A plus</i> | 100% |
| <i>A</i> | 95 to 99% |
| <i>A minus</i> | 90 to 94% |
| <i>B plus</i> | 87 to 89% |
| <i>B</i> | 83 to 86% |
| <i>B minus</i> | 80 to 82% |
| <i>C plus</i> | 77 to 79% |
| <i>C</i> | 73 to 76% |
| <i>C minus</i> | 70 to 72% |
| <i>D plus</i> | 67 to 69% |
| <i>D</i> | 63 to 66% |
| <i>D minus</i> | 60 to 62% |

University Policies

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| 8/5 | MODULE 9: Urbanization, Sustainability & Economics | <ul style="list-style-type: none"> • Textbook reading Ch 25 • TEDx-Circular Economy | <ul style="list-style-type: none"> · Knowledge check – Ch 25 & Circular Economy · Circular Economy quiz · Debate & Defend 5: Do you think public transportation should be free? |
| 8/7 | MODULE 10: Environmental Justice | <ul style="list-style-type: none"> · Textbook reading Ch.17, Individuals Matter 22.1 (p.584), Lecture, and Case Studies | <ul style="list-style-type: none"> · Knowledge Check #13: Ch.17, Individuals Matter 22.1 (p.584), Lecture, and Case Studies · Case Study Analysis |
| 8/11 | Finals | | <ul style="list-style-type: none"> · Final Environmental Issues Final Reflection |