

San Jose State University
College of Social Sciences / Environmental Studies Dept.
EnvS/Pkg 152 Sections 80
Global Distribution of Goods and the Environment, Summer 2015

Instructor:	Bruce Olszewski
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Office Hours:	Tues and Thurs 1:30-3:30 and Friday by appt
Class Days/Time:	On-Line
Classroom:	http://www.sjsu.edu/at/ec/canvas/
Prerequisites	SJSU requires the completion of all core GE courses, a passing WST score, and upper division standing (56 units completed) to enroll in SJSU Studies courses such as this one.
GE/SJSU Studies Category:	Area R: Earth and Environment

Classroom Format

Welcome to Environmental Studies/Packaging 152. Please read this entire syllabus before starting the course. This is an on-line course. All course material is communicated via the course web site. We may have an in-person meeting or study sessions pending the availability of a room at some point during the semester. Live in-person meetings, if any, will be announced on the course web site and/or by email to your Canvas account. Study sessions are optional to attend, yet highly advisable.

This course is arranged so that each week we have a new “module.” A module may contain one or more lectures (usually PowerPoint presentations), supplemental readings, videos, writing assignments, the posting of comments (discussions). There may be unscheduled activities as well, such as discussions of breaking environmental news. Using a comprehensive, progressive approach, material from weekly course topics and assignments (modules) build on the previous week one leading to a comprehensive final essay and exam. Take your time to read and think through the lectures and engage with the material *in the order they are provided*.

Accessing the Course

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

- **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:** Self-generated password for 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: The link will not be active until the start date of the course.

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): Computing Skills, Our Course, Attendance, and Postings

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.

Course Description

This course is about the intertwining science and social science issues related to global trade and its effects on societies and the environment. The rapid increase in the production and distribution of goods worldwide has led to fundamental changes in the relationship between societies and has significant impacts on the environment. In this course, we will study the implications of global trade on the environment and we will investigate how science is used in assessing the impacts of products and developing solutions to the environmental problems caused by global trade. We will also investigate the effect of international organizations and trade agreements on the design of products and associated concerns about poverty, human rights, human health, and the national and international politics of these issues. Students will come away with an appreciation of the global nature of the human enterprise and an understanding of how we can direct that enterprise to support healthy human societies and sustain the natural environment.

Course Goals, General Education and Learning Objectives

This course fulfills the requirement for SJSU Studies Area R. As such, this course will incorporate issues of diversity into the topics. Assignments include over 3000 words of writing assignments. Course material will help students master these Student Learning Objectives (SLOs):

Learning Objective 1: A student should be able to demonstrate an understanding of the methods and limits of scientific investigation.

Learning Objective 2: A student should be able to distinguish science from pseudo-science.

Learning Objective 3: A student should be able to apply a scientific approach to answer questions about the earth and environment.

Required Readings

Note: All readings with the exception of Brower and Leon and Steger can be found on the course web site.

Brower, Michael and Warren, Leon. 1999. *The Consumer's Guide to Effective Environmental Choices*. Three Rivers Press, New York. **(Order through Amazon.com or other book seller immediately.)**

Steger, Manfred, B. *Globalization: A Very Short Introduction (Very Short Introductions)*. 2009. Oxford University Press, New York. **(Order through Amazon.com or other book seller immediately.)**

Dauvergne, P. 2008. *Globalization and the Environment*. Pg. 366-389. In J. Ravenhill, ed., *Global Environmental Policy*. Oxford University Press, New York.

www.politics.ubc.ca/fileadmin/template/main/images/departments/poli_sci/Faculty/dauvergne/15_Chapter4.pdf. Accessed on January 20, 2009. (on the class website)

Erhenfeld, D. 2005. The Environmental Limits to Globalization. *Conservation Biology* 19:318-326. (on the class website)

World Wildlife Fund (WWF). 2008. Living Planet Report. Gland, Switzerland.
http://www.panda.org/news_facts/publications/living_planet_report. Accessed on January 20, 2009. (on the class website)

The Levin Institute. ND. Globalization 101.org. www.globalization101.org. Accessed on November 17, 2009

Carnegie Mellon Green Design Institute. ND. Economic Input-Output Life Cycle Assessment.
www.eiolca.net. Accessed on November 17, 2009.

Other readings assigned throughout the course will be on the course website or on-line sources.

Recommended Readings

1. Esty, Daniel & Winston, Andrew. (2006) *Green to Gold – How Smart Companies Use Environmental Strategy to Innovate, Create Value, and Build Competitive Advantage*. Yale University Press, New Haven, CT.
2. Friedman, Thomas, L. (2005) *The World is Flat*. Farrar, Straus and Giroux.
3. Perkins, John. (2006) *Confessions of an Economic Hit Man*. Plume, San Francisco.
4. Hawken, P., A. Lovins, and L.H. Lovins, *Natural Capitalism: Creating the Next Industrial Revolution*, Boston: Little, Brown and Company. 1999.
5. International Standards Organization (2004). *Environmental Management Systems General Guidelines on principles, systems, and supporting techniques*. IOS, Geneva.
6. Lewis, H, Gertsakis, J., et al (2001). *design + environment — a global guide to designing greener goods*, Greenleaf Publishing, Ltd. Sheffield, UK. The book is available via <http://www.greenleaf-publishing.com/catalogue/dplusenv.htm>. About \$48, 5-12 working days to ship.
7. McDonough, W. and M. Braungart, *Cradle to Cradle*, New York: North Point Press, 2002.
8. Stillwell, J.E., Canty, R.C., Kopf, P.S. and Montrone, A.M. (1991). *Packaging for the Environment – a partnership for progress*, American Management Association, New York.
9. Selke, S.E.M. (1994). *Packaging and the Environment*, 2nd. Ed., Technomic Publishing Co., Lancaster, PA.
10. A Miniature Guide for Students on How to Study and Learn. Order this pamphlet on www.criticalthinking.org. It's about \$6 and could be the best \$6 you spent in college!

Course Requirements, Assignments and Grading Policy

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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

All course assignments must be posted using Canvas. *Do not email homework to my SJSU email address*. All papers are checked for plagiarism using TurnItin.com or the Canvas LMS. PLEASE do not be tempted to copy any part of any paper, phrases, student paper, book, magazine, article, published or unpublished work, or to use Wikipedia, *ever*. TurnItin.com (or the Canvas LMS) records every paper ever turned in to it. Plagiarism is reported to the College Dean who then determines action against the offending party.

Material is time-dated on the web site. Do not delay in meeting deadlines for submitting discussions and assignments. Do not wait until the last minute to prepare assignments or post responses. Plan on when you work to complete assignments. Many simply can't be done in an hour or so. Additionally, problems inevitably occur; computer failures, stolen computers, web service provider problem, power failures, lost material, family issues, computer virus, cat peed on my computer again, and the list goes on. Many have tempted fate, and regretted it! No excuses and no reasoned explanations for late posts or papers will be accepted. Please, start work early and use time wisely by submitting graded work early.

Due Dates, Late Papers and Make-Up Exam Policies

All assignments are due by deadlines listed on the course website. Students are greatly encouraged to submit work EARLY to avoid possible problems that inevitably come up (computer failures, system down, lost or stolen hardware, etc.). Students report procrastination and being overwhelmed as major reasons for poor performance. Avoid this by scheduling your activities including getting started when assignments are made, even if you don't finish at that moment. I encourage you to be a serious student by scheduling time for studying for this course and to thoroughly complete assignments.

Papers must be submitted to Canvas where they will be reviewed by TurnItIn.com or the Canvas LMS. Do not submit papers to my personal email or the course email tab. Late papers will not be accepted.

Exams, Assignments, and Extra Credit

Multiple assignments help with learning the course material and reduce the stress of having to perform well on infrequent, high point value exams and assignments for the course grade. Assignments are designed to build the knowledge of environmental trade issues and the applied use of related science of chemical, physical and math skills progressively. They lead to a comprehensive final essay and a final exam. Missing an assignment and being late are key reasons why some students have a poor final course grade. Please note that should a personal issue interfere with a due date, ONE late paper may be submitted on "paper amnesty day" for a reduced score. There is no amnesty for missing discussions (since there are extra discussions). Be consistently on time and you'll do well!

Assignments

Specific instructions for the assignments listed in the following table are available on the course website. Start assignments early so you have time to ask questions. Please know I welcome drop in visits and email visits should you have questions about any assignment and recommend a one-week lead time to deadline. Expectations for writing include following instructions, citing primary sources, avoiding plagiarism, and meeting basic formatting standards. All papers will be reviewed by TurnItIn.com or the Canvas LMS which will note plagiarism and report it to the instructor.

Assignment: Discussions

Students are required to participate in weekly 'discussions' so we may benefit from the group's interaction on every course topic. Discussions are written responses to the questions posed about weekly lectures and videos. Questions are posed for each module, often one for lecture and another for a video. Students are to *respond to the question and respond to one comment made by a fellow student by posting their comments in the "Discussion" tab. This means everyone provides two discussions per lecture/video.* Comments should be three or four sentences, and never more than a paragraph. Be sure to arrive to the Discussions prepared to comment on lectures and/or text book, and videos. Poorly reasoned thoughts or merely agreeing with another student's comment are not acceptable for credit.

These postings are analogous to being in class and discussing the Prof's lectures, the weekly reading materials, and comments from other students; it's just that we're writing our thoughts on the course site. Discussions help us learn the course material.

It's not a problem to miss a few discussions, as there are more opportunities for discussion than points allowed for them. This means extra credit is built-in. When students exceed the minimum point requirement, about 10, extra credit points are earned.

ASSIGNMENTS LIST

↓ Record your scores here

Points	Points	NOTE: SEE SEPARATE HANDOUTS FOR SPECIFIC INSTRUCTIONS.
	15	Posted Comments (Discussion): Post 1 original comment for each PowerPoint lecture and respond to one student comment for each lecture. ½ point for each valid comment = 15 points. Extra credit is built-in for students that discuss each lecture and respond to student comments.
	5	EXTRA CREDIT A: Students may earn up to 5 EC points by discussing lectures and videos beyond the minimum requirements listed above (discussion points over 15 are counted as EC).
	5	Writing Assignment: Understanding Globalization. Respond to questions about globalization.
	10	Writing Assignment: Topical Summary (TS), Global Poverty (2000 words): This assignment is designed to help students learn about this issue and organizing data from a literature review into an essay. It is intended as a mechanism to obtain and concentrate key elements from readings into a format that identifies issues, terms and to identify potential solutions from a reading while also developing word processing skills. This assignment prepares students for "deeper" projects later in the semester. (Assesses Diversity Goal)
	10	Writing Assignment: Topical Summary, Industrial Ecology (2000 words): Same format as above, on the science, technology, and social components of industrial systems mimicking ecological systems so we may reduce negative environmental impacts of production. (Assesses SLO3)
	2	EXTRA CREDIT B: About 2 extra credit points may be available by participating in a mid-course survey
	30	<i>Science-focused assignments:</i> Science-Pseudoscience Paper: Assesses (Asses SLO 1 and 2)-10 points Ecological Footprint Paper: (Assess SLO 3)-10 points Life Cycle Assessment Paper: (Assess SLO 1 and 3)-10 points
	15	<i>Final Essay, Comprehensive Paper (1500 words):</i> Review and analyze science and social science components of the course in a comprehensive final paper. Students show their understanding and mastery of the issues of the entire course as they describe as many social, political, environmental, and scientific issues as possible in a hypothetical but realistic situation as a product is conceived, packaged, and distributed from one country to another. The paper should be no more than 4 pages in length. (Assesses SLO 3)
	15	<i>Final Exam:</i> The final exam will consist of about 30 short answer and multiple choice questions that will cover elements from the entire course. A study guide will be provided. The exam will be on-line on the date the university determines from its schedule for our class. Look for it on the course website. Extra credit may be available.
	2.5	EXTRA CREDIT C: About 2.5 extra credit points may be included with the final exam.
		Paper Amnesty Day: One late paper may be turned for a maximum of 75% credit of the missed or late assignment.
	109.5	Total your score here. Final grades are determined from 100 points.

Course Grading

The course grade is determined from a maximum of 100 possible points. Accumulated points that fall within the grade scale below determine the semester grade, not a percentage. Grades are performance-based with one exception--a grade *may* be moved up by one-third of a grade (e.g. C+ to a B-) if a student has turned all assignments, showed improvement throughout the course, attended regularly and participated. Students may earn extra credit with extra "Discussion" postings (beyond the required minimum) and responding to EC

questions with the final exam. Final grades are determined from this scale:

98 - 100	A+	84 - 86	B	68 - 69	C-	54 and less	F
94 - 97	A	80 - 83	B-	66 - 67	D+		
90 - 93	A-	77 - 79	C +	58 - 65	D		
87 - 89	B+	70 - 76	C	55 - 57	D-		

Rubrics for Written Assignments

All formal writing assignments will be graded according to these standards. They will be assessed for the quality of the content and the clarity of your writing.

Score ~Grade Content criteria

10	A	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.
9	A- to B+	Good, solid response that uses excellent supporting examples or evidence; excellent reasoning and explanations; good citation form and use.
8-8.5	B	Solid response that meets minimum required by assignment. Reasoning and explanations are very good. .
7.5	C	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.
3-5	D	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.
0	F	Response is missing or not submitted, or does not address the question.

Score ~Grade Writing criteria

10	A	Meets criteria for 4 (below), plus demonstrates superior grammatical correctness and sense of personal style. Effortlessly readable prose.
9	A- to B+	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.
8-8.5	B	Reasonably effective organization of paragraphs and paper; serviceable prose; numerous errors of grammar or spelling; reads like a first draft.
7.5	C	Structurally disorganized; paragraphs lack topic sentences or are not developed effectively; awkward sentence structure; poor grammar; poor spelling.
3-5	D	Similar to 2, but even harder to read.

CLASSROOM PROTOCOL

Student Responsibilities

Class members must visit the course website weekly, review lectures and readings, contribute to discussions, and *complete all assignments*. Students that are engaged and keep up with the course work make for a good learning experience. Be a responsible class member by being prepared and engaged. Attend and participate each class. Take care not to fall behind as we have a continuous work load where one module's work leads directly to understanding the following module and so on. Complete the assigned lectures, readings, and assignments in the order they are provided. Discuss course content and share your well-reasoned thoughts on-line (in the "Discussion" section). Always take good notes. Prepare, research, and write assignments EARLY leaving plenty of time for editing and asking questions. *Take the time to achieve quality work to give you a good learning experience*. Seek clarity on assignments and/or course topics by asking questions of the Professor and take advantage of office visits. Review and edit assignments before submitting them for grading and carefully read each lecture, follow instructions *exactly*, ask questions whenever there is doubt, turn assignments in on time knowing that late assignments are not accepted. Don't rely on students for information—that's what educators are paid for. *Please DO see me during*

office hours. To successfully accomplish this course, its deadlines, and other life commitments, students are encouraged to establish a weekly schedule NOW (consider Google Calendar) that includes personal activities (work, etc.) daily study and writing time for this and each course. Make your investment in learning a highest life priority. If at any time there are questions about course material or to discuss an issue, or to discuss an assignment, please feel welcome to drop in for an office visit. No question is too big or small!

Be certain to see the “welcoming page” section of the course web site at least twice weekly and/or your Canvas email for the possibility of important course announcements.

Be prepared for the inevitability of problems with technology and complications from life that compete for your attention. Computer technology is notoriously unreliable and a variety of problems may impact the submission of homework and accessing the online course. Hard drive and thumb drive failures happen with regularity! Internet connections fail! Viruses contaminate computers and laptops get stolen or lost! Clocks are often set to the wrong time causing missed deadlines. To reduce the impacts of missing deadlines and to survive a technology disaster, plan and conduct regular backups of your computer now! Be certain to have and use a quality virus protection program regularly. Get a back-up system or back up your computer on the cloud—now!

Computer disasters and complications in life happen—none of us are exceptions and it’s wise to be proactive. To thwart technology problems and personal issues that affect grades, always engage in the course EARLY. Submit discussions and assignments to the course website EARLY. **AVOID TURNING IN ASSIGNMENTS WHEN ONLY MINUTES REMAIN TO THE DEADLINE**—as this is a common reason for late papers and/or failed uploads. Even when late by seconds, late papers will NOT be accepted.

Top reasons for students doing poorly are not turning in assignments and failing to follow instructions. Be proactive, carefully consider your work, edit writings, submit assignments early and enjoy NOT feeling the pressure of a deadline while doing quality work. *Top reasons for doing well are consistent engagement with the course materials, starting assignments early, meeting deadlines, seeing the Prof to answer questions, and sharing what you learn with others.* Make it a good experience by being a committed student, having a personal schedule, and being prepared for computer problems.

Overview of Due Dates

Students must attend our virtual class each session just as you would a regular course. *See the Modules tab to access course lectures, readings, discussions, and assignments. Complete each Module in the order they are provided on the course website.* This is an intensive summer course that completes a full semester in about 1/3 the time. Be certain to have room in your personal schedule to complete and excel in this course. **Classes are scheduled on Monday-Wednesday with Sunday assignment deadlines at 11:59 p.m.** This gives students a few days and the weekend to complete assignments and to drop in for an office visit, if needed. *However, I strongly suggest completing discussion on course days. No deadline extensions are provided.* Class can be accessed anytime the day a module is available. The schedule is on Canvas and on the syllabus. Lectures, discussions and assignments have time-limited availability. Be certain to meet all of the deadlines. Most lectures are required to be commented on and students may earn extra credit by engaging with them throughout the course. *See “Discussion” within each Module and respond to the questions for each lecture and to one student.* This means everyone provides two comments in the discussion: one original and one response to a fellow student. All homework must be posted using Canvas, do not email homework to my email address. Course notifications and schedule updates will be made on the home page section of the course website. *Look to the welcome (home) page section when visiting the site each day.*

The course is designed to expand and grow with information from each lecture, reading, and assignment in the order they are provided. Take your time to read and think through the lectures; engage with the material. *Using a*

comprehensive, progressive approach, each topic builds on the previous one leading to a comprehensive final essay and exam. The schedule lists lectures, supplemental readings, videos, individual papers, the posting of comments (discussions), a comprehensive paper, and a final exam. There may be unscheduled activities as well, such as discussions of breaking environmental news.

Office Visits

I'd like for everyone to do well, engage and learn the course material. Please drop in for a visit if you'd like to discuss something. This could be some help with an assignment, explaining material from the course, or anything else. Please do not delay, particularly if a deadline is coming up or personal issues are affecting your work. *Do not rely on the advice of other students* as they are often mistaken (if I had a dollar for every piece of bad advice I've heard!). I'd like to work with your situation and see you successfully through the course. Call or email me ASAP or drop in during office hours using the information on the first page and let's find a reasonable solution.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or a concern about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

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 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 at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus: Should you like permission either of the following, please contact the professor by email.

- “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.”
- “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.”

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. 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/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with 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 [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources (Optional)

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space is also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Course Schedule

Please see the course schedule in a separate document. It includes classroom discussions, exams, lectures, reading assignments and due dates. Students may also follow the order of the modules on the course website.