
Changing Ecologies of Globalization Section 80

GLST 167

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/17/2023

Contact Information

Instructor: Dr. Mary Poffenroth

Office Location: DH447/ Online

Telephone: 408-924-4831 (email is best as I rarely check my VM on my office phone)

Email: I prefer to be addressed formally as Dr. Poffenroth

You can message me here in Canvas or at mary.poffenroth@sjsu.edu

It is best to email me any questions or concerns. For email, I will respond within 2 business days. Please do not expect a response late at night or on weekends.

Office Hours: Monday 11:00 am to 3:00 pm Online or by appointment. We can meet via Zoom, Skype, or FaceTime. Please email for a link to open timeslots.

Course Description and Requisites

Environmental and human issues and challenges 1492 to present. Global environmental shifts & relationship to social, demographic, cultural, political change. Human interaction with natural environment.

GE Area(s): R. Earth, Environment & Sustainability

Prerequisite: Passage of WST; completion of Core GE; Upper division standing
Corequisite: GEOG 100W (if not already completed)

Letter Graded

Classroom Protocols

Class Policies

This is a technology Intensive, Synchronous Online Course

This course is delivered online through Canvas and Zoom. Success in the course requires active participation by logging in multiple times a week for updates, completing assignments, taking quizzes, reviewing videos, and participating in discussions in addition to meeting during live classes.

Course Description (Catalog)

This course examines environmental and human issues and challenges focusing on global environmental shifts and their relationship

to social, demographic, cultural, and political change. Using scientific principles and investigation, we will explore human interactions with the natural environment in all its complexities, including interaction with nonhuman animals, agriculture and engineered landscapes, contagions and demographic shifts, and industrial pollution.

Pre-Requisites

Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

This Class Is Not Self-Paced

You will have deadlines, and they will not be adjusted unless there is an issue that affects the entire class. Online classes, although more convenient for lecture attendance than in-person, are still as rigorous. If you cannot meet the demands and timing of the course, as set forth in the schedule, please consider taking a different course that will best support your needs.

Since you may complete all homework any time before the deadline, no late homework will be accepted. Additionally, there are no makeups for missed classes. However, please see the Student Safety Net below.

For all electronic assignments, do not wait until the last minute to submit. No extensions will be given for user error or unreliable internet connections.

Communication

Email / Canvas Direct Messages

You may email me at Mary.Poffenroth@sjsu.edu or via Canvas. I prefer to be formally addressed as Dr. Poffenroth, and you can expect a response within two business days.

Email / DMs will only be answered Monday–Friday during business hours (9 to 5 PST)

Email Etiquette

As our communications are of a professional nature, please make sure to use business/professional language in your email, which includes salutations.

Netiquette

As we will be interacting online with one another, it is of the utmost importance that all of our communications are done respectfully. There is a zero-tolerance policy for any inappropriate language, hate speech, or personal attacks of any kind toward another student or faculty member. If such an occurrence happens, then the University will be immediately notified, and appropriate steps will be taken to address the issue under the University guidelines.

Our Communication and Interaction Plan for GLST 167

In addition to our weekly live class meetings, we have the following communication plan.

Instructor to Student

Structured Opportunities

- I will create and post a Loom video to introduce you to each unit, so you feel confident knowing what we are doing, how to do it, and when it's due posted to Canvas Announcements.
- I will send direct messages, text box chats inside assignments, discussion threads (text and video), and rubric feedback for assignments.
- I will send out posts for opportunities that may be of interest such as scholarships, internships, or talks.
- We will have weekly synchronous in-class chats for real-time live discussions (graded). Each session will have:

- check-in with students as a group, answer clarification questions as needed.
- A discussion question will be posed to the group to guide the session. Students respond in real-time to the discussion question.

Unstructured Opportunities

- I am available to chat via email (mary.poffenroth@sjsu.edu), Canvas message, or you can book time directly on my calendar for a Zoom or Phone call with response times being one business day during summer or winter sessions and two business days during spring or fall.

Student to Student

Structured Opportunities

- Shared MIRO Board graded activities (graded)
- FlipGrid Asynchronous Video Discussion Board Activities (graded)
- Text-based discussion board in Canvas (graded)
- Global Issues Group Project: A multi-stage, iterative problem-based learning collaborative project involving research, conversations with peers, group video content creation/class showcase, and Canvas Discussion (graded)

Unstructured Opportunities

- Group breakout sessions
- Discord chat environment (ungraded)
- Sub-Group Homepage (ungraded)

Technology

You are required to have access to reliable computer technology, the internet, and up-to-date software/antivirus.

You must have basic computing skills and know how to use the internet, Canvas, a word processing program (such as MS Word), and a slide deck program (such as PowerPoint). You must also know how to create a short video and upload that video to a video hosting site like YouTube or Vimeo. There are many technology resources on campus to support you if you do not already have access to reliable technology or an internet connection.

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)

SJSU Studies courses -- Areas R, S, and V -- help students integrate knowledge between and among disciplines. Area R: Earth, Environment, and Sustainability courses apply the scientific method and quantitative reasoning to engage in ethical, civic-minded inquiry around sustaining the earth, its environments and its inhabitants.

GE Area R Learning Outcomes

Upon successful completion of an Area R course, students should be able to:

1. apply scientific principles and the scientific method to answer questions about earth, the environment, and sustainability while recognizing the limits of both the method and principles;
2. apply mathematical or quantitative reasoning concepts to the analysis and generation of solutions to issues of earth, the environment, and sustainability;
3. communicate a scientific finding, assertion, or theory to a general audience with the integrity and rigor of the underlying science; and
4. explain ethical, social, and civic dimensions of scientific inquiry.

Writing Practice: Students will write a minimum of 3000 words in a language and style appropriate to the discipline.

Course Materials

Required Materials

Textbooks (in the order we will read): These are available as audiobooks and paperback. Most libraries have a copy. More details on free library access in Canvas.

Kassinger, R. (2019). *Slime: How Algae Created Us, Plague Us, and Just Might Save Us*. Boston: Houghton Mifflin Harcourt.

Jukes, H. (2020). *A Honeybee Heart Has Five Openings: A Year of Keeping Bees*. Pantheon, 2020.

Harvell, D. (2019) *Ocean Outbreak: Confronting the Rising Tide of Marine Disease*. Oakland: University of California Press. ([Get your free eBook copy here](#) – this book is optional)

We will be reading Jukes and Kassinger in their totality and using Harvell in our end of term project.

Course Requirements and Assignments

Course Requirements

Workload & University Policies

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3 \(https://www.sjsu.edu/senate/docs/S12-3.pdf\)](https://www.sjsu.edu/senate/docs/S12-3.pdf)

Please note that [University policy F69-24 \(https://www.sjsu.edu/senate/docs/F69-24.pdf\)](https://www.sjsu.edu/senate/docs/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.”

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 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, and clinical practice. **This means our course (3 units) is 135 hours per term that you are expected to devote to classwork.** Other course structures will have equivalent workload expectations as described in the syllabus.

No late assignments will be accepted in this course. You can submit weekly assignments any time before the due date.

[Student Resources \(https://www.sjsu.edu/students/\)](https://www.sjsu.edu/students/)

[Academic Integrity Policy \(https://www.sjsu.edu/studentconduct/conduct-processes/academic-integrity.php\)](https://www.sjsu.edu/studentconduct/conduct-processes/academic-integrity.php)

[Requesting a Late Drop \(https://www.sjsu.edu/ue/student-petitions/drops/index.php\)](https://www.sjsu.edu/ue/student-petitions/drops/index.php)

[Student Catalog with Full University Policies \(https://catalog.sjsu.edu/\)](https://catalog.sjsu.edu/)

Assignments

I have created our class to be about actively learning content and skill building for your future in equal measure. I look forward to co-creating with you!

Class Participation and In-class Assignments Overview

In-class activities will be conducted throughout the semester. In most cases, an assignment (written or otherwise) will accompany the activity. Participation in these activities is essential, and successful completion of them will constitute a significant portion of the total class grade.

- **Attendance:** You cannot participate if you are not in attendance, and in-class assignments can't be made up for credit. However, attendance alone is not enough – you must be an active participant in class discussions, activities, etc. Obviously, we all need a safety net when life gets in the way of our best intentions so please see the Student Safety Net below.
- **Zoom Name:** Please make sure your Zoom name matches your Canvas/Registered name. I will be screen capturing to match attendance to assignments submitted for credit. Any in class assignments submitted for credit without live attendance will result in a zero. If you are unhappy with your registered name, did you know you can change your preferred name at SJSU?
- **Participation in Discussions:** Participation does not mean being verbose, nor does it mean just attending class. Provide your insights in an engaging and respectful manner. Statements are always more interesting and informative if they are backed up by logic and evidence. There will be in class assignments that are unannounced and can't be made up.
- **Presentations:** As a presenter, it is your job to make your subject informative and enjoyable. Please be professional, but get creative!
- **Respect and Decorum:** All class participants will behave in a manner that provides a positive and comfortable learning environment for everyone.
- **Camera On Expectations:** As this is a synchronous class you are expected to have your camera on “most” of the time. I absolutely understand that is not always possible, but if you feel you can't have your camera on for nearly every class, please schedule time to chat with me. This is non-negotiable as it contributes to the experience of the class and a sense of presence. If you feel you can't commit to having your camera on “most” of the time, please take the on-campus section of this class.

Zoom Classroom Conduct

By continuing in our class, you agree to attend “most” if not all live lectures via Zoom (link on Page 1 and in Canvas). You will not be graded on attendance alone, but we will have activities for credit every class period that can't be made up. Here are the ground rules for our Zoom time:

- **On Time Arrivals & Departures:** The timing of activities for credit will change, so please make sure you sign in on time and stay the entire session. Activities may include multiple parts, so do not assume that you can sign out once you submit an activity.
- **Zoom Name:** Please make sure your Zoom name matches your Canvas/Registered name. I will be screen capturing to match attendance to assignments submitted for credit. Any in class assignments submitted for credit without live attendance will result in a zero. If you are unhappy with your registered name, did you know you can change your preferred name at SJSU?
- **Cameras On:** Please be prepared to have your camera on “most” of the time. Seeing and hearing each other helps to increase engagement, build connection, and strengthen a sense of community for all. I understand that sometimes you just can't for a plethora of reasons, but you must have your camera on ~90% of the time and must always be able to participate via the text chat and submit in class assignments during the session.
- **Class Will Not Be Recorded:** To maintain the sanctity of the live virtual classroom, class sessions will not be recorded.

Consent for Recording of Class and Public Sharing of Instructor Material IS NOT Granted.

- “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.”
- 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.”

In Class Activities

Points vary per submission, up to 250 points for the entire term

In-class activities will be announced and executed during class time and can’t be made up. Details and submissions of in-class activities will be shared during class, will take place at different/multiple points throughout the class, and will be submitted at a designated time during class.

Assignments

You will have four high-point-value assignments this term:

1. Present & Share Your Assigned Reading Reflection
2. The Study of Globalization: Literature Review Paper
3. The Study of Globalization: Individual Oral Presentation
4. Qualitative Literacy Group Capstone Project and Presentation

Reading Reflections

10 points per submission, minimum 300 words per submission

The Why: This is to assess your ability to interpret and reflect upon the readings we are doing. Depending on your experience with biology/ecology, you may have to do a bit of supplementary reading/viewing. Additional resources to support this can be found in Canvas.

The How: Students will submit a reading reflection in a “field notebook entry” style based on the assigned reading for that day per our schedule. Please read this Starter Guide to Field Notes before you begin and note that this guide is meant to give you ideas/direction not be prescriptive. Although we can’t go out into the field together, this is an opportunity to practice field note booking based on our reading in lieu of direct observations.

Our readings will span many different styles of content, so not all of these will apply to every submission chapter. Your 300-word minimum submission should include some, if not all, of the following as is appropriate.

- Summary of the chapter, in your own words, that shows you understand the readings beyond a basic level of regurgitation.
- What is the significance of the reading?
- Favorite Quote: (yes, this is one time it is totally acceptable to copy and paste direct from the source).
- What characters, stories, or ideas from the reading most stood out to you? Why? Can you draw any similarities or conclusions to your own life/popular culture / cultural zeitgeist?
- What was most surprising, intriguing, or challenging to you about the reading?
- To help round out your notes, you can include physical drawings inspired by the readings. These must be hand drawn by you (no apple pencil or other digital art). Drawing is a wonderful way to commit things to memory. It does not need to be fancy or perfect. Once you hand draw your appropriate image(s) in any medium you prefer, take a photo and insert the photo into your docx/pdf or add as a textbox attachment. An image will count as 50 words toward your total minimum.

How to Get Full Credit: Submit a minimum of 300 words (or 250 words plus drawing(s)) no later than the deadline that demonstrates your ability to understand, interpret and reflect upon the content presented.

Present & Share Your Assigned Reading Reflection: Once Per Student, Per Semester

20 points

On a date of your choosing, chosen in Canvas/Google Docs (link in Canvas), you will present about that day's reading during class time. The presenting student will upload their notes/outline / script / slides into canvas for credit before the start of class. If you are scheduled and miss your assigned date, there is no makeup session. You will need to contact me immediately and for documented emergencies we will discuss your options.

- You can present with it without slides but needs your presentation needs to be live and cover the requirements restated below
- You must present (which means practice) and you may not read your notes/slides verbatim. You can refer to your notes now and again, but do not read word for word to the class.
- Your presentation should be at least 5 minutes and no more than 10. I will signal you when you are at 9 mins.
- You do not need to give a summary/details of the entire chapter(s), as your presentation should not be a replacement for other to not read the chapter(s). Think of it as a movie trailer, post-game highlight reel or sizzle reel for an upcoming new video game.

Your presentation should cover most of these aspects:

- Summary of the central arguments/themes (i.e. book report style)
- What is the significance of this week's reading?
- Favorite/Most Significant Quote
- What characters, stories, or ideas from the reading most stood out to you? Why? Can you draw any similarities or conclusions to your own life/popular culture / cultural zeitgeist?
- What was most surprising, intriguing, or challenging to you about the reading?
- Depending on the length of your chapter(s), you may also want/need to include supportive resources, stories, and ways to engage the audience in support of your chapter(s)

The Study of Globalization: Literature Review Paper

100 points. Late work is accepted at minus 10 points per calendar day.

Students will prepare a literature review paper (750 words) that examines an important global ecologies topic. The paper should address one of the topics listed in the guidelines that explain the requirements and grading criteria for this assignment, using the specified academic format (see Literature Review Paper Guidelines in Canvas for details). All submitted papers will be scanned by the Turnitin service for online plagiarism evaluation before being graded. You must paraphrase all cited sources. Absolutely no "copy & pasting" directly from resources. Any paper over 30% unoriginal material will be closely examined by the instructor, and a meeting may need to be held with the student.

The Study of Globalization: Individual Oral Presentation

100 points. Sign up for presentation dates in Canvas.

Students will prepare and deliver in class an oral presentation with a slide deck that examines the broader interdisciplinary implications of the same global topic that they addressed in their Literature Review Paper. The oral presentation should be prepared according to the guidelines and grading criteria for this assignment, using the specified academic and digital format (see Oral Presentation Guidelines in Canvas for details). Students have some creative freedom over how to deliver their oral presentation, but at minimum, it must be in real time/live, must show a slide deck and the audience can clearly see and hear the student present on their topic. Missed presentation dates will result in a penalty of up to 100% of your oral presentation grade depending on circumstances. If you miss your presentation date, you must contact me within 48 hours to discuss your options.

Quantitative Literacy (QL) & Coral Reefs: Problem Based Learning Group Project

300 points. Group sign up and dates in Canvas.

There will be various activities leading up to the final deliverable: a short video presentation created by the entire group and presenting their findings and recommendations for addressing the rising tide of global marine disasters. Additional details will be found in Canvas, and class time will be allotted for support from faculty and so that groups can work together.... and don't worry – there will be built-in safeguards to prevent a few people from doing all the work.

What is QL?

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and

comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Area R GE Assessment Requirements That This Work Fulfills

To accurately reflect students' best work, we are asking that the assignment be something that 1) students complete near the end of the semester and 2) is a significant portion of their course grade (at least 10%) and uses the rubric developed by the American Association of Colleges and Universities to assess students' proficiency in quantitative reasoning. The rubric looks at 6 areas of competence:

- Interpretation - Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)
- Representation - Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)
- Calculation - Ability to successfully complete calculations that are sufficiently comprehensive to solve the problem, and clear and concise
- Application / Analysis - Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis
- Assumptions - Ability to make and evaluate important assumptions in estimation, modeling, and data analysis
- Communication - Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)

The How (a very brief overview)

Final Deliverable: Data-Driven Video Presentation

200 pts plus individual milestone deliverable points assigned/completed during lecture.

The final video will include communicating your findings based upon coral reef research questions and original data visualizations you create based on real-world raw data I provide as well as your plan for future research on coral reefs.

As this is a long-form, heavily iterative project, more in-depth details will follow during lecture in the weeks to come.

Exams

There are no exams in this course (Woohoo!), because I believe that most exams are obsolete in the age of the internet ... except driving exams... those need to stay!

Submitting Your Work

We will submit all work to Canvas. When a file upload is requested, you may only upload a .PDF, .DOCX, or .DOC file. All other submissions, including any .pages or any Google Share Files will receive an automatic zero grade. If you are using Google Docs, simply download a copy as a .PDF or .DOCX from Google Docs and upload that file into Canvas. Your work must be directly viewable within Canvas without any password or download requirements by the viewer.

Do not submit your assignments via the smartphone app. The app has proven to be unreliable, and you should always use a laptop or desktop computer to perform your work.

Missed/Late Work & Emergency Safety Net Policy

As you can submit your work any time before the deadline, there is no late work accepted in our class. However, here is how we will handle emergencies for all students:

A Total of 50 points of Missed Work

Everyone is allowed to miss exactly 50 points of work for the entire term, without penalty, no questions asked. You do not need to contact me to take advantage of this, and it can be any combination of homework, in-class work, or a max of one day late penalty for any of the three individual high-point value projects. The points will not be applied to increasing your grade on any high-point-value individual or group project. The adjustment will be processed automatically for everyone after the semester has concluded.

This is meant to provide for emergencies, so I suggest you only miss assignments/class if you absolutely have no other choice (such as an illness or death of a loved one). If you miss more than this, you will need to decide if a late drop or incomplete is more supportive of your success.

Late Submission for Primary Topic Project Modules (those that 100 points each)

Please note, to get a passing grade, you must submit all four high point value projects.

Otherwise, for any of the three individual high point value project deliverables submitted late: 10 points deduction per calendar day late your score is zero.

FAQ About the Emergency Safety Net

If I have a doctor's note, can I have more extensions than other students?

No. This policy was written to cover all students for missing a single week of class for any reason, illness, or emergency. If you find you need to miss more than one full week of class (equal to 10% of the total class), we will need to discuss other options, such as a late drop or incomplete, depending on the circumstances at the time.

Why was this policy created?

A single missed work policy that applies to all students equally is the most equitable way to manage life's emergencies for students while preventing decision bias from me. Of course, I always try to be as unbiased as possible – but I am human, so having a policy that applies to all students instead of me deciding case by case, student by student, ensures that all emergencies are treated equally and fairly - no matter their cause. In each term, I teach anywhere from 200-400 students, and without a strong policy that applies equally to all, I can't guarantee that all students are treated equally. If you find that life has dealt you an emergency larger than missing a week/10% of the class, the university is set up to support you with a late drop or incomplete.

This policy puts the power into your hands to decide when to use your 10% emergency safety net without the stress of feeling like you have to justify your need. This also removes me as a judge of your need since you are the best person to judge when you need to use your emergency safety net. This also ensures all emergencies are treated equally - from physical to emotional to mental well-being.

However, this also creates a bit of a temptation to use it sooner rather than later, so I urge you to save your safety net for a true emergency.

Why was this amount of missed work forgiveness chosen?

The workload for this course is meant to be a minimum of 10 or more hours per week during a full 16-week term. This policy essentially excuses each student from 10 % of our course. Again, if you find that you need to miss more than 10%, then a late drop or incomplete is the next step.

Do I need to contact you or provide any documentation to use this safety net?

Not at all. I created this policy because I wanted you to feel in control over when to use your safety net without any need to ask or justify. Just know that what is stated here is the maximum for all students in our class, and the adjustments will happen at the very end of term once all other work has been graded.

Grading Information

Determination of Grades

- Grades are calculated evenly, with no one assignment weighted differently. Final course grades will not be curved.

- It is your responsibility to check your grade in Canvas throughout the semester. You will have a final opportunity to check your grades before they are submitted to SJSU after the final exam. If you fail to address any issues/discrepancies before this time, no changes will be made after grades are submitted unless it is due to instructor error.
- You will have one week from the posting of each grade update to address any concerns/mistakes with your instructor. After this one week, grades will become permanent and unchangeable. It is your responsibility to ensure your grade is correct weekly. Incorrect grade change requests at the end of the semester will not be honored.
- In order to pass with a C or better, students must submit the major course project(s), which are those that are worth 100 points.

Grades will be based on the following:

| Assignment | Points |
|--|-------------|
| In Class Activities (up to) | 250 |
| Reading Reflection Submissions (10 points each) | 230 |
| Present & Share Your Assigned Reading Reflection | 20 |
| Oral Presentation | 100 |
| Literature Review Paper | 100 |
| QL Problem Based Learning Project | 300 |
| Total | 1000 |

Letter Grades

Final grades for this course will be calculated from the activities described above. At any given time during the semester, you will see how you are doing in the class because of the % system being used in Canvas. The following grading scale is used (with +/- standard rounding rules apply where .1-.49 is rounded down, .5-.99 is rounded up):

A+ = 100-99% A = 92-98% A- = 90-91 B+ = 88-89 B = 82-87 B- = 80-81
 C+ = 78-79; C = 72-77; C- = 70-71; D+ = 68-69; D = 60-67 F=59 & below

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](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

The following schedule is subject to change with notice posted on Canvas and/or through notification in class.

January 26 – May 15: Tuesday and Thursday, 3:00 – 4:15 pm PST

| Module/ Week | Topics/Assignments | Canvas Deliverables Submit no later than 11:59 pm PST on: |
|-----------------|---|--|
| 0 | <p>You will submit work to Canvas for credit both in class (live via Zoom due before class ends) and asynchronously as homework due on Friday before 11:59pm PST.</p> <p>Reading reflections for the assigned pages below are due no later than 11:59 pm PST to Canvas the Friday before we discuss them in class.</p> <p>In class work and homework cannot be made up. Please see the student safety net above.</p> <p>Welcome – First Day of Classes Choose Your Individual Primary Project Topic</p> | Jan 26 |
| 1 | <p>Research Methods</p> <p>Slime Introduction, Chapters 1 & 2</p> <p>Oral Presentation Dates Released for Student Selection</p> | Feb 3 |
| 2 | <p>Algae: Introduction & Natural History</p> <p>Slime Chapters 3 & 4: Algae Get Complicated and Land Ho, Going Once. Slime Chapters 5 & 6: Land Ho, Going Twice and Looking for Lichens</p> | Feb 10 |
| 3 | <p>Algae: Form & Function</p> <p>Slime Chapters 7 & 8: Brain Food and Seaweed Salvation Slime Chapters 9 & 10: On a Grand Scale and Welshmen’s Delight</p> | Feb 17 |
| 4 | <p>Oral Presentations Begin!</p> <p>Algae: Evolution</p> <p>Slime Chapters 11 & 12: A Way of Life and Flash!</p> <p>Slime Chapters 13 & 14: Spirulina and Feeding Plants & Animals</p> | Feb 24 |
| 5 | <p>Individual Oral Presentations</p> <p>Slime Chapters 15 & 16: In the Thick of It and Land Ho, Going Thrice Slime Chapters 17 & 18: Seaweed Stuff and Algae Oil</p> | March 3 |
| 6 | <p>Individual Oral Presentations</p> <p>Slime Chapters 19 & 20: The Algae’s Not for Burning and Ethanol Slime Chapters 21 & 22: The Future of Algae Fuel and Gadzoox</p> | March 10 |
| 7 | <p>Individual Oral Presentations</p> <p>Slime Chapters 23 & 24: Saving the Reefs and A Plague Upon Us Slime Chapters 25 & 26: Cleanup and Making Monsters</p> | March 17 |
| 8 | <p>Individual Oral Presentations</p> <p>Slime Chapters 27 & 28: Geoengineering and Epilogue</p> | March 24 |

| | Spring Break | March 27-31 |
|------------|---|--------------------|
| 9 | <p>Global Bee Species & Populations: Introduction & Natural History</p> <p>A Honeybee Heart Has Five Openings (Chapter 1: Doorway)</p> <p>A Honeybee Heart Has Five Openings (Chapter 2: Hive)</p> | April 7 |
| 10 | <p>Global Bee Species & Populations: Form and Function</p> <p>A Honeybee Heart Has Five Openings (Chapter 3: Bee)</p> <p>A Honeybee Heart Has Five Openings (Chapter 4: Orientation)</p> <p>Quantitative Literacy (QL) Capstone Group Project</p> <p>Group Activity Time: Planning</p> | April 14 |
| 11 | <p>Global Bee Species & Populations: Evolution & Conservation</p> <p>A Honeybee Heart Has Five Openings (Chapter 5: Losing Sight)</p> <p>A Honeybee Heart Has Five Openings (Chapter 6: Swarm)</p> <p>Quantitative Literacy (QL) Capstone Group Project</p> <p>Group Activity Time: Execution</p> | April 21 |
| 12 | <p>A Honeybee Heart Has Five Openings (Chapter 7: Honey)</p> <p>Coral Reefs: Natural History</p> <p>Quantitative Literacy (QL) Capstone Group Project</p> <p>Group Activity Time: Finalize</p> | April 28 |
| 13 | <p>Coral Reefs: Biodiversity</p> <p>Optional Reading: Ocean Outbreak (Harvell, 2019)</p> <p>Quantitative Literacy (QL) Capstone Group Project Workshop & Prep</p> | May 5 |
| 14 | <p>Coral Reefs: Threats</p> <p>Quantitative Literacy (QL) Capstone Group Project Workshop & Prep</p> | May 12 |
| | <p style="text-align: center;">Group Videos Due to Canvas No Later Than Noon PST</p> <p style="text-align: center;">To Be Viewed in Class</p> <p style="text-align: center;">Last Day of Instruction</p> | *Monday, May 15 |
| Final Exam | <p>Quantitative Literacy (QL) Capstone Group Project Showcase</p> <p>Friday, May 19 2:45 pm – 5:00 pm PST via Zoom</p> | May 19 |