

# Introduction to Environmental Issues Section 03

## ENVS 1

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/21/2024

### Contact Information

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#### Course and Contact Information

Instructor:	Heather Duplaisir
Office Location:	WSQ 115D
Email:	Heather.duplaisir@sjsu.edu@sjsu.edu
Office Hours:	Tuesday 3:30-4:30 PM and/or by appointment
Class Days/Time:	Section 2: Tuesdays and Thursdays 10:30 AM-11:45 AM  Section 3: Tuesdays and Thursdays 1:30 PM-2:45 PM

Class Location	Dudley Moorhead Hall Room 164
GE Category:	A3: Critical Thinking and Writing

## Course Information

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### Course Description

The relationship between humans and the environments around them is constantly changing. At this point in the earth's history, humans are the most significant factor in climate and biosphere change. The field of environmental studies focuses on understanding the causes, dynamics, and—very importantly--solutions to the environmental challenges that face us today. Yet, environmental issues can be controversial, especially since knowledge is evolving and some issues can provoke outcry from those wishing to maintain unsustainable practices. All citizens must be able to think critically, use credible information, and logically evaluate claims to effectively create a more equitable and sustainable world. As required for GE Area A3, students will be able to "analyze, criticize and advocate complex ideas" and "reach well-supported factual conclusions".

In this course, students apply critical thinking methods to a wide array of environmental topics to develop meaningful and effective sustainability solutions. Readings, discussions, and assignments will require students to analyze the scientific research, activism, and policy action that communities in the U.S. and around the world are taking to promote environmental justice and sustainability.

### Course Format

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.

**This is not a self-paced course.** 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.

### Contacting the Instructor

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 benefit or affect everyone (and in this case, you will not receive an individual response).

## 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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## Classroom Protocol and Expectations (Netiquette/ Etiquette)

Please refer to the university's student conduct code for general expectations: <http://www.sjsu.edu/studentconduct/docs/Student%20Conduct%20Code%202013.pdf>

All students have the right to pursue higher education in a safe atmosphere, and to have the freedom to express opinions, beliefs and attitudes. We want to build and maintain a culture of civility, respect and safety. We are all expected to treat one another with respect through our greetings, our language, and our behavior. We exhibit civility through our language, our attitudes, and our values and beliefs. We contribute to one another's safety through our carefully thought-out actions and words. **Discourteous behavior towards your classmates or the instructor can adversely affect your final grade.**

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.

**Cell phones and laptops** – Please be courteous to the instructor and to your classmates. Please do not use your cell phones during class. Cell phones are to be turned to silent. They are to be turned off or on silent/vibrate and put away for the duration of class. If you like to take notes directly on your laptop or other device, please use it only for course related activities. It is rude and distracting to be surfing the web, checking emails, or updating your "status" during class.

### NOTES FOR SUCCESS

- Arrive to class on time and ready to participate.
- Read materials before class and come prepared with basic knowledge of chapter/reading content.
- Respect the group process and commit to group members by meeting individual obligations.
- Ask questions during discussions.
- Attend class as scheduled and maintain a professional and positive attitude.
  
- Take responsibility for your own learning.
- Take pride in your work as it represents you.
- You are responsible to make up the content of classes missed by being informed and aware of current topics and due dates.
- If you have a question about an assignment, contact the professor early. Leave time for the time it takes to communicate and make any needed changes prior to due dates.

**Communications among students in ENVS01 should follow the following etiquette/'netiquette' standards:**

- Respect the privacy of your classmates and what they share in class.
- Ask classmates for clarification if you find a discussion posting difficult to understand.
- Anyone can have an opinion. As a student, you are expected to back up your stated opinions with facts and reliable sources.
- Understand that we may disagree and that exposure to other people's opinions is part of the learning experience.

- Be respectful of each other. We're all in this together. Before posting a comment to a discussion board or writing an email, ask whether you would be willing to make the same comment to a person's face.
- Keep in mind that everything you write, indeed every click of your mouse is recorded on the network server. On the Internet, there are no takebacks.
- Keep in mind that you are taking a college class. Something that would be inappropriate in a traditional classroom is also inappropriate in an online classroom.

### Other Course Expectations

- Students are expected to be active participants in their learning. Students are expected to complete all readings PRIOR to participating in class.
- Students are expected to be respectful in their communications to all classmates and to the instructor. Students are to stay up on readings. Discussions can be much more fruitful and engaging to all if everyone commits to everyone's learning.
- Students are responsible for turning in assignments on time.

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

### Class Access Statement

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without an Accessible Education Center accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting the [Accessible Education Center](#) (408-924-6000; [aec-info@sjsu.edu](mailto:aec-info@sjsu.edu)) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications or accommodations.

## 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 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 (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 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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### Textbook

Miller, G. *Living in the Environment*. 20<sup>th</sup> edition.

The book is available for purchase at [Amazon](https://www.amazon.com) (hardcover). It is also available on [vitalsource.com](https://www.vitalsource.com) for about \$40 as an eTextbook. Here is the link: <https://www.vitalsource.com/referral?term=9780357142332>.

The text is also available for rent at the SJSU MLK Library (please note: you may not check it out, but can review it there or take photos of pages to review later).

Additional required readings and supplemental material will be assigned throughout the semester. These will be made available as pdf files or online links on Canvas.

## Library Liaison

Peggy Cabrera ([peggy.cabrera@sjsu.edu](mailto: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](https://libguides.sjsu.edu/environmental_studies)

# Course Requirements and Assignments

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## Course Requirements and Assignments

“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.”

**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. This course requires at least 6,000 words of writing; the writing assignments and number of words for each assignment are given below.**

### Assignments in Brief:

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

**1. Engaged Participation:** 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 active engagement is an important skill to validate competence development. The participation category is an important portion in the calculation of final grades. In other words, if a student does not actively participate both online and in the classroom, they will lose out on valuable learning and thus points.

- Engaged participation includes 2 written reflections on guest speaker appearances and 2 written reflections on activities assigned in class. (150+ words each)

### 2. Weekly Reading Analyses (Canvas) (CLO3) (200 words minimum):

Most weeks, you will be asked to compose a written response that engages a series of analytical and reflective discussion questions about the reading. *Only your top 10 scores will be counted toward your final grade.* These responses should demonstrate the following:

1. That you completed the assigned reading in its entirety.
2. 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.
3. That you can reflect on connections between this reading and other texts, concepts, and topics from the current unit.

*These posts will be due by midnight (before class) on the day that the corresponding reading is scheduled for discussion.*

**3. Case Study Critical Thinking Essays. (GELO 1 – 4; CLO 1-4).** Students will be given case studies through guest speaker presentations. Students will then 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. Students will compose two essays with a minimum of 250 words each in which they acquire, synthesize, and logically analyze information in response to a given topic and then present the information and their conclusion in a well-constructed essay. A critical thinking essay differs from an argumentative essay in several ways. One of the most central is that a critical thinking essay begins with a question rather than a thesis. It is okay, in fact it's great, if you don't know the answer to the question when you begin. Amy S. Glenn (<https://www.amyglenn.com/Courses/critical.htm>) provides an excellent outline for writing a critical thinking essay. Student work will be assessed based on the discussion's demonstrated completeness of the following: locating and appropriately citing quality sources of information on environmental topics (GELO1, CLO1); correct application of rhetorical or logical arguments using high quality evidence on environmental issues (GELO2, CLO2), written synthesis of information from two or more sources, addressing contrary or multiples sides of an argument about an environmental issue (GELO3, CLO3); 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 (GELO4, CLO4).

#### **4. Debate and Defend. (CLO1-4, 4; GELO 1-4)**

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 200+ words.

#### **5. Conservation Agency Research Project and Paper (GELO1-GELO 4) (4 parts)**

Students will partner with a real-life, local conservation organization, to better understand the specific environmental causes they are championing, along with specific cases, challenges, and policies. Students will acquire a first-hand look at the environmental issues specific to the organization, before selecting one focus topic for a broader culminating research paper. This assignment includes the following sequential steps:

##### **5A. Local Conservation Agency Selection and Written Proposal (50 words)**



You will write up a critical analysis of the organization which will include the issue where you will be focusing your research (your research topic). This will include a topic paragraph that will include the agency, issue, the broader context of the issue, and at least one pro and one con point you will explore.

**\* Topics must receive instructor approval.**

**5B. Outline and Annotated Bibliography (250 words):** The outline will include a revised topic paragraph (if needed) and an outline of your paper with an annotated bibliography of at least 3 primary sources. Please note: One class session will be held with research librarian Peggy Cabrera.

**5C & D. Research Paper: (GELO1-GELO 4).** This is an opportunity for you to demonstrate that you can apply a specific environmental issue to a broader context through careful, objective, creative analysis. 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.

**Draft:** Each student will submit a completed draft for peer review. You will exchange drafts with another student (assigned by the instructor) one week in advance of the peer review meeting. One class period will be set aside for each team of students to discuss their papers and each other's peer review. The draft must contain evidence of applying inductive or deductive reasoning and at least one of the main persuasion strategies of logos, pathos, or ethos.

**Final:** The paper must be a minimum of 1,500 words (6 pages, double-spaced). Papers must be correctly formatted and cited according to one of the 3 citation formats listed below. At least 10% of your grade will be based on writing in a manner appropriate to a university-level course.

**Assessment:** 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 (GELO1); correct application of rhetorical or logical arguments using high-quality evidence on environmental issues (GELO2), written synthesis of information from two or more sources, acknowledges and addresses contrary or multiples sides of an argument about an environmental issue (GELO3); 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 (GELO4).

## **6. Field Experience Reflection Essays.**

6A & B. Students will volunteer for one conservation organization during the semester, and will attend an event either through that organization, or another conservation organization. While volunteering, students will take photographs and/or video of the event. Students will write a 200+ word reflection on the event using question prompts that will be provided on Canvas. Students will also include pictures and/or video with their essay submissions. While it is expected that the writing level remains appropriate for the course, use of first person and personal anecdotes are encouraged.

1. The policies for volunteering are:
  - o You must volunteer for at least one organization during the semester.
2. -You must attend at least one event during the semester.
  - o You may sign up for these events during class when the events become available. A list will be provided on Canvas with organizations, volunteer opportunities, and events. This document will be

added to throughout the semester.

- o You may volunteer for events of your choosing. You must have those events approved by the instructor.
- o You are representing yourself, your classmates, and your University. Not showing up or acting unprofessionally reflects poorly on all three.

### 6C. Reflection on Experience at CCCAC Garden

Students will plan to attend a Eco-Retreat at the CCCAC Community Garden with the garden coordinator and staff (details on Schedule and Canvas. Plan to meet at the garden at the beginning of class. Students will then reflect on and evaluate their experience in a 200+ word paper in APA format. Details will be posted on Canvas and explained in class.

### 6D. Final Reflection Essay:

Respond to the following prompt and question (200 words): Identify five unifying elements in the course and describe why you chose them. How might you use the knowledge and skills of this course to further your journey in understanding and analyzing environmental issues?

7. **“You Teach” & Activity** (GELO1-GELO 4) . 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:

1. 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.
2. 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.

### Online Citation Resources

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

- APA: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](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 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.

**Final Examination or Evaluation**

The final evaluation will be a team, 'You Teach' Presentation, Activity. The slides will be due on Canvas the last day of class. Presentations will be split between the last day of class and the allotted final exam day. A detailed rubric will be provided in Canvas.

### Classroom as Community

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are antiracist and respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, culture. I am committed to the principle of universal learning. This means that our classroom, other virtual spaces, our practices, and our interactions are antiracist and inclusive. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. Active, thoughtful, and respectful participation in all aspects of the course will make our time together this semester as productive and engaging as possible. Your suggestions for accomplishing these goals are encouraged and appreciated.

A significant part of university education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are presented in class for discussion. Our conversations may not always be easy; we sometimes will make mistakes in our speaking or writing and listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. **Regardless of our agreements or disagreements, we will always respect each other.**

### 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 that may be offered.

## ✓ Grading Information

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### Grading Information

Assignment	Total Points	Approx. Max. Word Count
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Participation includes written guest speaker reflections and 2 written reflections on activities assigned in class.	200	600
10 Reading Responses (200 words)	200	2000
2 Case Study Critical Thinking Essays (250 words)	50	500
4 Reflection/Activity Essays (200 words each)	150	800
4 Debate & Defend (150 x2 words)	100	300
Research Paper (6 page minimum) Includes: Proposal, Outline, Rough and Final Drafts	200	1800
'You Teach' Presentation, Activity	100	0
<b>Total</b>	<b>1,000</b>	<b>6,000</b>

## 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>
<i>D plus</i>	<i>67 to 69%</i>
<i>D</i>	<i>63 to 66%</i>
<i>D minus</i>	<i>60 to 62%</i>

**NOTE:** Attendance is not part of your grade evaluation per [University policy F69-24](https://www.sjsu.edu/senatedocs/F69.24.pdf) at [sjsu.edu/senatedocs/F69.24.pdf](https://www.sjsu.edu/senatedocs/F69.24.pdf) states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.

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

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### ENVS 01 - Analyzing Environmental Issues, Fall 2024, Course Schedule

*Course Schedule: Please note, activities, readings, and assignments are subject to change based on instructor discretion, student feedback, and class requirements.*

Canvas Modules are to be completed and assignments will be due on either **Mondays or Wednesdays by 11:59 PM**

*Please refer to the course schedule below for more information.*

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<b>Week</b>	<b>Dates</b>	<b>Topics &amp; Activities</b>	<b>Reading &amp; Assignments</b>
1	August 22	Orientation  Getting to know each other, Syllabus, Schedule, Assignments, and Course Expectations	Reading: listed on Canvas  Chapter 1

Week	Dates	Topics & Activities	Reading & Assignments
2	August 27&29	<p><b>Introduction to Environmental Issues</b></p> <p>How do we frame environmental problems, causes, and sustainability? What is systems thinking?</p> <p><b>In-Class Activities -</b></p> <p>T: Environmental Issues Discussion + Determine Your Footprint</p> <p><b>Volunteer &amp; Event Reflection Assignments reviewed</b></p> <p>TH: Guest Speaker: James Eggers, Sierra Club *bring questions to class! Attendance advised</p>	<p><b>Read:</b></p> <p>Chapter 24 + additional reading</p> <p>Review: Conservation Agency Research Project and Paper</p> <p><b>Assignments DUE Monday 8/26</b></p> <p>Start Here Module + Module 1</p> <ul style="list-style-type: none"> <li>● Plagiarism Quiz</li> <li>● Introductory Discussion</li> <li>● Beginning Semester Survey</li> <li>● Reading Analysis 1</li> </ul> <p><b>Assignments Due Wednesday 8/28:</b></p> <ul style="list-style-type: none"> <li>• Guest Speaker prep and question</li> </ul>



Week	Dates	Topics & Activities	Reading & Assignments
3	September 3&5	<p><b>Environmental Policy</b></p> <p>How do we regulate environmental issues?</p> <p><b>In-Class Activities -</b></p> <p>T: Introduction to Logic</p> <p>TH: Lawsuit Activity in class</p> <p><b>Conservation Agency Research Project and Paper Introduced</b></p> <p><b>Debate &amp; Defend 1 Introduced</b></p> <p><b>Critical Thinking Essay 1 Introduced</b></p>	<p><b>Read:</b> CH 19 + CH7 (sections on Canvas) + Additional Reading</p> <p><b>Review Conservation Agency Research Project and Paper</b> (will discuss in class 9/5)</p> <p>.</p> <p><b>Assignments DUE Monday 9/2</b></p> <ul style="list-style-type: none"> <li>● Reading Analysis 2</li> </ul> <p><b>Assignments Due Wednesday 9/4</b></p> <ul style="list-style-type: none"> <li>· Guest Speaker Reflection</li> </ul>
4	September 10 & 12	<p><b>Climate Change &amp; Biodiversity</b></p> <p>How can we collectively slow climate change?</p> <p><b>In-Class Activities -</b></p> <p>T: Guest Speaker Deb Kramer</p> <p>TH: Debate &amp; Defend 1: Development Coyote Valley</p> <p>Outline Introduced before library visit</p>	<p><b>Read:</b></p> <p>Chapters 2 &amp; 3 (sections listed on Canvas)</p> <p><b>Assignments DUE Monday 9/9</b></p> <ul style="list-style-type: none"> <li>● Debate &amp; Defend 1 Discussion</li> <li>● Guest Speaker Prep and Question</li> </ul> <p><b>Assignments DUE Wednesday 9/11</b></p> <ul style="list-style-type: none"> <li>· Volunteer or Event Selection &amp; Plan</li> <li>· Debate &amp; Defend Response</li> </ul>

Week	Dates	Topics & Activities	Reading & Assignments
5	September 17 & 19	<p><b>Ecological Principles, Ecosystems, and Sustainability</b></p> <p>Why is it important to preserve ecosystems in all biomes? How does vegetation play a role in supporting ecosystems?</p> <p><b>In-Class Activities:</b></p> <p>T: Library Meeting at MLK Library with Peggy Cabrera Room #213</p> <p>TH: In-Class Discussion &amp; Activities</p>	<p><b>READ:</b></p> <p>CH 5 &amp; 6 (sections)</p> <p><b>Assignments Due Monday 9/16:</b></p> <ul style="list-style-type: none"> <li>● Reading Analysis 3</li> <li>● Local Conservation Agency Selection and Written Proposal</li> </ul> <p><b>Assignments Due Wednesday 9/18:</b></p> <ul style="list-style-type: none"> <li>● Guest Speaker Reflection</li> </ul>
6	September 24 & 26	<p><b>Population</b></p> <p>Is population growth sustainable?</p> <p><b>In-Class Activities:</b></p> <p>T: In-class Activities &amp; Discussion</p> <p>TH: In-class Activities &amp; Discussion</p>	<p><b>READ:</b></p> <p>Chapter 9 + Additional Reading</p> <p><b>Assignments Due Monday 9/23:</b></p> <ul style="list-style-type: none"> <li>● Reading Analysis 4</li> </ul> <p><b>Assignments Due Wednesday 9/25:</b></p> <ul style="list-style-type: none"> <li>● Critical Thinking Essay 1</li> </ul>

Week	Dates	Topics & Activities	Reading & Assignments
7	October 1 & 3	<p><b>Biodiversity Loss and Extinction</b></p> <p>Sustaining Biodiversity: How Powerful is The Endangered Species Act? What is the impact of biodiversity loss and mass extinction?</p> <p>iNaturalist setup, practice walk</p> <p><b>In-Class Activities:</b></p> <p>T: Activities &amp; Discussion</p> <p>TH: iNaturalist Activity (no class)-submit by midnight</p>	<p>Read:</p> <p>CH 10</p> <p><b>Assignments Due Monday 9/30:</b></p> <ul style="list-style-type: none"> <li>● Reading Analysis 5</li> </ul> <p>Assignments Due Wednesday 10/2:</p> <ul style="list-style-type: none"> <li>● Outline and Annotated Bibliography</li> </ul>

Week	Dates	Topics & Activities	Reading & Assignments
8	October 8 & 10	<p><b>Natural Resource Management</b></p> <p>How do we view trees, fish, water or other natural resources? Human and Animal populations examined.</p> <p>T: Ecotourism Examined</p> <p>TH: In-class activities and discussion</p>	<p>Read:</p> <p>CH 12</p> <p>Debate &amp; Defend 2 additional reading + View Documentary</p> <p><b>Assignments Due Monday 10/7:</b></p> <ul style="list-style-type: none"> <li>• Reading Analysis 6</li> </ul> <p>Assignments Due Wednesday 10/9:</p> <ul style="list-style-type: none"> <li>•</li> </ul>
9	October 15 & 17	<p><b>Soil</b></p> <p>How and what do we eat?</p> <p><b>In-Class Activities</b></p> <p>T: Debate &amp; Defend 2: GMOS</p> <p>TH: Garden Day Meet at CCCAC Garden</p>	<p>Read:</p> <p>Chapters 13 &amp; 20</p> <p><b>Assignments Due Monday 10/14:</b></p> <ul style="list-style-type: none"> <li>• Debate &amp; Defend 2 Written Response</li> </ul> <p><b>Assignments Due Wednesday 10/16:</b></p> <p>Volunteer/Event Reflection 1</p>

Week	Dates	Topics & Activities	Reading & Assignments
10	October 22 & 24	<p><b>Water</b></p> <p>What is the state of our water? How do water scarcity and pollution impact different communities?</p> <p><b>In-Class Activities</b></p> <p>T: In-class Activities &amp; Discussion</p> <p>TH: Peer Review In Class</p>	<p><b>Read:</b></p> <p>Chapters 14 + Additional Reading</p> <p><b>Assignments Due Monday 10/21:</b></p> <ul style="list-style-type: none"> <li>● Reading Analysis 7</li> <li>● Volunteer/Event 2 Plan</li> </ul> <p><b>Assignments Due Wednesday 10/23:</b></p> <ul style="list-style-type: none"> <li>● Draft Research Paper for Peer Review</li> </ul>
11	October 29 & 31	<p><b>Energy &amp; Resource Extraction</b></p> <p>How much environmental degradation should we allow to support energy consumption?</p> <p>T: In-class Activities &amp; Discussion</p> <p>TH: Debate &amp; Defend 3: Juristac vs. Sargent Mine</p>	<p><b>Read:</b></p> <p>Chapters 15 + 16 + Additional Reading</p> <p><b>Assignments Due Monday 10/28:</b></p> <ul style="list-style-type: none"> <li>● Reading Analysis 8</li> <li>● Garden Reflection</li> </ul> <p><b>Assignments Due Wednesday 10/30:</b></p> <ul style="list-style-type: none"> <li>· Peer Reviews Due on Canvas</li> </ul>

Week	Dates	Topics & Activities	Reading & Assignments
12	November 5 & 7	<p><b>Energy Nonrenewable vs. Renewable</b></p> <p><b>In-Class Activities</b></p> <p>T: In-class Activities &amp; Discussion, Carbon Taxes in the news</p> <p>TH: You Teach Teams Chosen</p>	<p>Read:</p> <p>Chapter 21 selected sections</p> <p><b>Assignments Due Monday 11/4:</b></p> <ul style="list-style-type: none"> <li>● Reading Analysis 9</li> </ul> <p><b>Assignments Due Wednesday 11/6:</b></p> <ul style="list-style-type: none"> <li>● Final Paper Due</li> </ul>

Week	Dates	Topics & Activities	Reading & Assignments
13	November 12 & 14	<p><b>Waste Management</b></p> <p>What other ways can we deal with solid and hazardous waste?</p> <p><b>In-Class Activities</b></p> <p>T: You Teach Teams Meet</p> <p><b>In-Class Activities</b></p> <p>TH:: Zero Waste Policies Examined</p> <p>EJ Case Studies + Debate &amp; Defend 4 Introduced</p>	<p><b>READ:</b></p> <p>Chapters 18 + Additional reading</p> <p>Debate &amp; Defend 4 Reading &amp; Research included.</p> <p><b>Assignments Due Monday 11/11:</b></p> <ul style="list-style-type: none"> <li>● Reading Analysis 10</li> <li>● Critical Thinking Essay 2</li> </ul> <p><b>Assignments Due Wednesday 11/13:</b></p> <ul style="list-style-type: none"> <li>· Plastic Journal</li> <li>· You Teach Proposal/ Contract</li> </ul>

Week	Dates	Topics & Activities	Reading & Assignments
14	November 19 & 21	<p>Air, Urbanization &amp; Sustainability &amp; Economics</p> <p>What is the status of air pollution and ozone depletion?</p> <p>Environmental Justice</p> <p>How and why are minority communities impacted the most from environmental issues?</p> <p>How should we plan urban communities?</p> <p><b>In-Class Activities:</b></p> <p>T: In-class Activities &amp; discussion, Work in groups on the final presentation</p> <p>TH: Discussion &amp; Debate &amp; Defend 4</p>	<p>Assignments Due Monday 11/18</p> <ul style="list-style-type: none"> <li>● Reading Analysis 11</li> </ul> <p>Assignments Due Wednesday 11/20</p> <ul style="list-style-type: none"> <li>● Volunteer/Event Experience Reflection Essay 2</li> </ul>
15	November 26 & 28	THANKSGIVING BREAK	<p>READ:</p> <p>Chapter 25</p>



Week	Dates	Topics & Activities	Reading & Assignments
16	December 3 & 5	<p>Environmental Worldviews, Ethics, and Sustainability</p> <p>What is your worldview?</p> <p>T: Class Wrap-up Reflection, Worldview Activities</p> <p>Teams Work on Teaching Activities, Class Reflection &amp; Wrap Up</p> <p>TH: 1<sup>st</sup> day Student Presentations &amp; Activities</p> <p>Attendance Mandatory</p>	<p>Assignments Due Monday 12/2</p> <ul style="list-style-type: none"> <li>• Reading Analysis 12</li> <li>• Final Reflection Essay</li> </ul> <p>Assignments Due Wednesday 12/4:</p> <ul style="list-style-type: none"> <li>• You teach Presentation slides</li> </ul>

Final Exam Day: Student Presentations & Activities Attendance Mandatory

Section 02: Friday December 13<sup>th</sup>: 9:45 AM – 12:00 PM

Section 03: Monday December 16<sup>th</sup>: 12:15 PM – 2:30 PM