

San José State University
Department of Environmental Studies
ENVS 198, Senior Seminar, Fall 2021, Section 1

Course and Contact Information

Instructor:	Dr. Lynne Trulio
Email:	Lynne.Trulio@sjsu.edu
Office Hours:	Tuesdays, 2:00-4:40pm and Thursdays, 10:20-11:40am, Make sure to sign up before hand at this link: Or by appointment (email me for an appointment)
Class Days/Time:	Monday, 2:15-5:00pm
Location:	EnvS Sustainable Agriculture Garden, WSQ
Prerequisites:	Must have filed for graduation and completed the core courses for Environmental Studies core, especially EnvS 110. Taken in final semester, or sometimes in the penultimate semester of a student's academic career.

Course Description

This course is designed to be the culmination of our interdisciplinary curriculum in environmental studies through integration and critical assessment of the field. The goal is to transition from an undergraduate experience to full professionalism.

You will have an opportunity to explore and conduct literature and data research on a topic of interest to you. Being able to recognize and use quality, reliable data, and then use those data to answer research or policy questions are transferable skills that will be valuable to you throughout your life and in whatever field your career takes you.

This is a research/seminar/project class and it will require consistent attention and progress from you. As your professor for this course, I will give you personal and directed advising in order to help you succeed. Also, the Canvas site is a critical resource for all your assignments and course requirements. We will meet in person (or on-line when, hopefully, it starts to rain!), but every week there will be work for you to complete and submit into Canvas.

I am here to help you succeed, so always contact me if you get stuck or otherwise need help with your work. Please enjoy this class—it is your opportunity to research a topic YOU care about and produce a product you can be proud of and put on your resume!

Course Format

This course will be held in person in the EnvS Sustainable Agriculture Garden behind Washington Square Hall. Not only have I always wanted to teach a course in the garden, but because of all the uncertainties with Covid-19 and its variants, the Garden is a safe place to gather for a class. We will meet in the Garden as long as weather and other conditions permit. After that, we will meet synchronously on-line—but, I'm hoping that will only be for a short period of time.

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](mailto:aec-info@sjsu.edu) (408-924-6000; 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.

Course Goals and Course Learning Outcomes

This course is designed to allow each student to probe more deeply into topics introduced in your undergraduate career until now. The course is run with a project-oriented approach. Each student will become an expert through primary research and data analysis for the topic they select for the course, and you will teach each other about this subject through a combination of readings, presentations and a written report.

This course also has the goal of reinforcing all five of the Department of Environmental Studies Program Learning Objectives, listed below. These objectives encompass the knowledge and skills we expect all Environmental Studies graduates to possess.

Course Learning Outcomes

1) *Qualitative Environmental Literacy:* Students are able to write a logical analytical paper using good writing style and construction supported by appropriate research.

Goal: Achieve good to excellent level of environmental research, writing and analysis in a 15-page paper.

2) *Quantitative Environmental Literacy:* Students are able to determine, apply and interpret appropriate basic statistical or other quantitative analyses to environmental data.

Goal: Be able to develop a quantitative analysis through a research question, collect data, run appropriate analyses and interpret them; they will be able to read scholarly papers and be able to understand basic analytical methods, graphs and results.

3) *Content Environmental Literacy:* Students will develop proficiency in the interdisciplinary sustainability principles that are the foundation of environmental studies;

they will know the key environmental challenges facing the planet, know relevant interdisciplinary information about these challenges, and be able to develop/identify feasible solutions

Goal: Students develop expertise in identifying complex environmental issues, find accurate natural science and social science information on all key aspects of those issues and are able to develop feasible, sustainable solutions using central principles of sustainability.

4) Professional Skills: Students are able to productively conduct group/team work to deliver professional quality presentations and reports and students demonstrate professional work skills.

Goal: Demonstrate professional work skills and apply knowledge gained in the degree in a career setting. Students will work productively with groups and demonstrate professionalism in their work.

5) Environmental Justice and Equity: Students will be able to provide actions that can take to promote environmental justice in all sustainability endeavors.

Goal: Students define environmental justice and provide real life examples of inequity and racism in their subfield through a quantitative analysis of an environmental justice research question.

Required Readings

Research Track Readings:

- Busse, C. & August, E. (2020). How to Write and Publish a Research Paper for a Peer-Reviewed Journal. *Journal of Cancer Education*. <https://doi.org/10.1007/s13187-020-01751-z>
Canvas site and here: <https://link.springer.com/article/10.1007/s13187-020-01751-z>
- Readings in Module A: Track A

Policy Track Readings:

- Bardach, E. & Patashnik, E. M. (2020). *A Practical Guide for Policy Analysis* (6th ed.). SAGE Publications. (Key parts are on the Canvas site but you may purchase online)
- Readings in Module A: Track B

APA 7th Ed. Citation Guidelines:

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

Course materials such as the syllabus, readings, handouts, notes, and assignment instructions can be found on the Canvas website for this course. You are responsible for regularly checking with the messaging system through MySJSU and Canvas to learn about any updates.

Course Requirements and Assignments

In order to meet our goals for the course, each student must come to every class, regularly participate in discussions and exercises, and undertake an individual project in one of two tracks:

Research Report or Policy Analysis Report. In addition to Individual Project, you will complete assignments on-line in the Canvas course that will help you undertake your individual project. Finally, you will also develop a basic resume that you can modify and customize when seeking specific jobs.

Assignment Group	Points	Percentage of Class Grade
Participation	5 points	5%
Canvas Assignments, including Resume Preparation	20 points	20%
Individual Project Assignments	75 points	75%
<p>** A Note on Late Assignments: Because we have assignments due nearly every week, I cannot guarantee that late submissions will be graded or that I can give you timely feedback. So, make sure you turn in SOMETHING during your draft stages to ensure you get the feedback you need to make your project strong.**</p>		

Assignments List, Due Dates and Point Values: Individual Project & Canvas Assignments

<i>Individual Project Assignments: Assignment Number & Name</i>	<i>Date Due @ 11:59pm</i>	<i>Point Value</i>
1: Draft Project Idea	8/28	5
2: Revised Project Idea	9/11	5
3: Literature Review	9/25	5
4: Methods Section	10/09	5
5: Project Proposal	10/23	10
6: Data Collection Report	11/06	5
7: Analysis & Results Summary	11/13	5
8: Draft Report	11/27	10
9: Poster	12/04	10
10: Final Report	12/16	15

<i>Canvas Assignments: Week Number & Activities</i>	<i>Date Due @ 11:59pm</i>	<i>Point Value</i>
Week 1: Tell me about YOU	8/28	1
Week 1: Plagiarism Tutorial	8/28	2
Week 2: Diversifying EnvS	9/04	2
Week 4: Reading Peer Reviewed Articles	9/13	2
Week 6: Interpreting Scientific Arguments	9/27	2
Week 6: Draft Resume	10/02	3
Week 8: Mid-semester check-in	10/16	2
Week 11: Statistics Quiz	10/30	3
Week 14: Resume Final	11/20	3
Extra Credit: Meet with Kristen Keller	12/16	3

Final Examination or Evaluation

The Final Report for this course will be due on Friday, December 16, at 11:59pm.

Grading Information

Grades for this course are determined by the following assignment groups. There is more information on the individual assignments and points attributed on Canvas.

Grading Scale

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>97 to 100</i>	<i>97 to 100%</i>
<i>A</i>	<i>91 to 96</i>	<i>91 to 96%</i>
<i>A minus</i>	<i>89 to 90</i>	<i>89 to 90%</i>
<i>B plus</i>	<i>87 to 88</i>	<i>87 to 88 %</i>
<i>B</i>	<i>81 to 86</i>	<i>81 to 86%</i>
<i>B minus</i>	<i>79 to 80</i>	<i>79 to 80%</i>
<i>C plus</i>	<i>76 to 78</i>	<i>76 to 78%</i>
<i>C</i>	<i>71 to 75</i>	<i>71 to 75%</i>
<i>C minus</i>	<i>69 to 70</i>	<i>69 to 70%</i>
<i>D plus</i>	<i>67 to 69</i>	<i>67 to 69%</i>
<i>D</i>	<i>60 to 66</i>	<i>60 to 66%</i>
<i>F</i>	<i>< 59</i>	<i>< 59%</i>

REMEMBER: This is a 4-unit course and the level of work will be commensurate with that number of units. One way to think about the work is that the class meetings and for the individual project constitute 3 units of work and the Canvas activities and resume constitute 1 unit of work.

Class Meeting Protocols

Meeting for Class in the Garden

Safety protocols for this class will follow all campus (CSU), County, State and CDC guidelines. As of July 29, 2021, CSU policy requires all students, staff and faculty coming to campus to be vaccinated, unless they meet the standards for exceptions. Thus, students coming to this class must meet these requirements. We will maintain social distancing (6 feet apart) when we meet together but, unless required, I will not expect students to wear face masks. **If you do not feel well, DO NOT come to class.** Let me know and I will guide you via Zoom.

You will need to bring a laptop to class. Be sure your laptop is charged, because there's no power in the garden! If you do not have a laptop, I will help you borrow one through the University. You will need to look at materials on your laptop during class.

If you email me, I will respond to you within 24-48 hours, although it might take me a little longer on the weekends. When applicable, I will respond to the entire class if I feel your emailed question or concern will benefit everyone (and in this case, you will not receive an individual response).

Moving to On-line

The class will move to a synchronous, on-line format when the weather becomes inclement or if Covid conditions require. You will be expected to attend classes during our regular class time. This course or portions of this course (i.e., lectures, discussions, student presentations) may 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 at the end of the semester. Students are not allowed to record without instructor permission and are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings.

Technology Requirements. For on-line meetings, your laptop will need to be equipped with a camera and built-in microphone. SJSU has a free equipment loan program available for students. If students are unable to have reliable WiFi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See Learn Anywhere website for current WiFi options on campus.

Zoom Classroom Etiquette. Follow basic agreements on Zoom to help make everyone's learning experience pleasant. Here are some tips, but see the "Netiquette" tab on Canvas for more.

- **Mute Your Microphone:** This helps keep background noise to a minimum when you are not speaking.
- **Limit Your Distractions Avoid Multitasking:** Make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away.
- **Camera Use during Zoom Meetings:** You are encouraged to turn on your camera during class discussion/lecture. However, if you choose not to, I completely understand that privacy of your home life and access to a room for privacy should not be a barrier to your success in this class. Nevertheless, you are required to participate in class discussions. Feel free to contact me if you have questions or concerns regarding this matter.

University Policies

Per [University Policy S16-9](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 [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule Fall 2021

EnvS 198-01 (Mondays) - Senior Seminar

This schedule is subject to change with fair notice—but I'll try not to change it!

Week	Date	Topics	Materials/Readings	Assignments Due Saturday of the Week Listed
1	8/23	<p><i>Content:</i> Course Introduction; Developing a Topic; The Individual Project Tracks</p> <p><i>Activity:</i> Groups discuss – What are important research & policy topics?</p> <p><i>Focus:</i> Assignment 1 for Saturday</p>	<ul style="list-style-type: none"> • Modules A and C: Read about the two project tracks and Course Requirements • Week 1 Module 	<p>Week 1 Canvas Activities: A) Plagiarism Tutorial B) What motivates YOU? Due: Sat, 8/28, 11:59pm</p> <p>Project Assignment 1: Draft Project Idea & Background Due: Sat, 8/28, 11:59pm</p>
2	8/30	<p><i>Content:</i> Project Idea Development – Research vs. Policy (similarities, differences and examples); Overview of Individual Project Assignments</p> <p><i>Activity:</i> Round Robin</p> <p><i>Activity:</i> Peer Review-Share & Critique</p>	<ul style="list-style-type: none"> • Week 2 Module • Module A: Read Section #1 of your Track 	<p>Week 2 Canvas Activity: Diversifying EnvS Due: Sat, 9/04, 11:59</p>
3	9/6	<p>Labor Day Holiday – NO CLASS – Meet with Dr. Trulio/ Continue Project Development</p>	<ul style="list-style-type: none"> • Week 3 Module 	<p>Project Assignment 2: Revised Project Idea and Background Due: Sat, 9/11, 11:59pm</p>
4	9/13	<p><i>Content:</i> Literature Review – What is it? Purpose? Valid Sources? Review Assignment 3: How to read a peer-reviewed article</p> <p><i>Activity:</i> MLK Library Session with Peggy Cabrera</p>	<ul style="list-style-type: none"> • Week 4 Module • Module A: Read Section #2 	<p>Week 4 Canvas Activity: Reading Peer Reviewed Articles Due: In-Class</p>
5	9/20	<p><i>Content:</i> Writing the Proposal for Your Project; Scientific Method; Interpreting Scientific Arguments</p> <p><i>Activity:</i> Draft a Project Timeline</p> <p><i>Activity:</i> Discuss Literature Progress</p>	<ul style="list-style-type: none"> • Week 5 Module • Module A: Read Section #4 	<p>Project Assignment 3: Literature Review Due: Sat, 9/25, 11:59pm</p>

6	9/27	<p><i>Content:</i> Methods for Research/Policy Projects; Data Sources/Data Collection Methods; Using Primary and Secondary Data</p> <p><i>Activity:</i> What methods did authors use in the literature you cited? What methods will you use?</p>	<ul style="list-style-type: none"> • Week 6 Module • Module A: Read Sections #3a-c 	<p>Week 6 Canvas Activities:</p> <p>1) Interpreting Scientific Arguments Due: In-class</p> <p>2) Draft Resumé Due: Sat, Oct 2, 11:59pm</p>
7	10/4	NO CLASS - Meet with Dr. Trulio/Discuss Project Methods	<ul style="list-style-type: none"> • Module A: Read Sections #3a-c 	<p>Project Assignment 4: Methods Section Due: Sat, 10/9, 11:59pm</p>
8	10/11	<p><i>Content:</i> Data Management for Research/for Policy; Preparing your data for analysis and presentation</p> <p><i>Activity:</i> Manipulate data in Excel</p>	<ul style="list-style-type: none"> • Week 8 Module • Module B: Excel & Statistics Review from EnvS 110 	<p>Week 8 Canvas Activity: Mid-Semester Review Due: Sat, 10/16, 11:59pm</p>
9	10/18	<p><i>Content:</i> Analysis Methods— Descriptive Statistics and other Qualitative Methods Analysis Methods – Inferential Statistics in SPSS</p>	<ul style="list-style-type: none"> • Week 9 Module • Module B: Excel & Statistics Review from EnvS 110 	<p>Project Assignment 5: Proposal Due: Sat, 10/23, 11:59pm</p>
10	10/25	NO CLASS - Meet with Dr. Trulio/ Discuss Data Collection	<ul style="list-style-type: none"> • Week 10 Module • Module A: Read Section #3b 	<p>Week 10 Canvas Activity: Statistics Quiz Due: Sat, Oct 30, 11:59pm</p>
11	11/1	<p><i>Content:</i> Statistics, con't; Presenting Data Analysis and Results</p> <p><i>Activity:</i> Data Collection Round-robin</p>	<ul style="list-style-type: none"> • Week 11 Module • Module A: Read Section #5a 	<p>Project Assignment 6: Data Collection Report Due: Sat, 11/6, 11:59pm</p>
12	11/8	<p><i>Content:</i> Analyzing and interpreting data for research and policy: Discussion/Conclusions/ Recommendations</p> <p><i>Activity:</i> Discussion on Data/Evidence collection issues <i>Activity:</i> Peer Reviews <i>Consultation:</i> Meet with Dr. Trulio</p>	<ul style="list-style-type: none"> • Week 12 Module • Module A: Read Sections #5b & 5c 	<p>Project Assignment 7: Data Analysis /Policy Analysis and Results Due: Sat, 11/13, 11:59pm</p>
13	11/15	<p><i>Content:</i> Developing a Poster and the Project Report (Draft and Final)</p> <p><i>Activity:</i> Presentation by the Career Center</p>	<ul style="list-style-type: none"> • Week 13 Module • Module A: Read Sections #5c & 6 	<p>Week 13 Canvas Activity: Revise Resumé Due: Sat, 11/20, 11:59pm</p>

14	11/22	Thanksgiving Holiday Week – NO CLASS - Meet with Dr. Trulio/ Discuss Draft Report	<ul style="list-style-type: none"> • Week 14 Module • Module A: Read Sections #5c & 6 	Project Assignment 8: Draft Report Due: Sat, 11/27, 11:59pm
15	11/29	Practice Poster Presentations!	<ul style="list-style-type: none"> • Week 15 & 16 Module • Module A: Read Sections #5c & 6 	Project Assignment 9: Poster Due: Sat, 12/4, 11:59pm
16	12/6	NO CLASS - Meet with Dr. Trulio/ Discuss Final Report		
Final Meeting: December 7, 3:00-5:00pm - Poster Session and Celebration! Project Assignment 10: Final Reports, Due Thursday, December 16, 11:59pm <i>Optional: Provide evidence of meeting with Career Center Counselor, Due Thursday December 16, 11:59pm</i>				