

San José State University Department of Environmental Studies

ENVS 198, Senior Seminar, Spring 2015

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Office Hours:	Wednesdays 8:30-11:45 am or by appointment
Class Days/Time:	Mondays 3:00 - 5:45pm
Classroom:	DMH 163
Prerequisites:	All students must have filed for graduation and completed the Environmental Studies core, including ENVS 100W. Taken in final semester.

Course website

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on the course Canvas page. Assignments will be turned in through Canvas to be evaluated by turnitin.com

Course Description

This course is designed to be the culmination of our interdisciplinary curriculum in environmental studies through integration and critical assessment of the field. The goal is to transition from an undergraduate experience to full professionalism.

Course Goals and Student Learning Objectives

This course is designed to allow each student to probe more deeply into topics introduced in your undergraduate career until now. The class affords the opportunity to network with local and international employers, and to expand your training to prepare you better for local or international work in the environment.

The course is run with a project-oriented approach. Each student will become an expert through primary research and fieldwork in the topic he or she selects for the course, and each will teach the other students about this subject through a combination of readings, presentations and a written report.

This course also has the goal of reinforcing all four of the Department of Environmental Studies Program Learning Objectives, listed below. These objectives encompass the knowledge and skills we expect all Environmental Studies graduates to possess.

Department of Environmental Studies Program Learning Objectives

1) *Qualitative Environmental Literacy*: Students are able to write a logical analytical paper using good writing style and construction supported by appropriate research.

Goal: Achieve good to excellent level of environmental research, writing and analysis in a 15-page paper. Assignments require students to:

A) perform independent literature review on a self-chosen topic using 10 to 20 relevant scholarly/technical articles with little assistance and

B) perform critical interdisciplinary evaluations using criteria discussed in the course and provide recommendations for sustainable solutions.

2) *Quantitative Environmental Literacy*: Students are able to determine, apply and interpret appropriate basic statistical or other quantitative analyses to environmental data (Chi-square, ANOVA, Regression)

Goal: Be able to develop a study designed to use particular analyses that test a hypothesis or specific research question. Students will design their own study to test a hypothesis or research question, collect data, run appropriate analyses and interpret them; they will be able to read scholarly papers and be able to understand basic analytical methods, graphs and results.

3) *Content Environmental Literacy*: Students will develop proficiency in the interdisciplinary sustainability principles that are the foundation of environmental studies; they will know the key environmental challenges facing the planet, know relevant interdisciplinary information about these challenges, and be able to develop/identify feasible solutions

Goal: Students develop expertise in identifying complex environmental issues, find accurate natural science and social science information on all key aspects of those issues and are able to develop feasible, sustainable solutions using central principles of sustainability.

Assignments require students to:

- A) master sustainability terminology,
- B) identify subtle/complex environmental problems;
- C) provide thorough information on all sides of the issue,
- D) develop logical analysis with feasible solutions, and
- E) clearly convey the issue, information and solutions in both written and verbal form.

4) *Professional Skills*:

- A) Students are able to productively conduct group/team work to deliver professional quality presentations and reports;
- B) Students demonstrate professional work skills.

Goal: Demonstrate professional work skills and apply knowledge gained in the degree in a career setting. Students will work productively with groups and demonstrate professionalism in their work.

Library Liaison: The Environmental Studies Library Liaison is Peggy Cabrera. She is wonderful! Plan to use her assistance. Peggy.Cabrera@sjsu.edu or 408-808-2034.

Classroom Protocol & Expectations

1. **Time commitment:** At SJSU, students are expected to spend an average of nine hours per week for a three-unit class, including class-related activities and tasks outside of class in addition to the in-person class meetings. Careful time management will help you keep up with readings and assignments and enable you to succeed in all your classes, but you should expect to spend an average of 45 hours per week to succeed in a full-time load of 15 units.
2. **Attendance and preparation:** Each student will be expected to attend all class meetings and to complete all assignments before the class period.
3. **Discussions:** We will have discussions each week. Participation in these discussions represents a portion of your grade. It is imperative that all students be respectful and considerate to each other. All opinions are welcome and critical analysis is encouraged.
4. **Written work and presentations:** All assignments will be handed in through Canvas and routed through turnitin.com.
5. **Grading:**

If you earn:	You will receive:
90 - 100 %	A- (90-92), A (93 - 97), A+ (>97)
80 - 89 %	B- (80-82), B (83 - 86), B+ (87-89)
70 - 79 %	C- (70-72), C (73 - 76), C+ (77-79)
60 - 69%	D- (60-62), D (63 - 66), D+ (67-69)
< 50 %	F

Assignment	Description	Score
Participation	In-class writing, peer-reviews, discussion papers, participation	15
Prospectus	Potential research areas	1
Project Idea and Background	More complete idea for your research project and why,	3
Draft resume/curriculum vitae	Starting point for your environmental qualifications	2
Interview	Interview with environmental agency staff or other practitioner	1
Literature Review	A brief review of the literature relevant to your project	10
Draft Methods	Proposed methods to address your study hypotheses and questions	15
a. Study design	Diagram and overview of research approach	(3)
b. Data collection	How you will physically collect the data you need	(4)
c. Analytic methods	Tools and models you will use to analyse your data	(3)
d. Timeline	Proposed timeline for completion	(2)
e. Budget	Proposed project budget, including all phases	(1)
f. Qualifications	High-quality environmental resume or Curriculum vitae	(2)
Final Research Proposal	A complete professional proposal for your research including methods to collect and analyze data on your question, timeline, budget and qualifications	Regrade preceding, higher level
Data Report-backs	Three verbal report-backs on the progress of your data collection/analysis	9
Statistics Quiz		5
Draft Results	Graphs of final data, qualitative results, and their interpretation: what did you find?	12
Draft Discussion/Conclusions/recommendations	Tie your findings to the literature, to the needs of the agency, and make specific, new recommendations	7
Draft Poster	Produce a draft poster of your work	5
Poster & Presentation	Revise your poster present it publicly	Regrade preceding +5
Final Report	High-quality bound professional research report	Regrade preceding +10

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/>.

Key dates are:

Drop Deadline: Tuesday, September 1, is the **last day to drop** a class without a “W” grade.

Add Deadline: Wednesday September 9, is the **last day to add** a course & Register Late.

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

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. 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.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need 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.

Research Help: Student Technology Resources, SJSU Writing Center, Access Success Center 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 camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

The SJSU Writing Center is located in Clark Hall, Suite 126. 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>. The ACCESS Success Center is located in Clark Hall 240, and it provides a quiet place to work as well as peer tutors in writing and statistics. http://www.sjsu.edu/access/peer_advisors/

Course Schedule

week	Date	Topic	Assignments Due
1	8/24	Course introduction; Research projects and your future; Developing Research Questions/Hypotheses Discussion: Your environmental interests	In-class writing
2	8/31	What's your problem? Choose topics, proposal writing; Background Literature Research Activity: Library Instruction	Contact Agencies, <i>Prospectus</i> , current resume/CV
	9/7	Labor Day- no class	
3	9/14	Scientific Method; How to read a peer-reviewed paper; Key literature you found: activity	Project Idea and Background, Interview due. Bring a peer-reviewed idea paper to discuss
4	9/21	Research Methods: Quantitative and Qualitative Research Discussion: Narrow your hypothesis, methods: STUDY DESIGN	<i>Literature review</i> due. Bring a peer-reviewed methods paper to share
5	9/28	Conducting Field Research: Methods DATA COLLECTION Discussion: Methods relevant to your topic for discussion	Draft <i>study design</i>
6	10/5	Setting up a Spreadsheet for Data Analysis Discussion: Honing your data collection and analysis methods; budgeting, resume	Draft <i>data collection</i> and <i>analysis</i> strategy
7	10/12	No full class meeting: Individual meetings: progress on your proposal/preliminary data	Draft <i>timeline, budget & qualifications</i>
8	10/19	Statistics Lab: Quantitative Activity: Bring your laptop with some of your data (or test data) loaded	Whole research proposal due; preliminary data
9	10/26	Statistics review Round table: Discuss data collection to-date-- progress/problems Preparing the Draft Paper (results, discussion & recommendations)	(Report-back— data)
10	11/2	Lab: Conducting Analyses on YOUR data with Systat (Bring your laptop with MyStat and your spreadsheet with data)	(Report-back— data)
11	11/9	No full class meeting: Individual/small group meetings: progress on statistical analysis	(Report-back- analysis, results)
12	11/16	Quiz: statistical tools	(Report-back- analysis, results)
13	11/23	Developing a Poster and the Final Paper Resume Session Draft Poster Presentations (ppt)	Written: Draft <i>Results</i> Draft poster/slide
14	11/30	Draft Poster Presentations (ppt)	Written: Draft <i>Discussion/ Conclusions/ Recommendations</i>
15	12/7	Poster Session	Final Poster/ potluck
	12/11	Final Exam period: December 11 2:45-5:00p.m.	Bound final reports due, with all raw data