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# Introduction to Environmental Issues Section 82

## ENVS 1

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/05/2023

### Contact Information

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Padmaja (PJ) Iyer (i as in information)

Phone: 408-777-0939

Email: padmaja.iyer@sjsu.edu

Please contact me through the course's Canvas Inbox or through email (padmaja.iyer@sjsu.edu). Please include the course (ENVS-01) and your name in the email. When applicable, I will post an announcement or send a message to everyone in the class if I feel your question or concern will benefit or affect everyone (and in this case, you will not receive an individual response).

### Course Description and Requisites

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What effects are human activities having on the natural environment and our quality of life? Discover the technical and social causes of environmental degradation; learn how your personal and career choices can protect the environment for current and future generations.

GE Area(s): A3. Critical Thinking and Writing

Letter Graded

### \* Classroom Protocols

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#### Late Work

All assignments are due by the due date and time listed in the course calendar. If you miss the deadline and you haven't contacted me for an extension, the work will not receive a grade. Exceptions will be granted with documented circumstances (medical emergency, death in the family).

#### Extra Credit

Students are responsible for recording the details of any offered extra credit assignments.

#### Classroom Guidelines

Throughout the semester we will address and discuss a variety of issues that may bring out strong and opposing views. As a community of learners and colleagues, it is critical that we respect one another's thoughts and address comments to the IDEAS and not the person. Our classroom is not a forum for demeaning or threatening language/comments.

Harassment of any kind (sexual, racial, class, sexual preference, gender, gender identity, etc.) between students or towards/from the instructor will not be tolerated. As a community member of this classroom, I expect everyone to act in a respectful and mature manner. Should any problems arise we as a class will promptly take action.

**Here are some guidelines for "Netiquette", or the etiquette of cyberspace:**

- **Remember the human:** When you communicate electronically, all you see is a computer screen. You don't have the opportunity to use facial expressions, gestures, and tone of voice to communicate your meaning; words – lonely written words – are all you've got. That goes for your correspondence as well. Remember the Prime Directive of Netiquette: Those are real people out there. Ask yourself, "would I say this to the person's face?" If the answer is no, rewrite and reread. Repeat the process until you are sure that you'd feel as comfortable saying these words in person as you would sending them through cyberspace.
- **Adhere to the same standards of behavior online that you follow in real life:**
  - **Be ethical:** if you encounter an ethical dilemma in cyberspace consult the code you follow in your life. Chances are good you'll find the answer.
  - **Don't break the law:** If you're tempted to do something that's illegal in cyberspace, chances are it's also bad Netiquette.
- **Know where you are in cyberspace:** When you enter a domain of cyberspace that's new to you, take a look around. Spend a while listening to the chat or reading the archives. Get a sense of how the people who are already there act. Then go ahead and participate. In this case, you are in an online classroom, and you should behave the same as you would behave in a live classroom.
- **Respect other people's time and bandwidth:** When you send an email or post to a discussion group, you're taking up other people's time (or hoping to). It's your responsibility to ensure that the time they spend reading your posting isn't wasted. Use correct grammar, spelling, punctuation and make sure your posting is well organized and coherent.
- **Make yourself look good online:** You won't be judged by the color of your skin, eyes, or hair, your weight, your age, or your clothing. You will, however, be judged by the quality of your writing. For most people who choose to communicate online, this is an advantage; if they didn't enjoy using the written word, they wouldn't be there. So, spelling and grammar do count.
- **Share your expert knowledge:** The strength of cyberspace is in its numbers. The reason for asking questions online can be considered credible is that a lot of knowledgeable people are reading the questions. And, if even a few of them offer intelligent answers, the sum total of world knowledge increases. The Internet itself was founded and grew because scientists wanted to share information. Ask questions when you need an answer, and always share what you learn with your classmates or help answer their questions.
- **Help keep flame wars under control:** 'Flaming' is what people do when they express a strongly held opinion without holding back emotion. It's the kind of message that makes people respond, "Oh come on, tell us how you really feel." Tact is not its objective. People are welcome to their opinions and strong emotions. Flame wars result when contrary opinions are argued back and forth in a flaming manner. Agree or disagree professionally, and if you can, support your opinions with facts. Respect the opinions and emotions of your classmates.
- **Respect other people's privacy:** Do not share your classmate's personal information in any open communication in an online classroom. This includes discussions, or group emails. And do not share a classmate's personal information with your instructor unless the classmate has given you permission.

Failure to meet classroom protocol expectations will result in a loss of up to 10% from your final course grade.

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

## Program Information

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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)

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### 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 (GELOs)

Upon successful completion of an Area A3 course, students should be able to:

1. locate, interpret, evaluate, and synthesize evidence in a comprehensive way, including through library research; and integrate research findings into oral and written arguments through appropriate citation and quotation;
2. use a range of rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;
3. identify and critically evaluate the assumptions in and the contexts of arguments; and
4. use inductive and deductive logic to construct valid, evidence-supported arguments and draw valid conclusions.

**Writing Practice:** Students will write a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

### Course Learning Outcomes (CLOs)

*Upon successful completion of this course, students will be able to:*

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

## Course Materials

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Access to a computer and the Internet are required to participate in this course. Zooming from a phone will not be sufficient to participate during class on collaborative documents and presentations.

A smartphone is used for some assignments.

All readings other than the textbook will be provided.

## Living in the Environment

Author: Miller & Spoolman

**Publisher:** Cengage  
**Edition:** 20th  
**ISBN:** 9780357142202  
**Availability:** Campus Bookstore

The book is also available for rent online and the ebook is also available.

The book is available for rent at Amazon for about \$38.00 (hardcover). It is also available on [vitalsource.com](http://vitalsource.com) for about \$40 as an eTextbook.

The eBook ISBN is: 9780357705407 also available at the Cengage official site.

## Course Requirements and Assignments

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Please read the following assignment descriptions carefully. Failing to comply with the specific directions given below may result in a loss of credit points for each assignment.

**1. Weekly reading Knowledge Checks. (CLO3)** Beginning Week 1, there will be a textbook reading Knowledge Check for the upcoming week's topic. You have two opportunities to take the Knowledge Checks, to be completed on Canvas, and only the highest score will count. Answers will be released the day after the due date. The Knowledge Checks are intended to encourage you to read about the topic for the upcoming week as well as to check your comprehension of key terms and concepts. *In general, Knowledge Checks cannot be made up. They are open for an entire week, so if you are dealing with something that will keep you from taking the Knowledge Check, get in touch with me by Sunday of the week it is due. The lowest four knowledge checks scores will be dropped from the final grade.*

**2. Debate and Defend. (CLO1-4, 4; GELO 1-4)** This written and in-class critical thinking activity throughout the semester will assess students' ability to demonstrate understanding of analytical texts; apply rhetorical argument strategies, debunk common logical fallacies, and defend their position in an oral debate with fellow students. For example, the Debate and Defend assignments on nuclear waste storage will help you strengthen the ability to employ different types of logic (CLO1, GELO1, CLO4, GELO 4). The GMO assignment will have you use rhetorical (e.g., pathos, ethos, logos) strategies to make your main points (CLO2, GELO2). The public transportation debate will help you synthesize social, political, and scientific assumptions to formulate an argument (CLO3, GELO 3).

**3. Critical Thinking Essays. (GELO 1 – 4; CLO 1-4).** Students will compose an essay of 450-500 words in which they acquire, synthesize, and logically analyze information in response to a given topic and then present the information and their conclusion in a well-constructed essay. A critical thinking essay differs from an argumentative essay in several ways. One of the most central is that a critical thinking essay begins with a question rather than a thesis. It is okay, in fact it's great, if you don't know the answer to the question when you begin. Amy S. Glenn (<https://www.amyglenn.com/Courses/critical.htm>) provides an excellent outline for writing a critical thinking essay. Student work will be assessed based on the discussion's demonstrated completeness of the following: locating and appropriately citing quality sources of information on environmental topics (GELO1, CLO1 & 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).

**4. Reflection Entry Essays (CLO4).** Students will compose an essay of 350-400 words in which they reflect on the discussions, readings, and topic of the week and include personal experiences. Students will describe their connection to the topic, revelations based on discussions, research, or reading, culturally significant associations, or other reflective narratives. The information in the reflection entries will remain confidential. While it is expected that the writing level remains appropriate for the course, use of first person and personal anecdotes are encouraged.

**5. Case Study Analysis. (CLO 1-4).** Students will conduct in-class research and present case studies regarding current situations impacting people and biodiversity. Each small group will evaluate the case and articulate facts, analyze stakeholder perspectives, scientific outcomes, consequences, and potential solutions. Each case study will involve break-out sessions and presenting to the class.

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

**7. Course Research Paper: (GELO1-GELO 4).** The midway assignment for this course is an opportunity for you to demonstrate that you have learned to think about environmental issues more carefully, objectively, creatively, and analytically as a participant in this course. This is a critical skill for professionals in environmental, as well as other, professions. Indeed, it is a critical skill for anyone interested in making informed choices about issues that affect their lives. You will have the opportunity to select and analyze an issue from opposing perspectives. This assignment will be completed in the following sequence:

**STEP 1: Topic & AIC:** Submit your proposed topic for arguing the same issue pro and con. Topics will be on a controversial environmental issue. Topics must receive instructor approval. The proposal should be a one to two paragraph description of the topic and why it interests you. It should include at least one pro and one con point you will explore. The proposal should also include 2 sources with completed AIC worksheets. Each topic proposal must be reviewed by the writing center. Proof of review must be emailed to me (padmaja.iyer@sjsu.edu).

**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 (assigned by the instructor) one week in advance of the peer review meeting. One class period will be set aside for each team of students to discuss their papers and each other's peer review. The draft must contain evidence of applying inductive or deductive reasoning and at least one of the main persuasion strategies of logos, pathos, or ethos.

**STEP 4: Final:** The paper must be a maximum of 1,000 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.

**8. "You Teach" & Activity (GELO1-GELO 4).** The final assignment for this course is an opportunity for you and a classmate to demonstrate that you have learned to think about environmental issues more carefully, objectively, creatively, and analytically by teaching your classmates about the issue. As partners, you have the opportunity to select and analyze an issue from opposing perspectives and teach the class about the topic. The presentation must include an activity or interactive element that engages your classmates, effectively arguing the importance and understanding of the issue. This assignment will be completed in the following sequence:

- **STEP 1: "You Teach and Activity" Proposal** - Topics will be on a controversial environmental issue. The proposal should also include 4 annotated primary sources, correctly formatted, that you intend to use. A rough idea of the interactive element must also be included. One academic peer-reviewed reading is required for your classmates. The reading will be distributed a week prior to your presentation date.
- **STEP 2: "You Teach and Activity":** (GELO2, CELO3-CELO4). The last two weeks of class will be dedicated to your teaching and activities. Each pair will be given 20 minutes to present and conduct the activity.

**9. Final Examination Reflection Essay:** Respond to the following prompt and question (400-500 words): Identify five unifying elements in the course and describe why you chose them. How might you use the knowledge and skills of this course to further your journey in understanding and analyzing environmental issues?

#### Online Citation Resources

For this class, you will use APA 7th Edition.

- **APA:** [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

Plagiarism, intentional or not, will not be tolerated in this course. This course is designed to provoke critical thought and writing, and

plagiarism will not help you to become a better thinker or writer. For an extensive read of the University guidelines for dealing with plagiarism, see the [University Academic Integrity Policy F15-7](https://sjsu.edu/senate/docs/F15-7.pdf) at [sjsu.edu/senate/docs/F15-7.pdf](https://sjsu.edu/senate/docs/F15-7.pdf). *The first incidence of plagiarism will result in a zero (0) for the assignment and a report filed with the Office of Student Conduct and Ethical Development as required by SJSU. A second incidence of plagiarism may result in a failing grade for the course and a second report filed. Cite the source for any fact not understood to be common knowledge.*

Here is an idea of what plagiarism looks like – this does not replace the definition of plagiarism found at the above link to the Academic Integrity Policy:

**You are plagiarizing or cheating if you:**

- For written work, copy anything from a book, article, or website and add or paste it into your paper without using quotation marks and/or without providing the full reference for the quotation, including page number.
- For written work, summarize/paraphrase in your own words ideas you got from a book, article, or the web without providing the full reference for the source (including page number in the humanities).
- For an oral presentation, copy anything from a book, article, or website and present it orally as if it were your own words. You must summarize and paraphrase in your own words and bring a list of references in case the professor asks to see it.
- Use visuals or graphs you got from a book, article, or website without providing the full reference for the picture or table.
- Recycle a paper you wrote for another class.
- Copy from a classmate or use someone else’s work as if it were your own.
- Use technology or smuggle in documents to obtain or check information in an exam situation.

In writing a paper, it is always better to include too many references than not enough. When in doubt, always err on the side of caution. If you have any question or uncertainty about what is or is not cheating, it is your responsibility to ask your instructor.

**Classroom as Community**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are antiracist and respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, culture. I am committed to the principle of universal learning. This means that our classroom, other virtual spaces, our practices, and our interactions are antiracist and inclusive. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. Active, thoughtful, and respectful participation in all aspects of the course will make our time together this semester as productive and engaging as possible. Your suggestions for accomplishing these goals are encouraged and appreciated.

A significant part of university education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are presented in class for discussion. Our conversations may not always be easy; we sometimes will make mistakes in our speaking or writing and listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. **Regardless of our agreements or disagreements, we will always respect each other.**

## ✓ Grading Information

### Grading Information

Assignment	Total Points	Approx. Max. Word Count	Weight
10 Textbook Knowledge Checks	100	0	5%
Participation	162	0	7%
5 Case Study Analyses	250	500	12%

Course Research Paper	260	1,000	12%
3 Critical Thinking Essays (500 words)	300	2,000	14%
'You Teach' Presentation & Activity	300	0	14%
5 Reflection/Activity Essays (400 words)	400	2,000	18%
5 Debate & Defend (500 words)	500	2,000	23%
Total	2,172	7,500	100%

## Grades

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>100%</i>
<i>A</i>	<i>95 to 99%</i>
<i>A minus</i>	<i>90 to 94%</i>
<i>B plus</i>	<i>87 to 89%</i>
<i>B</i>	<i>83 to 86%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>77 to 79%</i>
<i>C</i>	<i>73 to 76%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>67 to 69%</i>
<i>D</i>	<i>63 to 66%</i>
<i>D minus</i>	<i>60 to 62%</i>

**NOTE:** Attendance is not part of your grade evaluation per [University policy F69-24](https://www.sjsu.edu/senatedocs/F69.24.pdf) at [sjsu.edu/senatedocs/F69.24.pdf](https://www.sjsu.edu/senatedocs/F69.24.pdf) states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

# ENVS 001 - Analyzing Environmental Issues, Fall 2023, Course Schedule

This schedule is subject to change with notice posted on Canvas as an announcement.

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Week	Dates	Topics & Reading	Assignments & Activities
1	August 21 & 23	<p><b>Environmental Issues</b></p> <p>How do we frame environmental problems, causes, and sustainability? What is systems-thinking?</p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Chapter 1</li> <li>Chapter 2, section 2.1 only and Section 11.1 from Chapter 11</li> </ul>	<p><b>In-Class Activities -</b></p> <p>M: Getting to know each other, Syllabus, AIC</p> <p>W: Environmental Issues Discussion</p> <p><b>Assignments DUE Sunday 8/27</b></p> <ul style="list-style-type: none"> <li>Plagiarism Quiz</li> <li>Knowledge Check 1 &amp; 2</li> <li>Reflection Essay (1) (400 words)</li> </ul> <p>Topic: Select an environmental issue that matters to you.</p>
2	August 28 & 30	<p><b>Environmental Policy</b></p> <p>How do we regulate environmental issues?</p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Chapter 24</li> </ul>	<p><b>In-Class Activities -</b></p> <p>M: Lawsuits Activity</p> <p>W: Debate &amp; Defend (1): Sargent Ranch Mine/Juristac</p> <p><b>Assignments DUE Sunday 9/3</b></p> <ul style="list-style-type: none"> <li>Knowledge Check 3</li> <li>STEP 1: Research Paper Proposal with AIC for two sources (Writing Center)</li> <li>Sargent Ranch Debate &amp; Defend (1) online discussion post (350-400 words)</li> </ul>



Week	Dates	Topics & Reading	Assignments & Activities
3	Sept. 6	<p><b>Climate Change</b></p> <p>How can we collectively slow climate change?</p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Chapter 19</li> <li>• Chapter 7, section 7.3 only</li> </ul>	<p><b>In-Class Activities -</b></p> <p>M: Labor Day - NO CLASS</p> <p>W: Climate Change Venn Diagram</p> <p><b>Assignments DUE Sunday 9/10</b></p> <ul style="list-style-type: none"> <li>• Knowledge Check 4 &amp; 5</li> <li>• Climate Change Reflection (2) Post (350 words)</li> <li>• Respond to peers' Debate &amp; Defend (1) (150-250 words)</li> </ul>
4	Sept. 11 & 13	<p><b>Natural Resource Management and Depletion</b></p> <p>How do we view trees, fish, water or other natural resources? Why is there no free lunch?</p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Chapter 3</li> <li>• Chapter 4</li> </ul>	<p><b>In-Class Activities:</b></p> <p>M: "Commons" in the News</p> <p>W: Case study (1): Overfishing presentations</p> <p><b>Assignments Due Sunday 9/17:</b></p> <ul style="list-style-type: none"> <li>• Knowledge Check 6</li> <li>• STEP 2: Research Paper Outline and Annotated bibliography of 3 primary sources</li> </ul>
5	Sept. 18 & 20	<p><b>Climate and Biodiversity</b></p> <p>Why is it important to preserve ecosystems in all biomes? How does vegetation play a role in supporting ecosystems?</p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Chapter 7</li> <li>• Chapter 8</li> </ul>	<p><b>In-Class Activities:</b></p> <p>M: Biomes &amp; Hidden Life of Trees</p> <p>W: iNaturalist app</p> <p><b>Assignments Due Sunday 9/24:</b></p> <ul style="list-style-type: none"> <li>• Knowledge Check 7</li> <li>• iNaturalist Activity Reflection (3) /App activity (400 words)</li> </ul>
6	Sept. 25 & 27	<p><b>Biodiversity Loss and Extinction</b></p> <p>Sustaining Biodiversity: How powerful is The Endangered Species Act? What is the impact of biodiversity loss and mass extinction?</p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Chapter 9</li> <li>• Chapter 11, Sections 11.2 and 11.3</li> </ul>	<p><b>In-Class Activities:</b></p> <p>M: Short Answers about Biodiversity (150-250 words) &amp; Preparation for Debate &amp; Defend (2)</p> <p>W: Debate &amp; Defend (2): Resource Management from a preservation vs. conservation perspective</p> <p><b>Assignments Due Sunday 10/1:</b></p> <ul style="list-style-type: none"> <li>• Knowledge Check 8</li> <li>• Debate &amp; Defend (2): Online discussion (350 words)</li> </ul>

Week	Dates	Topics & Reading	Assignments & Activities
7	Oct. 2 & 4	<p><b>Energy</b></p> <p>How much environmental degradation should we allow to support energy consumption?</p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chapter 14, only sections 14.1-14.4</li> <li>• Chapter 15</li> <li>• Chapter 16</li> </ul>	<p><b>In-Class Activities:</b></p> <p>M: Energy topics in the news &amp; Preparation for Debate and Defend (3): Nuclear Waste</p> <p>W: Debate &amp; Defend (3): Nuclear Waste</p> <p><b>Assignments Due Sunday 10/8:</b></p> <ul style="list-style-type: none"> <li>• Knowledge Check 9</li> <li>• STEP 3a: Draft Research Paper for Peer Review (1000 words)</li> </ul>
8	Oct. 9 & 11	<p><b>Water</b></p> <p>What is the state of our water? How does water scarcity and pollution impact different communities?</p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chapter 13</li> <li>• Chapter 20</li> </ul>	<p><b>In-Class Activities</b></p> <p>M: Water topics in the news</p> <p>W: Case Study (2): Colorado River Water Rights</p> <p><b>Assignments Due Sunday 10/15:</b></p> <ul style="list-style-type: none"> <li>• Knowledge Check 10</li> <li>• Critical Thinking Essay (1) (400-500 words):</li> </ul> <p>Topic: Analyze water recycling, water pollution, and water scarcity in the context of agriculture or energy use.</p> <ul style="list-style-type: none"> <li>• STEP 3b: Peer Review of Draft papers due</li> </ul>
9	Oct. 16 & 18	<p><b>Air</b></p> <p>What is the status of air pollution and ozone depletion?</p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chapter 18</li> </ul>	<p><b>In-Class Activities</b></p> <p>M: Air pollution topics in the news</p> <p>W: Preparation for Critical Thinking Essay</p> <p><b>Assignments Due Sunday 10/22:</b></p> <ul style="list-style-type: none"> <li>• Knowledge Check 11</li> <li>• Critical Thinking Essay (2) (400-500 words)</li> </ul> <p>Topic: Analyze how climate change and air pollution are interlinked.</p>
10	Oct. 23 & 25	<p><b>Soil</b></p> <p>How and what do we eat?</p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chapter 12</li> <li>• Watch Food systems and security</li> </ul>	<p><b>In-Class Activities</b></p> <p>M: Preparation for Debate &amp; Defend (4) : GMOs</p> <p>W: The World According to Monsanto</p> <p><b>Assignments Due Sunday 10/29</b></p> <ul style="list-style-type: none"> <li>• Knowledge Check 12</li> <li>• Debate &amp; Defend 3: GMOs (350-400 words)</li> </ul>

Week	Dates	Topics & Reading	Assignments & Activities
13	Oct. 30 & Nov. 1.	<p><b>Waste Management</b></p> <p>What other ways can we deal with solid and hazardous waste?</p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chapter 21</li> <li>• <a href="https://www.theguardian.com/us-news/2019/may/22/is-modern-life-poisoning-me-i-took-the-tests-to-find-out">https://www.theguardian.com/us-news/2019/may/22/is-modern-life-poisoning-me-i-took-the-tests-to-find-out</a></li> </ul>	<p><b>In-Class Activities</b></p> <p>M: Understanding solid waste</p> <p>W: Understanding hazardous waste</p> <p>Case Study Analysis (3) Superfund Sites</p> <p><b>Assignments Due Sunday 11/5</b></p> <ul style="list-style-type: none"> <li>• Knowledge Check 13</li> <li>• EWG App (Healthy Living) Activity and Reflection (2) (350 words) online discussion</li> </ul>
12	Nov. 6 & 8	<p><b>Environmental Justice</b></p> <p>How and why are minority communities impacted the most from environmental issues?</p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chapter 17</li> <li>• Individuals Matter 22.1</li> </ul>	<p><b>In-Class Activities</b></p> <p>M: EJScreen &amp; Preparation for Environmental Justice Case Studies</p> <p>W: Case Study Analysis (4): EJ Case Studies</p> <p><b>Assignments Due Sunday 11/12</b></p> <ul style="list-style-type: none"> <li>• Knowledge Check 14</li> <li>• STEP 4: Final Course Research Paper due</li> <li>• Respond to peers Debate &amp; Defend on GMOs (150-250 words)</li> </ul>
14	Nov. 13 & 15	<p><b>Urbanization &amp; Sustainability &amp; Economics</b></p> <p>How should we plan urban communities?</p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chapter 22</li> <li>• Chapter 23</li> <li>• Research Mama Shu and Avalon Village</li> </ul>	<p><b>In-Class Activities:</b></p> <p>M: Circular Economy Quiz</p> <p>W: Debate &amp; Defend (5) Preparation</p> <p><b>Assignments Due Sunday 11/19</b></p> <ul style="list-style-type: none"> <li>• Debate &amp; Defend (5): Should Public Transportation be free? (350-400)</li> <li>• Critical Thinking Essay (3): How is Avalon Village sustainable and economically viable? What changes would you like to see made where you live to become more sustainable and economically viable? (400-500 words).</li> </ul>
15	Nov. 20 & 22	<p><b>Environmental Worldviews, Ethics, and Sustainability</b></p> <p>What is your worldview?</p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chapter 25</li> <li>• Listen to or read: <a href="https://www.newyorker.com/news/annals-of-a-warming-planet/what-to-do-with-climate-emotions">https://www.newyorker.com/news/annals-of-a-warming-planet/what-to-do-with-climate-emotions</a></li> </ul>	<p><b>In-Class Activities:</b></p> <p>M: Case Study Analysis (5) Environmental Ethics &amp; Perspectives &amp; Reflections (3)</p> <p>W: No Class</p> <p><b>Assignments Due Sunday 11/26</b></p> <ul style="list-style-type: none"> <li>• Climate Emotions Discussion online (350 words)</li> <li>• Respond to 2 peers on Debate &amp; Defend (5): (150-250 words)</li> </ul>
16	Nov. 27 & 28	<p><b>"YOU TEACH &amp; ACTIVITY"</b></p> <ul style="list-style-type: none"> <li>• Student readings</li> </ul>	<p><b>Student Presentations &amp; Activities</b></p>

Week	Dates	Topics & Reading	Assignments & Activities
17	Dec. 4 & 6	<b>"YOU TEACH &amp; ACTIVITY"</b> <ul style="list-style-type: none"> <li>• Student readings</li> </ul>	<b>Student Presentations &amp; Activities</b>
<b>Final Reflection due on the Final Day Wednesday Dec 13, 2023 at 9:30am.</b>			