

Introduction to Environmental Issues Section 01

ENVS 1

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/19/2023

Contact Information

Instructor: Heather Duplaisir, MSc.

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Office Hours: M/W 5:00-6:00 PM and/or by appointment via Zoom

Class Days/Time: Section 1: Mondays and Wednesdays 12:00 PM-1:15 PM

Section 2: Mondays and Wednesdays 1:30 PM-2:45 PM

Classroom: Section 1: Dudley Moorhead Hall Room 164

Section 2: Dudley Moorhead Hall Room 167

Please contact me through the course's Canvas Inbox or through email. 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

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

Letter Graded

* Classroom Protocols

Classroom Format, Protocol, and Expectations (Netiquette/Etiquette)

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.*

This course will encourage students to think critically and articulate their positions verbally and in writing. Students will use assigned readings, classroom discussions, lectures, and practical learning exercises to complete individual and group assignments. Guest speakers will also be utilized for learning opportunities. There will also be a field trip to learn experientially on topics covered.

In order for this course to have value, students must attend class with the understanding that lecture is but one component of the learning experience. Students must 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.

Classroom Protocol

Regular and active participation in class is expected. Proper classroom etiquette includes:

- arriving on time and staying for the full class period.
- not using or checking or your cell phone, during BOTH in-person and any Zoom class sessions!
- in an in-person class, using laptops only for class activities; in a Zoom class, closing all apps and windows not being used for the class session.
- refraining from distracting other students.
- listening attentively until the professor dismisses the class.
- treating the opinions of other students with respect.

Regular, on-time attendance is especially important for these reasons:

- Often, important announcements are made in seminar—sometimes clarifying or changing assignments.
- Participation credit depends on being present and being prepared.
- We will occasionally perform graded activities in-class, and this work cannot be made up if missed.
- If you are absent, it is your responsibility to get notes on what you missed from a classmate. If an assignment or the syllabus was changed during your absence, you are responsible for finding this out.
- **As soon as possible, students should make the instructor aware of any extenuating circumstances affecting their participation in this course.** Automatic allowance for assignments and participation missed is not to be expected. The instructor will make the final decision based on the timing of notification and the particular circumstances related to the extenuating event.
- **Note that there are procedures for classes missed due to COVID-19.** If, at any point during the semester, you test positive for COVID-19, please notify the school using the form available at <https://www.sjsu.edu/medical/covid19/testing-positive.php>. You'll receive acknowledgment and guidance about isolation that you can share with your professors.

The final participation grade will reflect my assessment of classroom etiquette and active, engaged collegiality. To perform well in this category, you should both engage with classmates' ideas during class and share your own comments during seminar that demonstrate you have done the reading or other assigned prep work.

Community Agreements

We must conduct ourselves with civility, decency, and have a great capacity for tolerating differing points of view. Our classroom can and should be a place where we can ask questions, debate, discuss, and entertain a variety of viewpoints, but we must also do so in a respectful and open way. We will be creating a collective set of community agreements for discussion and holding ourselves accountable for respecting these agreements as a central element of class participation.

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.**

Consent for Recording of Class and Public Sharing of Instructor Material [University Policy S12-7 \(Links to an external site.\)](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course. Common courtesy and professional behavior dictate that you notify someone when you are recording them/him/her. You must obtain the instructor's permission to make audio or video recordings in this class. "Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. "If you wish to record the class, you must request permission in writing and indicate whether for the whole semester or on a class by class basis. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

"Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

Program Information

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)

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 Learning Outcomes (CLOs) (with relevant assignments):

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

Course Materials

Textbook

Miller, G. *Living in the Environment*. 20th edition.

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. Here is the link: <https://www.vitalsource.com/referral?term=9780357142332>.

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), 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

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.

2. Weekly Reading Responses (Canvas) (CLO3) (150 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. *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. 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 150 words or less.

4. 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).

5. Field Experience Reflection Essays. 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 250+ 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:
 - You must volunteer for at least one organization during the semester.
2. -You must attend at least one event during the semester.
 - 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.
 - You may volunteer for events of your choosing. You must have those events approved by the instructor.
 - You are representing yourself, your classmates, and your University. Not showing up or acting unprofessionally reflects

poorly on all three.

6. 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 on 10/23. Plan to meet at the garden at the beginning of class. Students will then reflect on and evaluate their experience in a 250+ word paper in APA format. Details will be posted on Canvas and explained in class.

7. **App Activity. (GLO 1, CLO 4).** Two fun activities will require downloading an app to a smartphone. The iNaturalist app and the EWG app. At-home activities and written components will be defined for each app activity.

8. **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 course. 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:

1. **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 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.
 2. **STEP 2: Outline and Annotated Bibliography** 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.
 3. **STEP 3: 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. The instructor will also read drafts and provide feedback.
 4. **STEP 4: Final:** The paper must be a minimum of 2,500 words (10 pages, doubled 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.
 5. **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). The content and depth of analysis for the Research Paper should be substantially more comprehensive than the Critical Thinking Essays.
9. **"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:
10. **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.
 11. **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.
 12. **. Final Reflection Essay:** Respond to the following prompt and question (250 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?

Online Citation Resources

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

- **APA:** 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.

✓ Grading Information

Assignment	Total Points	Approx. Max. Word Count
Participation	100	0
Plagiarism Quiz	12	0
Beginning Semester Survey	3	0
10 Reading Responses (150 words)	150	1500

2 Case Study Critical Thinking Essays (250 words)	100	500
4 Reflection/Activity Essays (250 words)	225	1,000
4 Debate & Defend (150 x2 words)	60	300
Research Paper (10 page minimum)	200	2,500
'You Teach' Presentation, Activity	150	0
Total	1,000	6,000

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.

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.

University Policies

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-01 - Analyzing Environmental Issues, Fall 2023, 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 **Sundays or Tuesdays by 11:59 PM** *Please refer to course schedule below for more information.*

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Week	Dates	Topics & Activities	Reading & Assignments
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Week	Dates	Topics & Activities	Reading & Assignments
1	August 21 & 23	<p>Environmental Issues</p> <p>How do we frame environmental problems, causes, and sustainability? What is systems-thinking?</p> <p>In-Class Activities -</p> <p>M: Getting to know each other, Syllabus, AIC</p> <p>W: Environmental Issues Discussion + Determine Your Footprint</p>	<p>Reading: listed on Canvas</p> <p>Chapter 1</p> <p>Chapter 2, section 2.1 only, CH 24</p> <p>Assignments DUE Wednesday 8/23</p> <ul style="list-style-type: none"> ● Start Here Module ● Footprint Activity <p>Assignments DUE Sunday 8/27:</p> <ul style="list-style-type: none"> · Plagiarism Quiz · Reading Response 1 · Create Worldview Video
2	August 28 & 30	<p>Environmental Policy</p> <p>How do we regulate environmental issues?</p> <p>In-Class Activities -</p> <p>M: Sustainability discussion and activities</p> <p>W: Environmental Groups and Orgs Examined</p> <p>Debate & Defend 1 Introduced + Teams & Activities</p>	<p>Read:</p> <p>Chapter 19 + additional reading</p> <p>Debate & Defend 1: reading and research.</p> <p>Assignments DUE Sunday</p> <ul style="list-style-type: none"> ● Reading Response 2 ● STEP 1: Research Paper Proposal with AIC for two sources
3	Sept. 6	<p>Population</p> <p>Is population growth sustainable?</p> <p>In-Class Activities -</p> <p>M: Labor Day - NO CLASS</p> <p>W: Discussion & Activities & Debate & Defend 1</p>	<p>Read:</p> <p>Chapter 3</p> <p>Chapters 5 & 6 select sections on Canvas</p> <p>+ Additional reading, set up iNaturalist</p> <p>Assignments DUE Sunday 9/10</p> <ul style="list-style-type: none"> ● Reading Response 3 ● Debate & Defend 1 Response

Week	Dates	Topics & Activities	Reading & Assignments
4	Sept. 11 & 13	<p>Natural Resource Management</p> <p>How do we view trees, fish, water or other natural resources? Human and Animal populations examined.</p> <p>In-Class Activities:</p> <p>M: in class discussion & activities</p> <p>W: Library Research Session with librarian Peggy Cabrera. Meet in MLK Library Room 219</p>	<p>READ:</p> <p>Chapters 4 & 7 & 8 Select sections on Canvas</p> <p>+ Additional reading for Case study 1</p> <p>Assignments Due Sunday 9/17:</p> <ul style="list-style-type: none"> ● Reading Response 4 ● STEP 2: Research Paper Outline and Annotated bibliography of 3 primary sources ● Guest Speaker Prep
5	Sept. 18 & 20	<p>Climate and Biodiversity</p> <p>Why is it important to preserve ecosystems in all biomes? How does vegetation play a role in supporting ecosystems?</p> <p>In-Class Activities:</p> <p>M: Guest Speaker: Deb Kramer from Keep Coyote Creek Beautiful 1st Case Study</p> <p>W: Groups research case study in class: Resource Management from a preservation vs. conservation perspective</p>	<p>READ:</p> <p>Chapter 9</p> <p>Chapter 10 & 11 selected sections on Canvas</p> <p>Assignments Due Sunday 9/24:</p> <ul style="list-style-type: none"> ● Reading Response 5 ● Case study critical thinking essay 1 Due

Week	Dates	Topics & Activities	Reading & Assignments
6	Sept. 25 & 27	<p>Biodiversity Loss and Extinction</p> <p>Sustaining Biodiversity: How powerful is The Endangered Species Act? What is the impact of biodiversity loss and mass extinction?</p> <p>In-Class Activities:</p> <p>M: Resource Management from a preservation vs. conservation perspective</p> <p>W: Activities & Discussion</p> <p>Debate & Defend 2 Introduced</p>	<p>Read:</p> <p>CH 14, 15, & 16 select sections on Canvas.</p> <p>Guest Speaker prep</p> <p>Debate & Defend 2 reading & research.</p> <p>Assignments Due Sunday 10/1:</p> <ul style="list-style-type: none"> ● Reading Response 6 ● Guest Speaker prep
7	Oct.. 2 & 4	<p>Energy & Resource Extraction</p> <p>How much environmental degradation should we allow to support energy consumption?</p> <p>In-Class Activities:</p> <p>M: Energy topics in the news</p> <p>Debate & Defend 2 teams meet</p> <p>W: Guest Speaker: James Eggers, Sierra Club</p>	<p>Read:</p> <p>Chapter 19 + additional reading</p> <p>Assignments Due Sunday 10/8:</p> <ul style="list-style-type: none"> ● Reading Response 7 <p>STEP 3a: Draft Research Paper for Peer Review</p>

Week	Dates	Topics & Activities	Reading & Assignments
8	Oct. 9 & 11	<p>Climate Change</p> <p>How can we collectively slow climate change?</p> <p>M: Debate & Defend 2</p> <p>W: Discussion & Activities + Case Study 2 Introduced</p>	<p>Read:</p> <p>Chapter 12</p> <p>Watch Documentary: Wasted! The Story of Food Waste</p> <p>Additional reading for Case study 2</p> <p>Assignments Due Sunday 10/15:</p> <ul style="list-style-type: none"> · Reading Response 8 · Guest Speaker Prep · Debate & Defend 2 Response
9	Oct. 16 & 18	<p>Soil</p> <p>How and what do we eat?</p> <p>In-Class Activities</p> <p>M: Discussion & Activities</p> <p>W: Guest Speaker: Mark Squire NonGMO Project: via Zoom</p>	<p>Read:</p> <p>Chapter 13 & 20</p> <p>Assignments Due Sunday 10/23:</p> <ul style="list-style-type: none"> ● Reading Response 9 <p>STEP 3b: Peer Review of Draft papers due</p>

Week	Dates	Topics & Activities	Reading & Assignments
10	Oct. 23 & 25	<p>Water</p> <p>What is the state of our water? How does water scarcity and pollution impact different communities?</p> <p>In-Class Activities</p> <p>M: CCCAC Garden Day meet at the garden!</p> <p>W: Plastic Journal</p> <p>Debate & Defend 3 Introduced</p>	<p>Read:</p> <p>Chapter 18</p> <p>Debate & Defend 3 Reading & Research</p> <p>Assignments Due Sunday 10/29</p> <ul style="list-style-type: none"> ● Reading Response 10 ● Case study critical thinking essay 2 Due
11	Oct. 30 & Nov. 1.	<p>Air</p> <p>What is the status of air pollution and ozone depletion?</p> <p>In-Class Activities</p> <p>M: Air pollution topics in the news +</p> <p>W: Debate & Defend 3</p>	<p>Read:</p> <p>Chapter 21 + additional reading</p> <p>Assignments Due Sunday:</p> <ul style="list-style-type: none"> ● Reading Response 11 ● CCCAC Reflection ● Plastic Journal

Week	Dates	Topics & Activities	Reading & Assignments
12	Nov. 6 & 8	<p>Waste Management</p> <p>What other ways can we deal with solid and hazardous waste?</p> <p>In-Class Activities</p> <p>M: Understanding solid waste</p> <p>W: Understanding hazardous waste</p>	<p>Read:</p> <p>Chapter 17 + additional reading</p> <p>Assignments Due Sunday 11/12</p> <ul style="list-style-type: none"> ● Reading Response 12 ● STEP 4: Final Course Research Paper due
13	Nov. 13 & 15	<p>Environmental Justice</p> <p>How and why are minority communities impacted the most from environmental issues?</p> <p>In-Class Activities</p> <p>M: EJScreen & Preparation for Environmental Justice Case Studies</p> <p>W: EJ Case Studies + Debate & Defend 4 Introduced</p>	<p>READ:</p> <p>Chapter 22 & 23</p> <p>Debate & Defend 4 Reading & Research</p> <p>Assignments Due Sunday 11/5</p> <ul style="list-style-type: none"> ● Reading Response 13
15	Nov. 20 & 22	<p>Urbanization & Sustainability & Economics</p> <p>How should we plan urban communities?</p> <p>In-Class Activities:</p> <p>M: Work in groups on final presentation</p> <p>W: Circular Economy Discussion & Debate & Defend 4</p>	<p>READ:</p> <p>Chapter 25</p> <p>Assignments Due Sunday 11/26</p> <ul style="list-style-type: none"> · Event Reflection · Volunteer Reflection

Week	Dates	Topics & Activities	Reading & Assignments
16	Nov. 27 & 28	Environmental Worldviews, Ethics, and Sustainability What is your worldview? M: Environmental Ethics Case Studies discussion & Perspectives & Reflections (3) on Climate Emotions (150-200 words) W: Teams Work on Teaching Activity, Class Reflection & wrap Up	Assignment: Finalize Teaching Activity
17	Dec. 4 & 6	12/6 1st day Student Presentations & Activities Attendance Mandatory	
Final Exam Day: Student Presentations & Activities Attendance Mandatory			