

# Introduction to Environmental Issues Section 04

## ENVS 1

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/23/2024

### Course Description and Requisites

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What effects are human activities having on the natural environment and our quality of life? Discover the technical and social causes of environmental degradation; learn how your personal and career choices can protect the environment for current and future generations.

GE Area(s): A3. Critical Thinking and Writing

Prerequisite(s): Completion of GE Area A2 with a grade of "C-" or better.

Letter Graded

### Classroom Protocols

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#### Late Work

All assignments are due by the due date and time listed in the course calendar. If you miss the deadline and you haven't contacted me for an extension, the work will not receive a grade. Exceptions may be considered in rare circumstances for legitimate and documented circumstances (medical emergency, death in the family).

#### Extra Credit

Students are responsible for recording the details of any offered extra credit assignments.

#### Classroom Guidelines

Throughout the semester we will address and discuss a variety of issues that may bring out strong and opposing views. As a community of learners and colleagues, it is critical that we respect one another's thoughts and address comments to the IDEAS and not the person. Our classroom is not a forum for demeaning or threatening language/comments.

Harassment of any kind (sexual, racial, class, sexual preference, gender, gender identity, etc.) between students or towards/from the instructor will not be tolerated. As a community member of this classroom, I expect everyone to act in a respectful and mature manner. Should any problems arise we as a class will promptly take action.

## Here are some guidelines for "Netiquette", or the etiquette of cyberspace:

**Remember the human:** When you communicate electronically, all you see is a computer screen. You don't have the opportunity to use facial expressions, gestures, and tone of voice to communicate your meaning; words you only write are all you've got. That goes for your correspondence as well. Remember the Prime Directive of Netiquette: Those are real people out there. Ask yourself, "would I say this to the person's face?" If the answer is no, rewrite and reread. Repeat the process until you are sure that you'd feel as comfortable saying these words in person as you would sending them through cyberspace.

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

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

**Don't break the law:** If you're tempted to do something that's illegal in cyberspace, chances are it's also bad Netiquette.

**Know where you are in cyberspace:** 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 behave the same as you would behave in a live classroom.

**Respect other people's time and bandwidth:** When you send an email or post to a discussion group, you're taking up other people's time (or hoping to). It's your responsibility to ensure that the time they spend reading your posting isn't wasted. Use correct grammar, spelling, punctuation and make sure your posting is well organized and coherent. **Don't dig out her father's email address or phone number**

Help keep flame wars under control: 'Flaming' is what people do when they express a strongly held opinion without holding back emotion. It's the kind of message that makes people respond, "Oh come on, tell us how you really feel." Tact is not its objective. People are welcome to their opinions and strong emotions. Flame wars result when contrary opinions are argued back and forth in a flaming manner. Agree or disagree professionally, and if you can, support your opinions with facts. Respect the opinions and emotions of your classmates.

Respect other people's privacy: Do not share your classmate's personal information in any open communication in an online classroom. This includes discussions, or group emails. And do not share a classmate's personal information with your instructor unless the classmate has given you permission.

Failure to meet classroom protocol expectations will result in a loss of up to 10% from your final course grade.

## Program Information

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Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

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 opportunity to engage with diverse perspectives and contribute to the well-being of local, national, 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 (PLOs) 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 Goals

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### GE Area A3: Critical Thinking and Writing

Area A3 courses develop students' writing to effectively engage and contribute to the well-being of local, national, and global communities and the environment.

inductive and deductive reasoning as well as identification of formal and informal fallacies of language and thought. Completion of Area A2 (Written Communication I) with a minimum grade of C- is a prerequisite for enrollment in Area A3. Completion of Area A3 with a grade of C- or better is a CSU graduation requirement.

## GE Area A3 Learning Outcomes (GELOs)

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

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

### *Course Learning Outcomes (CLOs)*

*Upon successful completion of this course, students will be able to:*

1. Employ credible information sources and information to evaluate environmental issues and formulate effective sustainability
2. Describe the economics, politics, and social processes that have resulted in the environmental injustice and degradation of the natural
3. Demonstrate understanding of valid scientific information relevant to environmental issues and effective natural-resources and environmental
4. Identify social, political, and technical solutions that will guide change towards more sustainable communities today, and in the years to come.

## 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. Courses include explicit instruction and practice in inductive and deductive reasoning as well as identification of formal and informal fallacies of language and thought. Completion of Area A2 (Written Communication I) with a minimum grade of C- is a prerequisite for enrollment in Area A3. Completion of Area A3 with a grade of C- or better is a CSU graduation requirement.

### GE Area A3 Learning Outcomes

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.

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

## Course Materials

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Access to a computer and the Internet are required to participate in this course. A smartphone is used for some assignments.

All readings other than the textbook will be provided.

## Living in the Environment

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# Class Attendance and Communication

*You must attend class* to achieve a good grade in the class. It is your responsibility to check Canvas and your email daily for announcements about class activities and assignments. Important class information about assignments will be given during the lecture. *10*

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 and personal anecdotes are encouraged.

4. Case Study (CLO 1-4). Students will conduct in-class research and present case studies regarding current situations impacting people and biodiversity. Each small group will evaluate the case and articulate facts, analyze stakeholder perspectives, scientific outcomes, consequences, and potential solutions. Each case study will involve break-out sessions and presenting to the class.
5. Course Research Paper: (GELO1-GELO 4). The midway assignment for this course is an opportunity for you to demonstrate that you have learned to think about environmental issues more carefully, objectively, creatively, and analytically as a participant in this This is a critical skill for professionals in environmental, as well as other, professions. Indeed, it is a critical skill for anyone interested in making informed choices about issues that affect their lives. You will have the opportunity to select and analyze an issue from opposing perspectives. This assignment will be completed in the following sequence:

STEP 1: Topic & AIC: Submit your proposed topic for arguing the same issue pro and con. Topics will be on a controversial environmental issue. Topics must receive instructor approval. The proposal should be a one to two paragraph description of the topic and why it interests you. It should include at least one pro and one con point you will explore. The proposal should also include 2 sources with completed AIC worksheets. Each topic proposal must be reviewed by the writing center. Proof of review must be emailed to me  
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Course Research Paper	250	2000	15%
'You Teach' Presentation & Activity	300	0	15%
Participation & Class Activities	300	1000	20%
Debate & Defend	250	2000	20%
Total	1512	7000	100%

## Grades

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>100%</i>
<i>A</i>	<i>95 to 99%</i>
<i>A minus</i>	<i>90 to 94%</i>
<i>B plus</i>	<i>87 to 89%</i>
<i>B</i>	<i>83 to 86%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>77 to 79%</i>
<i>C</i>	<i>73 to 76%</i>
<i>C minus</i>	<i>70 to 72%</i>

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