

Catalog Description: How are humans affecting the earth's environment and what can we do about it? Discover the scientific, technical, behavioral, and social causes of environmental challenges and develop critical thinking skills for determining reliable paths to creating a more sustainable future.

This is taught using an in-person format. Students will be required to attend all class meetings. Discussion and debate are important elements of the class and students must be prepared for these interactive, hands-on activities. Reading all assigned materials before class time will help to advance our discussions.

Students will be required to regularly access assignments and complete discussion questions on the University Canvas Learning Management System. Course materials, such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website.

In addition, instruction of content and assignment clarification will be available on Canvas as needed. This course will use modules to engage regular weekly assignments, as well as readings, viewing, and course materials that each student is required to keep on top of each week. Students will be required to check into the Canvas Learning Management system regularly.

Each student must manage their own time each week, to know when assignments are due, and any other weekly course obligations, and all students move through the course together each week. Each consecutive module is locked until the previous module is completed so that everyone moves through the course together. This will involve regularly logging into the online learning systems to check forums, communications, monitor your email address, and virtually interact with classmates, instructor, and course materials. ***Please check your Canvas account and make sure it is linked to your CSUMB email.***

In order for this course to have value, students must attend class with the understanding that lecture, in-class discussions and project-based activities are but one component of the learning experience. Students should come to class prepared by reading assignments so they may participate in classroom discussions and exercises in a meaningful way. When a student does not attend a class meeting, it is that student's responsibility to obtain copies of any lecture notes (from a classmate, not the instructor), handouts, course materials, or announcements presented during class.

In this course, you will also complete at least 6,000 words of writing, distributed among the assignments as shown in this syllabus.

Please contact me through the course's Canvas Inbox or by email (heather.duplaisir@sjsu.edu). Please include the course (ENVS-01) and your name in the email. When applicable, I will post an announcement or send a message to everyone in the class if I feel your question or concern will

Peggy Cabrera (peggy.cabrera@sjsu.edu), Associate Librarian.

You can find a library guide for conducting research on environmental studies topics at the following URL: https://libguides.sjsu.edu/environmental_studies

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

More details will be provided for each of the assignments later in the semester.

Students are required to engage with peers, instructor, and guest speakers, and fully participate during class activities both in person and online. Students are expected to read textbook material and complete Canvas Modules online which may include additional reading, videos, self-assessment discussion questions and reflections.

In-class participation points are awarded to students who actively engage in class. These are not “showing up” points. Students who ask questions, engage in discussion, make use of office hours, and other types of critical and active engagement are awarded points. Students who do not actively engage in the course are not awarded points in each specific online opportunity. A student’s ability to demonstrate /

- b. That you have taken sufficient notes that you can identify and analyze key concepts, arguments, and elements of research that the author uses to express and develop their argument.
- c. That you can reflect on connections between this reading and other texts, concepts, and topics from the current unit.

Written and in-class critical thinking activity throughout the semester 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. Two assignments will also require a written response of 250+ words.

5. The final assignment for this course is an opportunity for you and a classmate to demonstrate that you have learned to think about environmental issues more carefully, objectively, creatively, and analytically by teaching your classmates about the issue. As partners, you have the opportunity to select and analyze an issue from opposing perspectives and teach the class about the topic. The presentation must include an activity or interactive element that engages your classmates, effectively arguing the importance and understanding of the issue. This assignment will be completed in the following sequence:
- A. STEP 1: “You Teach and Activity” Proposal - Topics will be on a controversial environmental issue. The proposal should also include 4 annotated primary sources, correctly formatted, that you intend to use. A rough idea of the interactive element must also be included. One academic peer-reviewed reading is required for your classmates. The reading will be distributed a week prior to your presentation date.
 - B. STEP 2: “You Teach and Activity”: (GELO2, CELO3-CELO4). The last two weeks of class will be dedicated to your teaching and activities. Each pair will be given 20 minutes to present and conduct the activity.

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

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

, 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 as required by SJSU. A second incidence of plagiarism may result in a failing grade for the course and a second report filed.*

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:

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.

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The final evaluation will be a team, 'You Teach' Presentation, Activity. The slides will be due on ~~the~~ as the last day of class. Presentations will be split between the last day of class and the ~~allotted~~ final exam

experiences.

Participation (online & in-class)	200	750
10 Reading Analyses (150 words each)	200	2000
4 Debate & Defend (2 include written component)	100	500
Conservation Agb include		



All assignments are due by the due date and time listed in the

Ask questions during discussions.

Attend class as scheduled and maintain a professional and positive attitude.

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5	February 19 & 21	Why is it important to preserve ecosystems in all biomes? How does vegetation play a role in supporting ecosystems? M/W: in-class discussion & activities	CH 10 Reading Analysis 3 Guest Speaker Prep
6	February 26 & 28	How do we view trees, fish, water or other natural resources? Human and Animal populations examined. M: In-class Activities & Discussion W: Guest Speaker: Deb Kramer from Keep Coyote Creek Beautiful	Chapter 9 & 11 selected sections on Canvas Reading Analysis 4
7	March 4 & 6	Sustaining Biodiversity: How Powerful is The Endangered Species Act? What is the impact of biodiversity loss and mass extinction? M: Guided Library Research Session with Peggy Cabrera meet in MLK Library RM 213 W: Activities & Discussion	CH 19 + additional reading Reading Analysis 5 Assignments Due Tuesday 3/5: iNaturalist
8	March 11 & 13	How can we collectively slow climate change? M: Energy topics in the news Debate & Defend 2 teams meet	: CH 14 Debate & Defend 2 additional reading Guest Speaker prep Reading Analysis 6 Assignments Due Tuesday 3/12: ●
9			Chapter 15 & 16

14	April 22 & 24	<p>What other ways can we deal with solid and hazardous waste?</p> <p>M: Understanding solid waste</p> <p>W: EJ Case Studies + Debate & Defend 4 Introduced</p>	<p>Chapter 17, 18, 22, selected sections Debate & Defend 4 Reading & Research included.</p> <p>Reading Analysis 9</p> <p>CCCAC Reflection</p>
15	April 29- May 1	<p>How and why are minority communities impacted the most from environmental issues? How should we plan urban communities?</p> <p>M: In-class Activities & discussion, Work in groups on the final presentation W: Discussion & Debate & Defend 4</p>	<p>Chapter 25</p> <p>Reading Analysis 10</p>
16	May 6 & 8	<p>What is your worldview?</p> <p>M: Class Wrap-up Reflection, Worldview Activities W: Teams Work on Teaching Activity, Class Reflection & wrap Up</p>	<ul style="list-style-type: none"> •
17	May 13		