

San José State University
College of Social Science/Environmental Studies Department
ENVS 189, Coastal Field Studies, Spring 2020 (24150)

Course and Contact Information

Instructor:	Rachel Lazzeri-Aerts
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Office Hours:	Tues/Thur 10:15-11:15am and by appointment
Class Days/Time:	Fridays 9:30am-3:15pm
Classroom:	DMH 164
Prerequisites:	Envs 001 or 10, or instructor approval
Units:	4 units (3 lecture and 1 activity)

Course Overview

Students will learn about coastal geomorphologic processes, coastal habitats and biodiversity, and human impacts along our coasts, as well as policy and conservation efforts focused on the California coast. Various course formats will be used including lecture, instructor-led field trips, student presentations, and guest speakers. Students will spend at least 30 hours on instructor-led field trips to coastal sites seeing and experiencing topics discussed in class, exploring, researching, and presenting on course topics. These sites will range from Half Moon Bay to Big Sur, and may include the San Francisco Bay, and will be based on current coastal issues, student interests and research projects, as well as guest speakers. Students will research a coast related topic of their choice, prepare a field trip-based presentation to share their knowledge with the class, and write a culminating paper.

Learning Outcomes

Program Learning Outcomes (PLO) for Environmental Studies

- 1) Students are able to write a logical analytical paper using good writing style and construction supported by appropriate research. Assignments will require students to understand and summarize materials in relevant scholarly/technical articles, and to identify basic solutions from an interdisciplinary standpoint.
- 2) Students are able to determine, apply, and interpret appropriate basic statistical or other quantitative analyses to environmental data. Students will be able to articulate and test hypotheses, and read and understand graphs and basic statistics.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will:

- 1) be able to identify and describe the natural processes that shape and influence coastlines and associated human and natural communities.
- 2) be able to explain how human society and technology impact coastal environments, natural communities, and biodiversity, and will be able to evaluate the consequences of these human impacts.
- 3) be able to describe basic coastal policy, current coastal conservation efforts, and techniques for adapting to future coastal changes.
- 4) research and write a paper, using primary sources, about a specific topic or site along the California coast.

Information Literacy Learning Outcomes (ILLO)

- 1) An information-literate student determines the nature and extent of the information needed. The information literate student defines and articulates the need for information, as well as identifies a variety of types and formats of potential sources for information.
- 2) An information-literate student evaluates information and its sources critically and incorporates selected information into his/her knowledge base. Students summarize the main ideas to be extracted from the information gathered, articulates and applies criteria for evaluating both the information and its sources, and synthesizes main ideas to construct new concepts.
- 3) An information-literate student understands the economic, legal, and social issues surrounding the use of information, and accesses and uses information ethically and legally.

Required Materials

Texts

Griggs, Gary. 2010. Introduction to California's Beaches and Coast. UC Press.
Griggs, Gary. 2017. Coasts in Crisis: A Global Challenge. UC Press.

Both available at Spartan Bookstore and on Amazon.com.

Other Readings

Additional assigned readings will be provided on Canvas.

Other equipment / material

You will need access to a computer with Microsoft Word and PowerPoint and the Internet. Be sure to bring pencil and/or pens with blue or black ink and paper to every class, even if you take notes on a laptop. For field trips, you will need transportation to and from field locations, as well as a field notebook.

Library Liaison

Peggy Cabrera (peggy.cabrera@sjsu.edu or 408-808-2034) is the Library Liaison for the Department of Environmental Studies. She is a great resource who is available at the Reference Desk in MLK Library Wednesdays 3-5pm, or by appointment.

Course Requirements and Assignments

Exam

A final exam will include material from lectures, readings, films, field trips, activities, and student presentations.

Canvas Instructions

For this class, all assignments are to be completed by the individual student unless otherwise specified. All take home assignments must be turned in through the Canvas learning management system, unless otherwise noted. If you have trouble with this, please come see me during class or office hours. **All assignments are due BEFORE 9:30am on the due date listed in the course calendar.**

Assignments

Weekly Quiz: At the beginning of each class meeting a short quiz or activity will be given covering readings, lectures, previous field trips, class discussions, films, or any other class material. The quiz will be followed by a discussion of the readings. In order to prepare for the quizzes it is essential that readings be done before class. **No make-up quizzes will be given for any reason.**

Field Journal: Each student will keep a field journal with observations, notes, questions, etc about the various field sites that the class will visit. Details will be provided in class. You should always have your field journal with you and keep it up to date. At the end of the semester, your journal will be graded for completeness, accuracy, and neatness. Journals will be returned students after grading.

Policy Overview: From a provided list, students will choose a local, state, national, or international policy that governs coastal regions. This policy may focus on any aspect of coastal management, resource use, development, or protection. You will write a 2-3 page overview of what the policy is, any controversies or potential problems, and how well the policy is being implemented. Be prepared to share a 2-3 minute “elevator speech” about your chosen policy.

Intertidal Comparison Project: One of the coastal communities that we will be studying is the intertidal zone (ie. tide pools). The organisms that live here face many challenges due to the fact that environmental conditions fluctuate drastically throughout the day. We will be spending two field days at the same site—one high tide and one low tide—in order to investigate and compare the extreme living conditions of intertidal species.

Research Project: The culminating paper for this course will be an investigation of a key local coastal species. The project will include several components: outline with references, written report, and finally you will share what you have learned during a field trip presentation. In order to prepare the written report and presentation, students will be expected to do in-depth research. You may find it useful to visit sites along the coast, local libraries, historical societies, and/or conservation organizations.

Class Participation

Students will be expected to actively participate in their learning. As much of this course is based on field trips, activities, presentations, and discussions, each student’s participation is necessary for the class to function successfully. There are 9-12 scheduled field trips to various sites. Attendance and active participation are essential for this class. Students are expected to attend all field trips in order to pass the course. If an extenuating circumstance arises that prevents you from attending and participating in a field trip, please contact the instructor immediately. See field trip expectations below.

Students should arrive on time, prepared, be creative when they are presenting, and attentive and supportive when others are sharing their work. Group activities, field trip activities, debates and discussions, short in-class writings, informal presentations, and peer feedback all may be used as participation points toward final course grade. Be sure to complete assigned readings before class. Readings may also include articles distributed by instructor.

Formatting

Please note that all assignments need to be formatted as follows: 12 point font, Times New Roman, 1 inch margins, doubled spaced, and include a header with name and date. Use Chicago/Turabian author-date style for all citations. A 10% deduction will occur for not following these guidelines.

Grading Policy

Your grade will be based on your exams, assignments, and class participation. All assignments are to be turned in through Canvas before the specified due date and time or at the beginning of the due date class unless otherwise indicated.

Grade Scale

97%-100% = A+	93% - 96% = A	90% - 92% = A-
87% - 89% = B+	83% - 86% = B	80% - 82% = B-
77% - 79% = C+	73% - 76% = C	70% - 72% = C-
60% - 69% = D	less than 60% = F	

Late Work

All assignments are due BEFORE 9:30am on the due date listed in the course calendar. Late work is NOT accepted. Exceptions may be considered for legitimate circumstances (medical emergency, death in the family) with proper documentation.

Extra Credit

Students are responsible for recording the details of any offered extra credit opportunities. Think of extra credit as a buffer, not a reason or excuse to not do your best on regular assignments.

Grading Overview Subject to change based on progress of course.

Assignment	Points	Learning Objectives
Weekly Quizzes	200	PLO 2; CLO 1, 2, 3
Intertidal Comparison Project	40	PLO1; CLO1
Policy Overview	30	CLO 3; ILLO 1, 2, 3
Field Journal	100	CLO 1, 2, 3
Research Project		
Outline	30	ILLO 1, 2, 3
Final Written Report	100	PLO 1, 2; CLO 2, 3, 4; ILLO 2, 3
Field Trip Presentation	50	CLO 4
Final Exam	100	CLO 1, 2, 3
Class Participation/Activities	100	PLO 2; CLO 1, 2, 3, 4
TOTAL	750	

Classroom Protocol

The use of laptops during class time will be restricted to in-class activities and note taking. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day. Cell phones, music players, and any other electronic devices must be turned off and stored in your backpack/purse. Any use of electronic devices during quizzes and exams is considered cheating, and will result in a failing grade.

Field Trip Protocol

There will be 9-12 scheduled field trips that are each approximately 4-5 hours. Field trip locations will range from Half Moon Bay to Big Sur and can be 60-90 minutes from San José State. Students are responsible for transportation to and from each field trip. Car-pooling is highly recommended. You must arrive on time and be prepared to actively participate. Be sure to bring your field journal and pencil, lunch/snacks, water, and appropriate layered clothing and shoes as the weather may change throughout the day. You may also want to bring sunscreen/hat/sunglasses and a camera.

During field trips, students are expected to act responsibly and to be respectful of the environment, each other, other visitors, the instructor, and any guest speakers. No electronics are to be used except cameras when appropriate.

Bottom line: We will be visiting some beautiful places. Come prepared, be respectful and responsible, and everyone will have a great time!

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

Consent for Recording of Class and Public Sharing of Instructor Material

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. See [University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>.

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/>. 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 in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of both instructors.

Resources for Students

There are many resources on campus available to you. Some examples include: SJSU Peer Connections Center, the College of Social Science Access Center, SJSU Writing Center, SJSU Counseling and Psychological Service, SJSU Student Health Center, the Academic Success Center, and many places to use or get help with technology. See the [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/> for more info or come see me.