

San Jose State University
College of Social Sciences / Environmental Studies Dept.
ENVS 01, Introduction to Environmental Issues: Spring 2019

Instructor:	Bruce Olszewski
Office Location:	Washington Square Hall 115D
Telephone:	(408) 924-5350
Email:	Bruce.Olszewski@sjsu.edu
Office Hours:	T and Th 1:30-3:30 and Friday by appointment
Class Days/Time:	Access and begin course activities each Wednesday.
Classroom:	http://www.sjsu.edu/at/ec/canvas/
GE/SJSU Studies Category:	Area D3: Social Science, Social Issues

Course Objective

Welcome to an introductory course about environmental issues. This course is designed to offer students the opportunity to gain an understanding of the causes and cures for many of our environmental problems.

Our world and its living populations are compromised by an expanding human population, poverty, increasing disparity between the well-fed and the starving, between the rich and poor, conversion of non-renewable resources into municipal solid waste and pollution, political manipulation of the public for corporate benefit, abuse of public and natural resources, and the dangers of toxic emissions imposed onto the environment and into ourselves.

Dealing effectively with these issues requires an understanding of interactions between the human systems and the natural world. In this course we will focus on the causes of environmental issues and apply critical thinking skills, interdisciplinary scientific analysis. We will also study social mechanisms to determine pathways to long-term and sustainable solutions for the benefit of current and future generations.

Learning Objectives

The course is designed to fulfill General Education (GE) learning objectives and to provide information to:

1. Gain and improve knowledge of environmental issues.
2. Learn the interrelationships of resource use, economics, politics, and science and how they relate to the sustainability of humans and other species.
3. Increase understanding of human behavior and social interaction in the context of value systems.

4. Identify social, political, technological, system and personal mechanisms which influence technology and institutions and can lead to more sustainable and peaceful world.
5. Finally, the course will assist students to clarify the basic questions raised by the application of technology and politics to society.

The following are General Education learning objectives (LO) for the course:

- LO#1: Identifying and analyzing the social dimensions of society as a context for human life, the processes of social change and continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation.
- LO#2: Placing contemporary developments in cultural, historical, environmental, and special contexts.
- LO#3: Identifying and understanding the dynamics of different populations and sub-populations (e.g. according to ethnicities, cultures, gender, age, or economic class).
- LO#4: Evaluating social science information, drawing on multiple perspectives, and formulating applications appropriate to contemporary issues.
- LO#5. Recognizing the interaction of social institutions, culture, and environment with the behavior of individuals.
- LO#5. Applying multi-disciplinary material to a topic relevant to social action at the local, national, or international level.

REQUIRED BOOK

- **Living in the Environment**, G. Tyler Miller Jr., Scott E. Spoolman, Brooks/Cole Publishing Company, Belmont, California, 19th Edition. 2018. *Earlier editions not recommended. This book is available on line at:*
 - <https://www.cengage.com/c/living-in-the-environment-19e-miller?filterBy=Student>
 - *If your prefer, you may purchase use a “hard copy” of the book at the SJSU Bookstore or from an online source such as the publisher*

RECOMMENDED BOOKS

- **A Manual for Writers**, Turabian. (or your department stylebook)
- **A Miniature Guide for Students on How to Study and Learn**. Order this pamphlet on www.criticalthinking.org. It's could the best \$6 you spent in college!

CLASSROOM PROTOCOLS

Student Responsibilities

Students are expected to access the online course weekly, complete the assigned readings and lectures in the on-line modules in the order they are listed. Engage thoroughly in each module, enter a thoughtful discussion of the reading, take good notes for exams and take the time to write quality assignments. Let's have some fun too. Class members that are engaged with the material and keep up with the course work make for a good learning experience. So, ***please be a responsible student by engaging with the material***.

Overview of Due Dates

Due dates for each assignment are listed in Canvas. Deadlines for assignments are at 11:59 p.m. No excuses and no reasoned explanations for late posts or papers will be

accepted. Always submit assignments well in advance of the deadline. Never wait until only a few minutes remain to the deadline! Technical and personal issues inevitably occur that interfere with completing the assigned work; computer failures, stolen computers, website goes down, web service provider problem, power failures, lost material, family issues, computer virus, cat peed on my computer, and the list goes on. Every semester some students tempt fate by ignoring this advice and regretted it! START assignments when they are assigned. As in the “real world,” missing a deadline by even 1 minute makes the assignment unacceptable.

Prior to a deadline, you may access the course materials at any time, review the lecture(s), see the reading(s) and video(s), get the assignment (s) and post original comments to lectures.

Course Format

This on-line course is designed with a mix of information and activities to keep the material interesting and the students learning. Using a comprehensive, progressive approach, each topic builds on the previous one. The schedule (which can be found in the on-line course) lists lectures, individual papers, the posting of comments, a comprehensive paper and a final exam. Each of these is designed to help students learn the material. There may be unscheduled activities as well, such as discussions of breaking environment news events. Please be aware of the following:

1. *Log in weekly on Wednesday's to access the course materials. Assignments are due the following week.*
2. *There are TWO modules EACH WEEK.*
3. *Complete ALL activities within each module in the order they are presented.*
4. *Generally, students have 1 week to access and complete all the readings and work within each module. Some assignment have longer deadlines.*
5. *DO NOT WAIT UNTIL THE LAST MINUTE TO COMPLETE THE WORK. Some work may require a few days to process and complete.*
6. *Your textbook is the basis of the course. Complete the assigned readings weekly.*
7. *Weekly PowerPoint presentations in the modules expand on and explain the material in the textbook. Narrated versions are available in Canvas.*
8. *Supplemental readings and videos are within each module to support learning.*
9. *Assignments require students to bring together class information, readings, and research on key environment issues.*
10. *Assignments require significant analysis and work.*
11. *Create a personal schedule to allow plenty of time to prepare and complete assignments for this and other courses.*
12. *I strongly recommend using the study guides as a basis for taking notes EACH week.*

Accessing the Course

The course is on the Canvas Learning Management System (LMS). To access the course:

- ***Be certain you are using an approved browsers, see:***
 - <https://guides.instructure.com/m/67952/l/720329-which-browsers-does-canvas-support>

- **Chrome** 70 and 71
- **Firefox** 63 and 64 (Extended Releases are not supported)
- **Flash** 31 and 32 (used for recording or viewing audio/video and uploading files)
- **Internet Explorer** 11 (Windows only—functionally supported; may exhibit slight visual differences from other browsers, but these differences do not restrict product functionality)
- **Edge** 42 and 44 (Windows only)
- **Respondus Lockdown Browser** (supporting the latest system requirements)
- **Safari** 11 and 12 (Macintosh only)
- You should always use the most current version of your preferred browser. Your browser will notify you if there is a new version available.
- Some supported browsers may still produce a banner stating. Your browser does not meet the minimum requirements for Canvas. If you have upgraded your browser but you are still seeing the warning banner, try logging out of Canvas and deleting your browser cookies.
 - Not using the correct browser will cause uploading problems!
- **Login URL:** <https://sjsu.instructure.com> Please note that it should NOT have the “www” at the start of the URL like many other websites.
- **Username:** Your SJSU 9-digit ID number.
- **Password:** You must have a self-generated password to access your SJSUOne account.
- **Courses:** Once logged into Canvas, you will see your course or courses listed in the Courses Heading on the top of the page. From the dropdown menu, click on the course name, and you will be entered into the course. Note: That link will not be active until the start date of the course.

Please know that I do not provide technical support. It is recommended that students visit the eCampus Canvas website at <http://www.sjsu.edu/at/ec/canvas/>. This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at <http://guides.instructure.com/>. For issues related to Canvas, please contact the eCampus Help Desk. The Help Desk can give technical support for issues encountered in Canvas Courses.

- Phone: (408) 924-2337
- Submit a help ticket using the following URL: <https://isupport.sjsu.edu/ecampus/ContentPages/Incident.aspx>.
- While logged into Canvas, click on the word Help on the upper right corner of the screen.

Canvas Learning Management System (LMS) and Computing Skills

Students are expected to have basic computer skills including proficiency with the operating system of their computer, software used in the course (word processing, possibly some Excel, Adobe Acrobat), access and use of a web browser, access to the Canvas LMS (see above), and knowledge of engaging in on-line discussions and uploading documents. This course does not teach computer and software skills. All questions regarding Canvas or related SJSU web or computer issues must be directed to the SJSU help desk.

Office Visits

If you would like to discuss a personal issue, the course, a class, an assignment, careers, or majoring or minoring in Environmental Studies please drop in for a visit during my office hours or send an email. Please do not wait for an insurmountable personal problem before considering an office visit. It may be too late for either of us to do anything about how it may affect your grade in this course!

EXAMS, ASSIGNMENTS, EXTRA CREDIT, AND COURSE SCHEDULE

Assignments are due on dates noted in the course on-line modules. Different types of assignments provide mechanisms to learn course material and skills and to express knowledge in a variety of ways; writing, research, and standard examinations.

1. IN-CLASS EXAMS: Three Midterms (total of 70 points) (LO's1-4): Midterms are a mix of multiple-choice and short answer questions.
 - a. Exam 1 is 15 points
 - b. Exam 2 is 25 pts
 - c. Exam 3 is 30 points.
 - i. Covers material from Exam 1 and, and course material since exam 2.
2. News/Journal Analysis Project or Ecological Footprint (5 points)
 - a. Find and analyze a recent a journal about an environmental issue in a journal article, newspaper or newsmagazine (Time, US. News and World Report, Newsweek, etc.).
 - b. Respond to it with a reasoned opinion in a letter to the editor or to an elected official.
 - c. You may be provided an option to complete an Ecological Footprint assignment later in the course.
 - d. Specific instructions for this assignment is on the course website.
3. Comprehensive Issue Essay, (10 points, about three-four pages, 600-800 words, 1500 words total) (LO#5)
 - a. The objective of this writing assignment is to illustrate critical thinking skills by linking some the topics in the course into a comprehensive whole.
 - b. Specific instructions are on the course web site.
4. Discussions (15 points)
 - a. Post 1 original comment for each PowerPoint lecture and respond to one student comment for each lecture. 1/4 point for each valid comment, 1/2 point available per discussion topic (point value may vary).
 - b. Read the course lectures and watch the videos before engaging in the discussion. Instructors using Canvas can see what students have viewed!
 - c. Discussions are on the course website.
5. Extra Credit (6 points max)
 - a. Every one has an occasional bad day. Maybe you did poorly on an exam or missed an assignment. Here's a second chance!
 - b. Students may earn extra in any of the following ways:
 - i. Complete the extra credit questions with each exam.
 - ii. Attend an instructor-approved environment event and write a brief 1-page summary about the experience.
 - iii. Complete extra credit discussions.
 - iv. BONUS POINTS: If your letter to the editor from the news analysis assignment is published or if a government official responds to your

letter, e-mail the instructor a copy of the published or “responded to” letter you’ll be awarded bonus points. Be sure to turn it in for credit!

GRADING STANDARDS FOR WRITTEN ASSIGNMENTS

Written assignments (excluding examinations) are valued at **either 5 or 15 points**. They will be graded according to the content and the clarity of your writing using the following standards as noted in the table below.

Scale (Points)		Grade	Content and Writing Standards
15	(or) 5		
14-15	5	A	<ul style="list-style-type: none"> • Content criteria: Outstanding response with superior supporting examples or evidence; logical analysis, reasoning, and explanation; clear mastery of content; includes relevant principles and details; excellent citation form and use. • Writing criteria: Meets criteria below, plus demonstrates superior grammatical correctness and sense of personal style. Clear prose, easily read.
13-13.9	4.5	A- to B+	<ul style="list-style-type: none"> • Content criteria: Good, solid response that uses excellent supporting examples or evidence; excellent reasoning and explanations; good citation form and use. • Writing criteria: Meets criteria for 4, plus demonstrates superior grammatical correctness and sense of personal style. Clear prose, easily read.
12-12.9	4	B	<ul style="list-style-type: none"> • Content criteria: Solid response that meets minimum required by assignment. Reasoning and explanations are adequate. • Writing criteria: Very effective organization of paragraphs and paper; interesting, varied sentences; good grammar (usage, punctuation, etc.); few spelling mistakes; does not read like a first draft.
10.5-11.9	3.5	C	<ul style="list-style-type: none"> • Content criteria: Response is accurate but cursory, and does not meet the minimum required for completeness; some inaccuracies or reasoning flaws; response is too general, lacks specific evidence; all sources cited but form is incorrect. • Writing criteria: Reasonably effective organization of paragraphs and paper; serviceable prose; numerous errors of grammar or spelling; reads like a first draft.
7.5-10.5	2.5	D	<ul style="list-style-type: none"> • Content criteria: Response doesn’t effectively address the question; response fails to support assertions with data or examples; major flaws in reasoning; explanations are unclear; displays inadequate understanding of content; lack of citation. • Writing criteria: Structurally disorganized; paragraphs lack topic sentences or are not developed effectively; awkward sentence structure; poor grammar; poor spelling.
0-7.5	0-2.0	F	<ul style="list-style-type: none"> • Content criteria: Response is missing or not submitted, or does not address the question. • Writing criteria: Similar to 2, but even harder to read.

FINAL COURSE GRADING

A fair and impartial classroom is our goal. Points are not added or deducted because of personality traits or expressed opinions. Final grades are determined by the number of points earned, not the percent. There is one exception: the final course grade may move up

by one degree (example: from a B+ to an A-) if a student has turned in all assignments, showed improvement throughout the course, participated in discussions, attended regularly and has nearly reached the next tier. If you are unclear about grading or performance, please ask. Accumulated points that fall within the grade scale below determine your semester grade.

A	100	to 93
A-	< 93	to 90
B+	< 90	to 88
B	< 88	to 84
B-	< 84	to 80
C+	< 80	to 78
C	< 78	to 74
C-	< 74	to 70
D+	< 70	to 64
D	< 64	to 56
D-	< 56	to 50
F	< 50	to 0

UNIVERSITY POLICIES

Achieving Success

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 practice. Other course structures will have equivalent workload expectations as described in the syllabus.

Consent for Recording of Class and Public Sharing of Instructor Material Policy (S12-7)

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.

Requests for permission of any type of course recording must be made to the instructor by email. Requests are approved only when responded to in writing by the instructor. *Requests must specify the time period including the student name, student ID number, semester, date of request, course name and number, start and end date of the recording or recording period.* One semester is the maximum. 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.

Intellectual Property (S12-7)

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.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) 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 webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Academic Integrity Policy

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy S07-2](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Please familiarize yourself with the information on this website describing the SJSU Academic Integrity Policy. According to SJSU's Academic Integrity Policy, "Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense in both academic and professional environments. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own." Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or 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 include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors. I suggest going through the simple plagiarism tutorial, developed by the library staff, found at this link: <http://tutorials.sjlibrary.org/tutorial/plagiarism/selector.htm>.

Disabilities Policy

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 me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Let's make it a great semester of learning!