San José State University
Department of Environmental Studies
ENVS 10 S2: Life on a Changing Planet (3 units)
Fall 2015

Instructor: Gina Bacigalupi
Email: gina.bacigalupi@sjsu.edu
Office Phone: (408) 924-6837
Office: Washington Square Hall (WSQ) 216G
Office Hours:
• Tuesday: 1:30-2:30pm
• Wednesday: Noon-1pm
• By appointment

Class Days & Times: Tuesdays & Thursdays: Noon-1:15pm
Classroom: Dudley Moorhead Hall (DMH) 163

Last Day of Class: Tuesday, December 8th
Final: Friday, December 11th: 9:45am-Noon

Course Description:
The purpose of this course is to give you the basic skills and knowledge necessary to critically examine biological and environmental issues. Living systems are in a constant state of change, both as a result of natural processes and human activities. The course materials emphasize the understanding and use of the scientific method and the analysis of conflicting data and viewpoints. Students will use life science information to analyze environmental issues and debates by considering scientific consensus and the weight of scientific evidence.

This course is, at its heart, a biology course. What makes it different is the application of the material to environmental issues. These two subject areas are closely linked, though rarely taught together. By presenting this information together, it is hoped that at the end of the course, you will have gained both the basic understanding of living systems, and the environmental issues that such systems currently face. It is also hoped that those of you who will go on into the field of Environmental Studies will have gained the basic scientific tools to support your arguments.

Required Materials:
• Textbook
• Additional readings may be assigned but will be handed out in class and/or posted on Canvas
• Writing implement (pencil and black or dark blue pen)
• Notebook or loose-leaf binder paper
• (Optional but helpful) 3”x 5” index cards
General Education Student Learning Objectives
This class is a Category B2 General Education course and, as such, students will develop and demonstrate the following objectives:

1) Gain a basic understanding of the structures and processes of living systems
2) Learn about the scientific method and how the body of scientific knowledge advances
3) Gain experience with the testable frameworks and the qualitative and quantitative methods scientists use to collect data
4) Develop tools to critically analyze controversial scientific issues from a life scientist’s perspective
5) Acquire an understanding of the interrelationships between science, economics, ethics, and policy in environmental decision-making by society
6) Develop an understanding of how and to what extent human activities are affecting the earth’s living systems

Program Learning Objectives (Environmental Studies)
1) Students are able to write a logical analytical paper using good writing style and construction supported by appropriate research. Assignments will require students to understand and summarize materials in relevant scholarly/technical articles, and to identify basic solutions from an interdisciplinary standpoint.
2) Students are able to determine, apply, and interpret appropriate basic statistical or other quantitative analyses to environmental data. Students will be able to articulate and test hypotheses, and read and understand graphs and basic statistics.

Information Literacy Learning Objectives
1) An information literate student determines the nature and extent of the information needed. The information literate student defines and articulates the need for information, as well as identifies a variety of types and formats of potential sources for information.
2) An information literate student evaluates information and its sources critically and incorporates selected information into his/her knowledge base. Students summarize the main ideas to be extracted from the information gathered, articulates and applies criteria for evaluating both the information and its sources, and synthesizes main ideas to construct new concepts.
3) The information literate student understands the economic, legal, and social issues surrounding the use of information, and accesses and uses information ethically and legally.

Student Learning Objectives
1) Students should be able to use the methods of science and knowledge derived from current scientific inquiry in life or physical science to question existing explanations.
2) Students should be able to demonstrate ways in which science influences and is influenced by complex societies, including political and ethical issues.
3) Students should be able to use the methods of science, in which quantitative, analytical reasoning techniques are used, as well as be able to express themselves in proper written English.
Classroom Protocol

Class/General:
Inappropriate use of phones during class is a disruption to all and will NOT be tolerated. Phones should be on silent or off and put away. A first offense will result in a verbal warning, with repeat disruption of the class resulting in forfeiture of participation points, with placing the phone on the instructor’s desk for the remainder of the class meeting or dismissal from the class meeting possible. Notify the instructor in advance if you are expecting a phone call. If you need to take a call, please step outside.

If you would like to or have special needs that require you to use an electronic device (i.e. a laptop) to take notes during lecture, please speak with the instructor. Inappropriate use of electronic devices such as laptops and tablets will NOT be tolerated. They must be used for note-taking, unless otherwise instructed.

Music players and any other electronic devices must be turned off and stored in your backpack/purse. Any use of electronic devices during quizzes and exams is considered cheating and will result in a failing grade.

Common courtesy and professional behavior dictate that you notify someone when you are recording 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. Additionally, course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without her approval. You may not publicly share or upload instructor-generated material for this course without consent of the intellectual property owners involved.

Please do not come to class intoxicated in any way. You will be asked to leave, and your grade will suffer.

Bottom line: Treat instructor, guest speakers, and classmates with respect. Be considerate of others.

Course Requirements
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Canvas:
Copies of the course materials such as the syllabus, calendar, assignment handouts, field trip sites, lecture PowerPoints, etc. will be posted on Canvas. It is YOUR responsibility to register for the course on Canvas and REGULARLY checking it for updates about the course. You may also sign up for alerts. Be proactive and thoroughly search for what you are looking for before contacting the instructor. The instructor will post (and/or email) any last minute changes. You will also be submitting assignments through Canvas (& its Turnitin feature). If you are unsure how to submit assignments through Canvas, please speak with the instructor BEFORE assignments are due.
Assignments:
There will be varying types of assignments throughout the semester. These assignments are designed to aid in your understanding of the course material, as well as develop skills in evaluating, analyzing, and communicating information about environmental issues. In-class assignments are expected to be completed neatly and thoroughly, while at home assignments are expected to be typed (unless otherwise noted) in 12pt Times New Roman with 1-inch margins all around. Cumulatively, the assignments will make up a major portion of your grade for this course. **For this class, all assignments are to be completed by the individual student unless otherwise specified.**

*General Note about Submitting Assignments:*
At home assignments should be turned in as a hard copy to the instructor at the beginning of the class they are due AND submitted electronically to Canvas by 11am on the due date, unless otherwise mentioned. The instructor will be using the Turnitin feature on Canvas.

Exams:
One midterm and one final exam will be given to test your understanding of the material presented in the lectures, readings, and in-class activities. The final will be cumulative and partially based on the midterm. The exams will constitute a large portion of your grade. Please do not miss an exam, as you will NOT have the opportunity to make it up. Make-up exams may be considered for legitimate and documented circumstances (i.e. medical emergency, death in the family) with proper documentation.

Assigned Reading & Class Participation:
This is a lecture course, however there is a participation component. **Students are expected to attend each class on time, complete the assigned readings before class, take good notes, ask questions, turn assignments in on time, pick up class handouts, and participate in class debates, discussions, and activities.** You will receive participation points for attending class and contributing to debates, discussions, and participating in activities. **You must be present and prepared to receive participation points; there are no makeup points for missed class.** There will also be multiple opportunities for in-class assessment of your progress, which will take the form of (the occasional pop) quizzes, writing responses, group activities, etc.

Field Trip Assignment:
You will be given a list of field trip locations and required to visit one. This will be done outside of class time, but you will have the entire semester to visit and learn about one of the field trip locations and complete a write-up. Details will be given in class.

Extra Credit:
The instructor will announce in class any opportunities for extra credit. It is YOUR responsibility to record details of these assignments. Think of extra credit as a buffer, not a reason or excuse to not do your best on regular assignments. It is up to the instructor’s discretion whether to cap the amount of extra credit students can get. This cap would be the same for all students.

Late Work:
It is NOT accepted, so please get your assignments in on time. If you have extenuating circumstances, please speak with the instructor. For instance, if you are ill, please notify the instructor; you will need to provide a doctor’s note.
**Citation Method:**
We will use the Council for Science Editors (CSE) Name-Year citation method. Your go-to resource for citation formatting help is: [http://writing.wisc.edu/Handbook/DocCSE_NameYear.html](http://writing.wisc.edu/Handbook/DocCSE_NameYear.html). Any ideas that are not 100% yours MUST be properly cited.

**Overview of Points Available**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>100</td>
<td>SLO #2, 3, PLO #2</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>SLO #2, 3, PLO #2</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invaders Questions</td>
<td>10</td>
<td>SLO #3, PLO #2</td>
</tr>
<tr>
<td>Darwin Questions</td>
<td>10</td>
<td>SLO #2, 3</td>
</tr>
<tr>
<td>Scientific Paper Analysis</td>
<td>50</td>
<td>SLO #3, PLO #1, 2, ILLO# 1, 2, 3</td>
</tr>
<tr>
<td>Case Study #1</td>
<td>40</td>
<td>SLO #1, 3, PLO #2</td>
</tr>
<tr>
<td>Debate</td>
<td>10</td>
<td>SLO #2, ILLO# 1, 2, 3</td>
</tr>
<tr>
<td>My Footprint Activity</td>
<td>10</td>
<td>SLO #2</td>
</tr>
<tr>
<td>Field Trip Write-Up</td>
<td>20</td>
<td>SLO #2, 3</td>
</tr>
<tr>
<td><strong>Class Participation</strong></td>
<td>150</td>
<td>SLO #1, 2, 3 PLO #2</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
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(*subject to change)

**Grading Policy**

Your grade will be based on your assignments and class participation.

**Grade Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93%-100%</td>
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<tr>
<td>A-</td>
<td>90%-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87%-89%</td>
</tr>
<tr>
<td>B</td>
<td>83%-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80%-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77%-79%</td>
</tr>
<tr>
<td>C</td>
<td>73%-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70%-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
</tr>
</tbody>
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Please note: Grades will not be curved. It is up to the discretion of the instructor whether to bump up a student’s grade at the end of the semester. Quality of work, general improvement, and evident effort may be taken into consideration when considering a grade bump. It is also up to the instructor’s discretion whether or not to give an A+. 
University Policies & Resources

Dropping & Adding:
Students are responsible for understanding the policies and procedures about add/drops, academic renewal, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars website at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/

Academic Integrity:
Your commitment as a student to learning is evidenced by your enrollment at San José State University. Students should know that the University’s Academic Integrity Policy is available at http://www.sjsu.edu/senate/docs/S07-2.pdf. SJSU’s Academic Integrity Policy requires you to be honest in all your academic coursework. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Plagiarism (presenting the work of another as your own or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to use an assignment or any material you have submitted or plan to submit for another class for ENVS 10, please note that SJSU’s Academic Policy F06-1 requires approval of all instructors involved.

Campus Policy in Compliance with the American Disabilities Act:
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with the instructor as soon as possible or see the instructor during office hours. Retroactive assignment accommodations will not be granted by the instructor. Presidential Directive 97-03 (http://www.sjsu.edu/president/directives/current/pd9703/) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) (http://www.sjsu.edu/aec) to establish a record of their disability.

Library Liaison:
Peggy Cabrera (peggy.cabrera@sjsu.edu) is the Library Liaison for the Department of Environmental Studies. She is a great resource who is available via email and in person by appointment.

SJSU Writing Center:
The SJSU Writing Center is located in Clark Hall, Suite 126. In addition to one-on-one tutoring services, the Writing Center offers workshops on a variety of writing and has writing-related resources on their website. Visit http://www.sjsu.edu/writingcenter to learn more or to make an appointment.
Study/Work Area & Academic Support: ACCESS Success Center
The Academic Counseling Center for Excellence in the Social Sciences (ACCESS Success Center) is located on the 2nd floor of Clark Hall. Quiet study/work areas are available as well as tutoring (i.e. writing & statistics) and academic and professional advising. Visit http://www.sjsu.edu/access/ to learn more. Note: They have writing tutors available; this could be an additional option/resource to the Writing Center for you.

Student Technology Resources:
Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall, on the 2nd floor of the Student Union, and in the Martin Luther King Library. Additional computer labs may be available in your department or college. Media Services in IRC 112 lends a variety of A/V equipment, including digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems and wireless microphones, and projection screens and monitors.

Peer Connections (formerly Learning Assistance Resource Center):
Peer Connections (http://peerconnections.sjsu.edu) in Room 600 of the Student Services Center is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development.