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Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PEOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

## Course Learning Outcomes (CLOs)

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### GE Area A3: Critical Thinking and Writing

Area A3 courses develop students' understanding of the relationship of language to logic. By engaging students in complex issues requiring critical thinking and effective argumentation, A3 courses develop students' abilities to research and analyze important topics and to construct their own arguments on issues that generate meaningful public debate and deliberation. Core students

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The book is also available for rent onloalebn r

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## Write as well as you can

Plagiarism is not intended to help you 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 as required by SJSU. A second incidence of plagiarism may result in a failing grade for the course and a second report filed.* Cite the source for any fact not understood to be common knowledge.

Here is an idea of what plagiarism looks like – this does not replace the definition of plagiarism found at the above link to the Academic Integrity Policy:

You are plagiarizing or cheating if you:

- For written work, copy anything from a book, article, or website and add or paste it into your paper without using quotation marks and/or without providing the full reference for the quotation, including page number.
- For written work, summarize/paraphrase in your own words ideas you got from a book, article, or the web without providing the full reference for the source (including page number in the humanities).
- For an oral presentation, copy anything from a book, article, or website and present it orally as if it were your own words. You must summarize and paraphrase in your own words and bring a list of references in case the professor asks to see it.
- Use visuals or graphs you got from a book, article, or website without providing the full reference for the picture or table.
- Recycle a paper you wrote for another class.
- Copy from a classmate or use someone else's work as if it were your own.
- Use technology or smuggle in documents to obtain or check information in an exam situation.

In writing a paper, it is always better to include too many references than not enough. When in doubt, always err on the side of caution. If you have any question or uncertainty about what is or is not cheating, it is your responsibility to ask your instructor.

Classroom as Community

It is my intent that students from all diverse backgrounds and perspectives

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Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

# ENVS 001 - Analyzing Environmental Issues, Fall 2023, Course Schedule

This schedule is subject to change with notice posted on Canvas as an announcement.

Week	Dates	Topics & Reading	Assignments & Activities
1	August 21 & 23	<p>Environmental Issues</p> <p>How do we frame environmental problems, causes, and sustainability? What is systems-thinking?</p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Chapter 1</li> <li>• Chapter 2, section 2.1 only and Section 11.1 from Chapter 11</li> </ul>	<p>In-Class Activities -</p> <p>M: Getting to know each other, Syllabus, AIC</p> <p>W: Environmental Issues Discussion</p> <p>Assignments DUE Sunday 8/27</p> <ul style="list-style-type: none"> <li>• Plagiarism Quiz</li> <li>• Knowledge Check 1 &amp; 2</li> <li>• Reflection Essay (1) (400 words)</li> </ul> <p>Topic: Select an environmental issue that matters to you.</p>
2	August 28 & 30	<p>Environmental Policy</p> <p>How do we regulate environmental issues?</p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Chapter 24</li> </ul>	<p>In-Class Activities -</p> <p>M: Lawsuits Activity</p> <p>W: Debate &amp; Defend (1): Sargent Ranch Mine/Juristac</p> <p>Assignments DUE Sunday 9/3</p> <ul style="list-style-type: none"> <li>• Knowledge Check 3</li> <li>• STEP 1: Research Paper Proposal with AIC for two sources (Writing Center)</li> <li>• Sargent Ranch Debate &amp; Defend (1) online discussion post (350-400 words)</li> </ul>





Week	Dates	Topics & Reading	Assignments & Activities
7	Oct. 2 & 4	<p>Energy</p> <p>How much environmental degradation should we allow to support energy consumption?</p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Chapter 14, only sections 14.1-14.4</li> <li>• Chapter 15</li> <li>• Chapter 16</li> </ul>	<p>In-Class Activities:</p> <p>M: Energy topics in the news &amp; Preparation for Debate and Defend (3): Nuclear Waste</p> <p>W: Debate &amp; Defend (3): Nuclear Waste</p> <p>Assignments Due Sunday 10/8:</p> <ul style="list-style-type: none"> <li>• Knowledge Check 9</li> <li>• STEP 3a: Draft Research Paper for Peer Review (1000 words)</li> </ul>
8	Oct 9 & 11	<p>Water</p> <p>What is the state of our water? How does water scarcity and pollution impact different communities?</p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Chapter 13</li> <li>• Chapter 20</li> </ul>	<p>In-Class Activities</p> <p>M: Water topics in the news</p> <p>W: Case Study (2): Colorado River Water Rights</p> <p>Assignments Due Sunday 10/15:</p> <ul style="list-style-type: none"> <li>• Knowledge Check 10</li> <li>• Critical Thinking Essay (1) (400-500 words):</li> </ul> <p>Topic: Analyze water recycling, water pollution, and water scarcity in the context of agriculture or energy use.</p> <ul style="list-style-type: none"> <li>• STEP 3b: Peer Review of Draft papers due</li> </ul>
9	Oct 16 & 18	<p>Air</p> <p>What is the status of air pollution and ozone depletion?</p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Chapter 18</li> </ul>	<p>In-Class Activities</p> <p>M: Air pollution topics in the news</p> <p>W: Preparation for Critical Thinking Essay</p> <p>Assignments Due Sunday 10/22:</p> <ul style="list-style-type: none"> <li>• Knowledge Check 11</li> <li>• Critical Thinking Essay (2) (400-500 words)</li> </ul> <p>Topic: Analyze how climate change and air pollution are interlinked.</p>
10	Oct 23 & 25	<p>Soil</p> <p>How and what do we eat?</p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Chapter 12</li> <li>• Watch Food systems and security</li> </ul>	<p>In-Class Activities</p> <p>M: Preparation for Debate &amp; Defend (4) : GMOs</p> <p>W: The World According to Monsanto</p> <p>Assignments Due Sunday 10/29</p> <ul style="list-style-type: none"> <li>• Knowledge Check 12</li> <li>• Debate &amp; Defend 3: GMOs (350-400 words)</li> </ul>



