San José State University
Department of Environmental Studies
ENVS 198, Senior Seminar, Spring 2019, Section 3

Course and Contact Information

Instructor:	Dr. Carolina Prado
Office Location:	Washington Square Hall (WSQ) 113A
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Email:	**Carolina.prado@sjsu.edu**
Office Hours:	Tuesdays 12-2pm, or by appointment Make sure to sign up beforehand: https://carolinaprado.youcanbook.me
Class Days/Time:	Tuesday, 5pm- 7:45pm
Classroom:	Washington Square Hall (WSQ) 113

Prerequisites:	All students must have filed for graduation and completed the Environmental Studies core courses, including ENVS 117. Taken in final semester.
Recommended Co-requisite	If you have room in your schedule to sign up for ENVS 210-1 for 1 extra unit and attend some of the department research seminars, we have found that you will be more successful in this class! Please do so if you can.

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 Course Learning Outcomes

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.

Course Materials & Contacting Professor Prado:

Course materials such as the syllabus, readings, handouts, notes, assignment instructions, etc. can be found on the Canvas website for this course. You are responsible for regularly checking with the messaging system through MySJSU and Canvas to learn about any updates.

If you email me I will respond to you within 24-48 hours. I do not respond to emails on the weekends. When applicable, I will respond to the entire class if I feel your emailed question or concern will benefit everyone (and in this case, you will not receive an individual response).

Department of Environmental Studies Program and 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.

Course Requirements and Assignments

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 at sjsu.edu/senate/docs/S12-3.pdf.

	Assignment	Description	Score/100
In Class Assignments			
A	Participation	In-class writing, peer-reviews, discussion papers, participation in classroom dialogue. o 50% in class activities (7 points) o 50% in class discussion participation (7 points)	**14**
B	Statistics Quiz	Review of appropriate use of basic statistical tests	**5**
C	Qualtrics Tutorial	Complete the Qualtrics tutorial & certificate	**1**
Online Submission			
1	Draft resume/CV	Starting point for your Qualifications section, below	**2**
2	Prospectus	Potential research areas	**1**
3	Interview	Interview with environmental agency staff or other practitioner	**2**
Drafts leading to Final Report			
4	Project Grounding	More complete idea for your research project specifying why it is important for environmental action.	*3*
5	Draft Research Questions	Narrow and answerable questions and scientific hypotheses	*4*
6	Literature Review	A brief review of the academic literature relevant to your project	*10*
7-12	Draft Methods: Proposed methods to address your study hypotheses and questions		
7	Draft Study Design	Diagram and overview of research approach	*3*
8	Draft Data collection	How you will physically collect the data you need	*4*
9	Draft Analysis	Tools and models you will use to analyze your data	*3*
10	Draft Timeline	Proposed timeline for completion	*2*
11	Draft Budget	Proposed project budget, including all phases	*1*
12	Draft Qualifications	High-quality environmental resume or Curriculum vitae	*3*
13	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 assts 4-12 (16 pts total)
14	Data Report Back 1	Verbal report-backs on the progress of your data collection/analysis	*2*
15	Data Report Back 2	Verbal report-backs on the progress of your data collection/analysis	*2*
16	Draft Results	Graphs of final data, qualitative results & their interpretation: what did you find?	*10*
17	Data Report Back 3	Verbal report-backs on the progress of your data collection/analysis	*2*
18	Draft Discussion/ Conclusions/ Recommendations	Tie your findings to the literature, to the needs of the agency, and make specific, new recommendations	*6*
19	Final Report	High-quality bound professional research report	**Regrade 4-18+ 10 pts= 65 pts total**
Poster Assignment			
20	Draft Poster	Produce a draft poster of your work	*5*
21	Final Poster &Presentation	Revise your poster present it publicly	**Regrade 20 + 5 pts overall= 10 pts total**

** A Note on Late Assignments: Because we have some assignment due each week, I cannot guarantee that your submission will be graded or that I can give you feedback if you turn in your assignments late. So make sure you turn in SOMETHING during your draft stages, so that you can make sure you are getting the needed feedback to make your project strong.**

Grading Scale:

A+ = 100%	A = 99-95%	A- = 94-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0%		

NOTE that Attendance is not part of your grade evaluation per University policy F69-24 at sjsu.edu/senate/docs/F69-24.pdf states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

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 at sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at sjsu.edu/aec to establish a record of their disability.

University Policies and Student Resources pages at the end of the syllabus, please read these in full.

Classroom as Community

Participation in the classroom will be organized around the "Classroom as Community" guidelines, and the basic agreement that students will actively participate in the classroom through the class polls, group or pair activities, and any other discussion activities.

Throughout the semester we will address and discuss a variety of issues which may bring out strong and opposing views. As a community of learners and colleagues, it is critical that we respect one another's thoughts and address the comments to the IDEAS and not the person. Our classroom is not a forum for demeaning or threatening language/comments.

Also, I respect and teach to different learning styles, which include the way students participate and interact with each other. I understand that some people are more extroverted and natural talkers, while others are very good at listening. Therefore, depending on which category you may fall into, please be aware of and respect your fellow students, including making an effort to either let others talk (if you notice your speaking more than others) or trying to speak up in class (if you notice you have been listening but not speaking). Remember that all comments, and questions are valid.

Harassment of any kind (sexual, racial, class, sexual preference, gender, etc) between students or towards/from the instructor will not be tolerated. As a community member of this classroom, I expect everyone to act in a respectful and mature manner. Should any problems arise we as a class will promptly take action. While we will agree on community "ground rules" together on our first day of class, here are some basic expectations I have that will help us make the most of our time in class:

- Come prepared to class by thinking seriously about what you have read.
- Do not be hesitant to ask a question.
- Try your best to communicate yourself to classmates.
- Respect confidentiality and privacy in our classroom community.
- For class, please turn off cell phone and technology distractions*
- Refrain from any side-talk, reading non-class material, this is disrespectful.

*All use of cell phones during class time is strictly prohibited. Laptops may not be used during class time. I understand that you may have the required reading on an e-reader, phone, or laptop. Take notes by hand, when reading, and bring them to class with you. Writing rather than typing notes better helps you retain what you read. If you have accessibility concerns with the Laptop Policy, please contact me as soon as possible.

-Failure to meet classroom protocol expectations will result in a loss of participation points-

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Course Schedule
The schedule is subject to change with fair notice and the notice will be made available.

Class Week	Date	Topics	Readings	Assignments Due
1	1/29	Course introduction; Research and your future; Discussion: Your environmental interests		In Class Writing
2	2/5	Resume review & career goals; Choose broad interest topics; What's your problem? Proposal writing	o Feinsinger "So what's the question?"	Contact Agencies, (1) *Current resume/CV* due (2) *Prospectus* due
3	2/12	Scientific Method; How to read a peer-reviewed paper; Background Literature Research; Activity: Library Instruction	o Interpreting Scientific Claims	(3) *Interview* due
4	2/19	Key literature you found: How to narrow your questions & hypotheses; Developing Research Questions/Hypotheses	o Booth et al. "From Problems to Sources"	(4) *Project Grounding* due (5) Draft *Research Questions & Hypotheses* due ***Bring a peer-reviewed <u>idea</u> paper to discuss**
5	2/26	Research Methods; Quantitative and Qualitative Research Discussion; Study Design; Discussion: Methods relevant to your topic for discussion	o Feinsinger "Design: Matching Data to the Scope"	(6) *Literature Review* due ***Bring a peer-reviewed <u>methods</u> paper to share**
6	3/5	Conducting Field Research; Data Collection; Setting up a Spreadsheet; Honing your data collection and analysis methods		(7) *Draft Study Design* Due
7	3/12	Review data collection sheets; Intro to Excel formatting; Intro to Data Analysis; Timeline, budgeting, & qualifications	o Look through the "Excel Analysis Setup Worksheet"	(8) Draft of *Data Collection* Due
8	3/19	*Individual meetings:* progress on your proposal/preliminary data		Drafts due of: (9) *Data Analysis* (10) *Research Timeline* (11) *Research Budget* (12) *Research Qualifications*

9	3/26	Structure of the Report; Discuss data collection to-date: progress/problems; Statistics Lab; Quantitative Activity: Bring preliminary data sheets (paper) and in excel- begin analysis		(13) *Final Research Proposal* due
10	4/2	*Spring Recess*		
11	4/9	Statistics Lab: Quantitative Activity; Bring preliminary data sheets (paper) and in excel- work on analysis	o Feinsinger, "Small Samples & Big Questions" o "Simple Stats for Seniors" handout	(14) *Data Report Back 1* due
12	4/16	Statistics Round table: Work on your analysis		(15) *Data Report Back 2* due (16) Draft *Results* (Report-back- analysis, results)
13	4/23	Developing a Poster		(17) *Data Analysis Report Back 3* due (18) Draft *Discussion/ Conclusions/ Recommendations*
14	4/30	Quiz: Statistical Tools; Draft Poster Presentations (ppt)		(20) Draft *Research Poster* Due
15	5/7	Final Poster Session		(21) *Final Research Poster* Due
16	5/21	Final Exam Period: *Individual Meetings and Exit Interview*	**Due May 21st: Bound (hardcopy)** **(19) Final Reports due, with all raw data**	

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 concerns about a class arises. See University Policy S90–5 at 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 sjsu.edu/provost/services/academic_calendars.
- The Late Drop Policy is available at 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 sjsu.edu/advising.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor's permission to record the course:

- 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. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at sjsu.edu/studentconduct.

Plagiarism, intentional or not, will not be tolerated in this course. This is a course designed to provoke critical thought and writing, and plagiarism will not help you become a better thinker or

writer. For an extensive read of the University guidelines for dealing with plagiarism, see the University Academic Integrity Policy S07-2 at sjsu.edu/senate/docs/S07-2.pdf.

Here is an idea of what plagiarism looks like. You are plagiarizing or cheating if you:

- For written work, copy anything from a book, article or website and add or paste it into your paper without using quotation marks and/or without providing the full reference for the quotation, including page number
- For written work, summarize / paraphrase in your own words ideas you got from a book, article, or the web without providing the full reference for the source (including page number in the humanities)
- For an oral presentation, copy anything from a book, article, or website and present it orally as if it were your own words. You must summarize and paraphrase in your own words, and bring a list of references in case the professor asks to see it
- Use visuals or graphs you got from a book, article, or website without providing the full reference for the picture or table
- Recycle a paper you wrote for another class
- Copy off of a classmate, or use someone else's work as your own
- Use technology or smuggle in documents to obtain or check information in an exam situation

In a research paper, it is always better to include too many references than not enough. When in doubt, always err on the side of caution. If you have any question or uncertainty about what is or is not cheating, it is your responsibility to ask your instructor.

Student Resources

University Writing Center

The San José State University Writing Center offers a variety of resources to help students become better writers, and all of their services are free for SJSU students. They offer tutoring appointments, writing workshops, and online tutorials and services.

They have drop-in tutoring sessions in **Clark Hall, Suite 126, and** regularly scheduled tutoring sessions on the **second floor in the MLK Library. Contact them at:** 408-924-2308,writingcenter@sjsu.edu.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at 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.

Online Citation Resources

For this class, you will be able to use whichever citation style you prefer, as long as you are consistant throughout your papers. Here are some links to useful citation guides for three different citation styles.

MLA: https://owl.english.purdue.edu/owl/resource/747/01/APA:
https://owl.english.purdue.edu/owl/resource/560/01/
Chicago: https://owl.english.purdue.edu/owl/resource/717/01/

For more detailed information on academic integrity, the University of Indiana has very helpful writing hints for students, including some on how to cite sources. Please visit http://www.indiana.edu/~wts/pamphlets.shtml for more information.

University Health and Healing Resources

Being a full time student, working, participating in extracurricular activities, providing support to our loved ones, can all take a pricey toll on our mental and physical health. Please take advantage of the many health and healing resources available at San Jose State University to foster your wellness.

- SJSU Student Health Center: (408) 924-6122 or online through the SHCPatient Portal at https://shcpatient.sjsu.edu/login_directory.aspx.

SJSU Counseling and Psychological Services: (408) 924-5910 or at counseling.services@sjsu.edu. If you are experiencing a crisis, reach out to *The County Suicide & Crisis Line at (855) 278-4204 or the National Suicide Prevention Lifeline at (800) 273-8255, both are available toll-free, 24 hours a day, 7 days a week.*