San José State University
Environmental Studies Department
Introduction to Environmental Issues ENVS 01
Fall 2024

Course and Contact Information

Instructor: Benoit Delaveau, M.S, CEM, BEAP

Office Location: (see Calendly below)

Email: Use Canvas messaging

Office Hours: Office Hours: ALWAYS book me on:
https://calendly.com/benoit-delaveau

Class Days/Time: Monday/Wednesday 10:30-11:45pm

Classroom: DMH 164

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

GE/SJSU Studies Category: GE Area(s): A3. Critical Thinking and Writing

MYSJSU Messaging and Canvas

Course materials such as the syllabus, assignments, readings, and handouts are posted to Canvas. You are responsible for regularly checking with the messaging system through MySJSU: https://sjsu.instructure.com. Log in with your SJSU One account: https://one.sjsu.edu/ For assistance see: http://www.sjsu.edu/at/ec/support/

Course Description

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.

Course Goals

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:

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

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.

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**).

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.

Required Texts/Readings
Miller, G. Living in the Environment. 20th edition. The book is available for purchase at Amazon (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**.

Library Liaison
Peggy Cabrera, peggy.cabrera@sjsu.edu

Course Requirements and Assignments
Dropping and Adding: Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, … Refer to the current semester's Catalog Policies.

Grading: Use the percentages below and your scores to monitor your grade. Real time grade will be available along the semester on Canvas.

Credit-hour statement: This three-unit course requires a minimum of 9 hours per week to complete class-related readings and assignments (roughly 2.5 hours in class and 6.5 hours outside class per week.) More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf

Academic integrity: As part of the GE program, strict enforcement of SJSU Academic integrity rules will be enforced. See the University Policy at https://ischool.sjsu.edu/sites/main/files/file-attachments/academic_integrity_policy_f15-7_0.pdf?1539701808

Online tools and conduct

Technology Requirements: Students are required to have an electronic device other than a smartphone like a laptop, desktop or tablet, with a camera and a microphone. SJSU has a free equipment loan program available for students. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible are at the latest one week before the test date to determine an alternative. See Learn Anywhere website for current Wi-Fi options on campus.

Proctoring Software and Exams: Exams and Quizzes will be proctored in this course through Respondus Monitor and LockDown Browser. Please note it is the instructor's discretion to determine the method of proctoring. If cheating is suspected the proctored videos may be used for further inspection and may become part of the student's disciplinary record. Online Exams. All essays, Canvas discussions and short written replies are processed using the updated version of Turnitin. If cheating or the use of AI writing tools is suspected further investigation and may become part of the student's disciplinary record

Testing Environment Setup:
● No earbuds, headphones, or headsets.
The environment is free of other people besides the student taking the test.
● If students need scratch paper for the test, they should present the front and back of a blank scratch paper to the camera before the test.
● No other browser or windows besides Canvas opened., no communication with anybody is allowed.
● No communication with anybody is allowed during te entire time scheduled for the exam, even when you have finished your own submission.
● Well-lit environment. Can see the students' eyes and whole face. Avoid having backlight from a window or other light source opposite the camera.
● Personal calculators are permitted.
Students must:
● Remain in the testing environment throughout the duration of the test.
● Keep full face, hands, workspace including desk, keyboard, monitor, and scratch paper. Stay in full view of the webcam

Recording Zoom Classes: This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted after 10 days per SJSU Zoom contract. All recordings are only available to registered students in the class.

Students are not allowed to record without instructor permission: Students are prohibited from recording/taking screen captures of all class activities (including class lectures, office hours, advising sessions, etc.), are prohibited of distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Online Classroom Protocol
- You are expected to come to every class on time.
- Only SJSU registered students are allowed in the Zoom classroom if we go online (use your MySJSU Zoom account)
- Your profile name must be the first name, familly name that match SJSU record
- Camera ON is strongly recommended.
- Mic should be OFF.
- Classroom participation gives 2pts in participation grade. If you choose to not participate verbally, you can use the Canvas discussion board opened for the week and ask your question in writing.
- To participate, please use the "raise the hand" on Zoom and wait for the instructor to give you the floor.
- Inappropriate, un respectful, offensive, slur… comments or chat entries will be sanctioned appropriately.
- No cell phone, no side playing on your computer, no emailing, or text messaging during class. If you need to be engaged in these activities, please disconnect from the Zoom session and excuse yourself. You may later on refer to the session recording to get the lecture content.

University Policies

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy F15-7 requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the Student Conduct and Ethical Development website for more information.

See here for other campus wide policies http://www.sjsu.edu/gup/syllabusinfo/

Grading – Exams

20% weekly Quizzes (CLO3) (about 12 mini-exams, in class, Canvas based and proctored) Quizzes are based on key concepts from either (1) the lecture slides (2) the assigned chapter of the text book (3) the assigned readings. Quizzes takes a maximum of 10 minutes of class time, and are always proctored using a Lockdown browser, with the student camera ON during class time.

20% participation Debate and Defend (CLO1-4, 4; GELO 1-4) One individual class presentation is mandatory. One around an "environmental news article" that the student choose. This 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 (the class).

20% Critical Thinking mini-essays: (GELO 1 – 4; CLO 1-4) Students will compose four mini-essays of no less than 500 words on Canvas 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.htmLinks to an external site.) 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 & Essay 1); correct application of rhetorical or logical arguments using high quality evidence on environmental issues (GELO2, CLO2 & Essay 2), written synthesis of information from two or more sources, addressing contrary or multiples sides of an argument about an environmental issue (GELO3, CLO3 & Essay 3); 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).

20% Course Research Paper. (GELO1-GELO 4) (1500 words). The final 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:

STEP 1: Topic and proposal: Submit your proposed topic for arguing the same issue pro and con. The 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.

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.

STEP 3: Draft: Each student will submit a completed draft for peer review. You will exchange drafts with another student one week in advance of the peer review meeting.

STEP 4: Final: The paper must be a maximum of 1,500 words. 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). The content and depth of analysis for the Research Paper should be substantially more comprehensive than the Critical Thinking Essays.

20% Course Research Paper Presentations: Students will individually draft a Powerpoint presentation based on their research paper findings. We will set aside the last two classes of the semester to hear all the student presentations. Your grade for this assignment will be coming from the class audience input. Be great, share your passion and what you learned studying to us!

Determination of Grades
The course grade will be determined based on a total 100 possible points. Accumulated points that fall within the grade scale below determine your semester grade.
A+ 97–100
A 92–96
A- 89–91
B+ 86–88
B 81–85
B- 79–80
C+ 76–78
C 72–75
C- 69–71
D+ 67–68
D 64–66
D- 60–64
F < 60

- NO Extra Credit available (given the workload to deal with in this class).

Late Policy
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 incur a point penalty of 10% per 24 hours. Exceptions may be considered in rare circumstances for legitimate and third-party documented circumstances (medical emergency, death in the family).

Course Schedule
Due to the possibility of changes, always refer to the electronic schedule on Canvas

Course Schedule

This schedule is subject to change with fair notice. If necessary, the electronic schedule available on Canvas will be updated along the semester on a week to week basis.

(<u>Read</u> = readings, <u>Question</u> = question to think about and answer from the reading, <u>Keywords & concepts</u> = make sure to have a clear understanding of these after class)

<u>Aug. 21</u> - Getting to know each other. Activity #1 Why did you choose this introductory class? (Anonymous reply) Activity #2 Paris 2024 Olympics Sustainability signs. Choose a sign, form a group, write a reply on the white board to these questions. What is this sign about (one word reply)? What action(s) is the sign is asking to take? Explain why you think it is going to reduce the impact of the Olympic Games on nature (or making the games more sustainable).

<u>Aug. 26-28</u> - Read: Miller & Spoolman Chapter 1. The Environment & Sustainability (contd.) and Chapter 2. Science, Matter, Energy & Systems + Quiz #1

<u>Sep. 2</u> Labor Day - Campus closed

<u>Sep. 4</u> - Miller & Spoolman Chapter 3. Ecosystems: What Are They and How Do They Work? + Quiz #2 + Mini-essay #1

<u>Sep. 9-11</u> - Miller & Spoolman Chapter 5. Species Interactions, Ecological Succession, and Population Control (Community Ecology) + Chapter 9. Saving Species & Ecosystem Services Quiz #3

<u>Sep. 16-18</u> - Miller & Spoolman Chapter 7 (Climate and terrestrial biodiversity) + Quiz #4 + Mini-essay #2

<u>Sep. 23-25</u> - Miller & Spoolman Chapter 12. Food production and the environment + Quiz #5

<u>Sep. 30- oct. 2</u> - Miller & Spoolman Chapter 13. Water resource + Chapter 20 (Water Pollution) Quiz #6 + Mini-essay #3

<u>Oct. 7-9</u> - Miller & Spoolman Chapter 15. Nonrenewable energy + Chapter 18 (Air Pollution) Quiz #7

<u>Oct. 14-16</u> - Miller & Spoolman + Chapter 16. Energy Efficiency and Renewable Energy Quiz #8 + Mini-essay #4

<u>Oct. 21-23</u> - Miller & Spoolman Chapter 22 Urbanization & Sustainability + Chapter 23. Economics, Environment, & Sustainability + Quiz #9

<u>Oct. 28-30</u> - Miller & Spoolman Chapter 25. Environmental worldviews, Ethics and Sustainability) + Quiz #10

<u>Nov. 4-6</u> -
<u>November 11</u> Veteran Day - Campus closed

Nov. 13 - Final research paper topic choices Step 1

Nov. 18-20 - Final research paper topic choices Step 2 and 3 (peer review and work with your professor).

Nov. 25 - Due date for Final research paper posted.

November 27 Non instructional day - Campus closed

Dec. 2-4 - Last week Final research paper presentations.