# 20211 (FA 20) - GEOS 197SB FYS:CAMPUSSUSTAINABILITY 101

Home / My courses / Fall 2020 / 20211-GEOS197SB

### **CLASS INFORMATION**

This course uses Moodle as an on-line platform to display course policies (e.g. grading, classroom expectations) and the schedule (e.g. assignments, exam dates). That means that the information posted on Moodle **is** your syllabus - everything you need to know is here. Please read all the material in this section ("Course Information") carefully and also review the course topics and schedule that are described in the sections below.

- Announcements
- Appointments with Dr. J

#### CLASS-SPECIFIC POLICIES & PROCEDURES

- **Expectations & Grading**
- Classroom Policies
- Course Schedule
- Weekly Schedule

#### **UNIVERSITY POLICIES & PROCEDURES**

- **Academic Integrity Policy**
- **Academic Expectations**
- Classroom Atmosphere
- Student Handbook

### **ACADEMIC RESOURCES**

- DePauw's Academic Resource Center
- DePauw Libraries
- Purdue University's Online Writing Lab (OWL)

## INTRODUCTION TO SUSTAINABILITY

During the first five weeks, we will explore several of the foundational principles of sustainability.

#### COMPLETE BEFORE CLASS

- Reading Assignments (9/2 9/28)
- Response 1: What does normal have to do with it?
- Response 2: Campus Sustainability
- Response 3: Sustainability is....
- Response 4: Environmental History why should you care?
- Response 5: Why a campus farm?
- Response 6: The Biosphere
- Response 7: How are concepts about the biosphere connected to sustainability?
- Response 8: The Human Sphere
- Response 9: The Human Sphere and Sustainability

It might seem obvious how population growth and carrying capacity relate to sustainability, but what about the other ideas from this chapter? What do failed states have to do with it? And why, exactly, is economics an important aspect? Use the ideas and methods from chapter 7 in *They Say/I Say* to explain the significance of human systems to sustainability. You are welcome to build on the ideas discussed with your group, but each person should turn in her or his own, original response. (Suggested length ~500 words).

#### **OUT OF TEXT READINGS**

- 🔼 <u>Karger (1949) "What does Normal Mean?"</u>
- Chang (2004) "Development of Stanford's Building Guideline for Sustainable Buildings"
- Vitousek et al (1997) "Human Domination of Earth's Ecosystems"

## SUSTAINABILITY PROBLEMS & SOLUTIONS

During the next three weeks, we will learn about the science and theory underlying six specific environmental & societal problems and how sustainability can ben used as a framework to develop possible solutions.

- Reading Assignments
- 5 minute free write: Biggest Problem?

What do you think is the biggest environmental or sustainability problem? Why is this the biggest? What, exactly, is the problem? That is, why is it something that we should worry about?

5 minute free write: Connections to the Biosphere & Human Sphere

What information (concepts, ideas, theories, etc.) in the biosphere and the human sphere are important to addressing the problem that you describe in your first free-write?

#### **Group Projects 1- Climate Change, Water, Ecosystems & Habitat**

- Group Project 1: Sustainability Problems and Solutions Ecological Systems
  - Class Information Guide
  - Class Handout Template
  - Group Project 1 Individual Reflection

#### **Group Projects 2- Energy, Food, Buildings**

Group Project 2: Sustainability Problems and Solutions – Human Systems

Ch 9 Energy: Liv, Kennedy, Simar, Whitney Ch 12 Food: Kazuki, Claire, Lizzy, Jeremy

Ch 14 Waste and Recycling: Katelyn, Lauren, Mabel, Ashley, Gavin

- Class Information Guide
- Class Handout Template
- Group Project 1 Individual Reflection

#### CAMPUS SUSTAINABILITY PROJECTS

During the final four weeks before Thanksgiving break, that we will meet in person, class will engage in of applied campus projects to promote sustainability.

- Which AASHE Session?
- Conference session reflection
- What will improve sustainability at the Ullem Farm?
- Sustainability Project Action Plan
  - 1. Describe several of the *concrete* and *specific* actions that our class can take to implement your idea for improving sustainability at the Ullem.. Your descriptions should be as detailed as possible. So, for example, do just say "write an email." Instead, say "Write an email to \_\_\_\_ that \_\_\_\_\_" that also includes several of the points that the emails should cover.
  - 2. What will it cost (in terms of time/labor or materials) to complete these actions?

## **SUSTAINABILITY & YOU**

During the final two weeks of class, which will be remote, you will engage in reflective readings and writings as an opportunity to integrate ideas from this semester into your lives going forward.



This link above will take you to the website for The Story of Stuff Project, which has lots of different short movies on sustainability topics, including the one we watched in class on Monday.

- What kind of change maker are you?
- Story of Change

## **ULLEM CAMPUS FARM**



Please post your videos of our first farm visit here

Out of class farm visits

This link will bring you to a google page where I describe the weekly expectations for how you will connect with the farm outside of class.

- FlipGrid "Discovering" on Ullem Farm
- FlipGrid How is farm work academic?

## **FORMAL WRITING ASSIGNMENTS**

Paper 1: What *is* sustainability?

Paper submission - First Draft

Please upload your paper here. Note, this is a first draft, not a rough draft.

Revision Work

Please upload the material I asked you to revise here by the date and time I specified when we meet.

Paper 2: Addressing Sustainability Problems with Workable Solutions

- Paper prompt
- Paper topic
- Paper submission

## **RESOURCES & INTERESTING INFORMATION**

Association for the Advancement of Sustainability in Higher Education





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Home
Data retention summary
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Home / My courses / Fall 2020 / 20211-GEOS197SB / Class Information / Expectations & Grading

### **EXPECTATIONS & GRADING**

#### How you will earn your grade:

<u>Class participation (25%)</u> – Active engagement with class discussion is a *critical* part of your education, and therefore a significant portion of your grade comes from in-class participation. However, participation also means that you come prepared for class by having completed all reading and writing assignments. Informal writing, including responses and other small assignments, will be included with your classroom engagement to determine the participation part of your grade.

The expectations and grading criteria for these assignments are listed below. This grade will be calculated based on your final discussion grade and the average score of your reading responses on Moodle.

- A Range: You attend every class, show evidence of having read and thought about the reading assignment ahead of time, listen well to others, are fully engaged during discussions and class activities, and help focus our discussions with thoughtful comments and questions about the broader impacts of the reading. Additionally, you average a 4.5 or higher on your informal writing assignments.
- B Range: You participate at times and are always in class. You occasionally help to direct the discussion. You informal writing average is between 3.5 and 4.4.
- C Range: Though you are in class you rarely offer a contribution. The contributions that are made may not show active thinking about the topic or readings. You average between 2.5 and 3.4 on informal writing assignments.
- D Range: You are in class but do not show evidence of having done the reading or are not engaged, you are regularly late to class, or you have excessive absences (even if excused). You average between a 1.0 and 2.4
- F: You have three or more unexcused absences or have three or more 0s on informal writing assignments.

<u>Sustainability Problems & Solutions Group Work (20% total)</u> – Because there is not enough time to thoroughly investigate all global sustainability problems, the class will be divided into groups that will collectively research and present information to the rest of the class for an assigned topic. Detailed expectations for these projects will be posted to Moodle and discussed in class.

<u>Formal writing assignments (40% total)</u> – Over the course of the semester, you will write and develop four pieces of polished prose in the following areas:

- Paper 1: What is sustainability?
- Paper 2: Sustainability Problems & Solutions
- Paper 3: Campus Sustainability Project

- Paper 4: Personal Sustainability Manifesto

By "polished," I mean that these papers may develop from something informal (for example, an in-class free write or a reading response) and will go through multiple drafts before you submit it for evaluation. Additionally, you will have the opportunity to re-write each of the first three papers if you are unsatisfied with your initial grade.

<u>Campus Sustainability Project (15% total)</u> – The majority of the second half of the semester will be dedicated to contributing to DePauw's ongoing sustainability efforts by investigating and offering recommendations for a particular campus need. In addition to readings, research, and class discussion on this project, you will work in groups to develop a product displaying the results of your work.

#### **Other important Information:**

- Please note that deadlines for the major assignments described above are posted to Moodle. Late assignments will be penalized one letter grade for each 24-hour period after the deadline. (For example, an A paper would drop to a B after 24 hours, a C after 48 hours, etc.). The two exceptions to this policy are if a) you use your "Get out of Jail Free" card (see below) or b) you make arrangements in advance (extensions will only be granted in the case of serious illness or other extraordinary circumstances.)
- You may get an automatic 48-hour extension for any major project by using a "Get Out of Jail Free" card, which can be downloaded from Moodle. You may only use this once and the card must be turned in by the time the assignment would have been due.
- Though I will provide more detailed grading criteria and expectations for each assignment, you should know that I award grades in the B range for good quality, which means that you met my basic expectations. A project or paper will only receive an A grade if the quality is excellent. A grade of C or lower means that the quality of the work was below my expectations.
- I am always happy to discuss grades with you and explain how your work was evaluated.

#### Final Grades:

Final grades will be calculated using your scores and the percentages listed above and assigned as follows:

- A = 94 100%
- A- = 90 93%
- B+ = 87 89%
- B = 84 86%
- B- = 80 83%
- C+ = 77 79%
- C = 74 76%
- C- = 70 73%
- D+ = 65 69%
- D = 61 64%D- = 60%
- F = below 60%

Last modified: Sunday, 30 August 2020, 5:23 PM

Appointments with Dr. J

Jump to...

Classroom Policies

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Home / My courses / Fall 2020 / 20211-GEOS197SB / Class Information / Classroom Policies

### **CLASSROOM POLICIES**

Your attendance and active participation in class are essential for you to learn the material, and therefore, **attendance is required**, (either in person or remote). If you need to miss a class because of sickness, personal emergency, religious obligation, or university-sponsored activity (see student handbook), please try to let me know ahead of time so we can arrange a time for you to make up the material missed. If I do not hear from you within 24 hours of a missed class, your absence will be considered unexcused. Your participation grade will decrease at least 3% for each unexcused absence.

This course relies heavily on your participation and *undivided* attention. Except in the case of assistive technologies permitted under the Americans with Disabilities Act, **laptops are to remain closed and cell phones away** unless we are specifically using these devises for a class activity. (This cell phone policy applies to remote learners as well as those who are in person). Violations of this class policy will negatively affect your participation grade.

Although we will be meeting outside when weather allows, **masks will be required as per university policy**. This is for your safety and the safety of the community.

I will often use email to communicate with you outside of class – this is the most common method used by professors and other DePauw staff. **Please get in the habit of checking your email when you get up in the morning and at the end of the day.** I know that email can be challenging to manage, but you **must** read messages that I send you – "I didn't see your email" is not a valid excuse!

I regularly check email throughout the work day (~ 8am – 6pm), but rarely in the evening or on weekends. I will endeavor to respond to your messages quickly, but emails that come in after 4pm may not be answered until the next day.

It is the policy and practice of DePauw University to provide reasonable accommodations for students with properly documented disabilities. Written notification from Student Disability Services is required. If you are eligible to receive an accommodation and would like to request it for this course, please contact Student Disability Services. Allow one week advance notice to ensure enough time for reasonable accommodations to be made. Otherwise, it is not guaranteed that the accommodation can be provided on a timely basis. Accommodations are not retroactive. Students who have questions about Student Disability Services or who have, or think they may have, a disability (psychiatric, attentional, learning, vision, hearing, physical, medical, etc.) are invited to contact Student Disability Services for a confidential discussion in Union Building Suite 200 or by phone at 658-6267.

\*\*Academic Integrity\*\* It is critical that you are familiar with DePauw's Academic Integrity Policy, which is defines academic dishonesty defined as any activity which gives one student an unfair advantage over other students. Please know that it is possible to violate this policy without intending to do so. Also, DePauw's policy states that "all cases of academic dishonesty must be reported by faculty members and settled through the process outlined in the academic handbook." Resources, including FAQs on academic integrity and how to properly cite sources and information, will be discussed in class and are included on the Moodle page for this class.

**Religious Holy Days** I am happy to support DePauw's policy that accommodates students who are adherents of a religious tradition and wish to fulfill obligations of that religious tradition on holy days. Students are expected to notify their instructors of their intent to fulfill the obligations of their religious tradition well in advance of these days. For the sake of this policy, "holy days" are defined as periods of time in which either: activities required by normal class participation are prohibited by a religious tradition, or a special worship obligation is required by a religious tradition. For this class I ask that you notify me by e-mail as soon as you can, but no less than 14 days in advance of the date in question.

**Student Title IX policy** DePauw University affirms its commitment to fairness and equity in all aspects of the educational experience. Harassment and discrimination based on gender or sexuality—including sexual harassment, sexual assault, intimate-partner violence, stalking, gender-based violence, and voyeurism—prevent students from accessing an equal education and violate university policy as well as the law. Find full information at <a href="https://www.depauw.edu/studentacademiclife/campus-safety/sexualrespect/">https://www.depauw.edu/studentacademiclife/campus-safety/sexualrespect/</a>. If you or someone you know experience behavior that is coercive, discriminatory, harassing, or sexually violent, you are encouraged to contact Juli Smith, DePauw's Title IX Coordinator and Director for Compliance and Equity by phone at (765) 658-4155 or by email at <a href="mailto:juliannsmith@depauw.edu">juliannsmith@depauw.edu</a>.

**Pass/D/Fail Option** Students may request any course registration be converted to pass/fail including those courses designated in the SOC as not being offered pass/fail. Courses taken pass/fail this semester may count to general distribution requirements, major/minor requirements, and toward the total required for graduation. Courses taken pass/fail during fall term will not count toward the rule that only three total pass/fail credits may be counted towards a degree.

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Course Schedule

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