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# Environmental Studies ES 1

Instructor: [Adrienne Frisbee](#)

Summer Quarter 2020

ES 001- 69Z ONLINE, CRN: 12940

4.0 Units

DE ANZA COLLEGE, DIVISION OF BIOLOGICAL, HEALTH & ENVIRONMENTAL SCIENCES  
ENVIRONMENTAL STUDIES DEPARTMENT  
KIRSCH CENTER FOR ENVIRONMENTAL STUDIES

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## INSTRUCTOR INFORMATION:

**Adrienne Frisbee**

**Email:** [frisbeeadrienne@fhda.edu](mailto:frisbeeadrienne@fhda.edu), preferred contact through Canvas

**Office hours:** On Canvas by appointment

**Environmental Studies Dept website:** <http://www.deanza.edu/es/>

## I. GENERAL COURSE INFORMATION

### Course Description:

An introductory study of environmental issues, their underlying causes and potential solutions from an interdisciplinary perspective, considering history, culture, philosophy and ethics, law and regulation, politics, economics, and management practices. Topics include current environmental issues related to nature/wildlife preservation, natural resource use and conservation, pollution control and prevention, and energy use and climate change. Students learn how their personal and career choices and actions can protect nature, preserve natural resources, prevent pollution, reduce energy demands and decrease climate change impacts for the benefit of current and future generations.

### Objectives:

- A. Examine environmental studies as an interdisciplinary field of study and its relation to the environmental science field and other disciplines
- B. Assess and apply environmental and ecological concepts to modern life and a technologically based society
- C. Assess and explore the career opportunities in environmental studies field
- D. Analyze the history of human use and exploitation of the earth's natural resources
- E. Examine the relationship between resource degradation and the changing role of humans in society
- F. Compare and contrast the history of land use ethics in Western versus non-Western cultures
- G. Explore the impact of the industrial revolution and other technological advances on the human relationship with nature
- H. Evaluate the effects of the environmental movement in the United States; including key individuals in U.S. environmental history
- I. Assess the political system within the United States and its relationship to environmental degradation including federal regulatory agencies and environmental laws

- J. Analyze how ethics, politics and the current economic system within the United States has influenced environmental policies and regulation
- K. Assess the relationship between environmental degradation and the cycle of poverty, including the status of women and children worldwide
- L. Examine and describe the United States' natural resources and processes including national parks, national forests and wildlife refuges
- M. Assess and debate the current status of the world's natural resources and the impacts on human populations
- N. Analyze and explore possible solutions and sustainable projects occurring worldwide

**Student Learning Outcomes:**

1. Assess (apply) the criteria necessary to be successful in the Environmental Studies class.
2. Demonstrate a coherent understanding of environmental issues, their underlying causes, and potential solutions from an interdisciplinary perspective.

**Course Outline:**

- Week 1- Intro to Environmental Studies
- Week 2- History of resource use in the United States
- Week 3- History of the Environmental movement
- Week 4- Scientific observation and nature connection
- Week 5- Human Impacts on the Environment
- Week 6- Natural Resources
- Week 7- Climate change
- Week 8- Environmental studies and policy, ethics, and social justice
- Week 9- Environmental Economics
- Week 10- Climate solutions
- Week 11- Sustainability
- Week 12- Sustainability, Careers in sustainability, and sustainability projects

**II. COURSE GUIDELINES:**

**Communication:**

1. Please check Canvas regularly for messages. Please set up your [Notifications in Canvas](#) to be notified when a message or comment is sent to you.
2. **Please send all messages in Canvas.** You will receive replies faster.
3. I try to respond to messages within 24 hours of receiving them, with the exception of Saturdays (screen free day).
4. When emailing instructor:
  - a. Put course name and your full name in email. I teach multiple course and it's easier for me to look up your questions with this information.
  - b. Please practice professional communication and use spelling and grammar check on messages (and assignments).

**Canvas:**

1. All course work will be posted under Modules in Canvas.
2. **Weekly work:** Each week, expect to spend 6-8 hours on course work. Each week, this course covers 8 hours of in class material in addition to time spent on assignments. Modules

will be posted on Mondays at noon, and due Sundays at midnight. Discussion posts are due on Wednesdays. Pace yourself and set up a schedule to manage your time.

3. **Assignment submissions:** All assignments will be submitted to Canvas. You can upload files or copy and paste work directly into Canvas. You can also submit files from Google Drive or post a Google Drive link (please make sure you adjust the sharing options to make them open for viewing). Please do not upload files from Pages or Keynote. These are difficult to view in Canvas.
4. **Late work:** You may submit late work, however, you will receive partial credit based on how late your assignments are. For each week, you will lose 25% credit. If it is a day or 2 late, expect to lose 10% credit. No late work will be accepted after 3 weeks unless you have special circumstances. **If you have a special circumstance such as an extended illness, mental health issues, or family matters, please message me to submit late work beyond this deadline.** Don't wait until the end of the quarter to talk to me!
5. **Discussions:** Discussions are an important part of this course, as it gives you the opportunity to interact with other students and discuss weekly course work. Discussion posts are due on Sundays and your comments on other students' posts are due the following Wednesday.  
**Discussion group guidelines:**
  - a. Discussion criteria are outlined in each week's discussion description. You will be graded by your level of engagement with other students.
  - b. Be respectful of other's opinions. The goal of the discussion groups are for you to hear other perspectives and to give you a chance to think more deeply about the concepts we are learning.
  - c. Please keep discussions related to the topic.
  - d. If comments are disrespectful or irrelevant, I will delete them and you may lose credit for your participation in that discussion.
6. **Quizzes:** Quizzes will be every other week and are timed 15-30 minutes. To study for quizzes, take notes on presentations and review your assignments. You may use your notes, but not the internet or other materials. The short time frame is to encourage learning and studying for the quiz in preparation.
7. **Late quizzes:** You cannot take quizzes late on Canvas! This is because I review any problems students may have had on the quiz the week after. Please plan accordingly to take quizzes on time.

### **General Course Guidelines:**

1. Online classes require you setting your own schedule and making time to complete assignments. Plan ahead and set aside a times during your week to routinely complete 6-8 hours of coursework each week. Waiting until Sunday night to complete all work often leads to incomplete and rushed work.
2. When researching topics for assignments, please always include a links to the sources of your information.
3. Please practice academic writing skills and submit work that you have edited for spelling and grammar check. Document programs have various tools in the software to proofread your work. I will reduce assignment grades by 10% that have numerous errors.
4. Be respectful towards the instructor and fellow classmates during online communication.
5. All forms of discrimination are not tolerated. Please let me know if you experience discrimination at any time.
6. It is the student's responsibility to drop the course for no grade by the withdraw date.

7. **Cheating-** Many assignments will be submitted and scanned for plagiarism by Canvas. Copying and pasting from the internet or another student's work is plagiarism. You will receive a zero on any assignments that exhibit cheating. We will have an assignment the first week to learn how to properly reference materials you have researched.

**Required Materials:**

1. Access to a computer with audio and video capabilities. Computers with audio, video, and internet capabilities are available on the [De Anza campus](#) or your public library.
2. Access to the internet.
3. Access to Canvas.
  - You can access this course by logging in to MyPortal (under Student Apps) or by logging in through the Canvas link on the top of the De Anza web page OR Go to <https://deanza.instructure.com>. Use your MyPortal credentials to log in.
  - Once the course is published, you can look at the syllabus on the home page. To access Course material, go to Modules. Each Monday, I will publish a module for the week which will include presentations, videos, reading material, and assignments. All materials will be due by the following Sunday at midnight. Please do not wait until the last minute. Each week we are covering 4 hours of in-class lecture time as well as the time you would do assignments outside of class.

**Grading:**

1. Quizzes (10-20 points each).
2. Weekly assignments (10-15 points each)
3. Weekly online discussion participation (10-15 points/ week)
4. Midterm project (30 points)
5. Final project (40 points)

**Grading scale:**

- A+ = 98 - 100%
- A = 93 - 97%
- A- = 90 - 92%
- B+ = 88 - 90%
- B = 83 - 87%
- B- = 80 - 82%
- C+ = 78 - 79%
- C = 69 - 77%
- C- = 68 - 70%
- D = 55 - 67%
- F = 54% & below

**Extra Credit-** Extra credit options will be posted on Canvas under Modules/ Extra Credit for a maximum of 10 points extra credit.

**Late work:**

Late work for assignments is accepted for partial credit. Quizzes and discussions are not eligible for late credit. Late assignments will be marked down using the following criteria:

- 1 to 2 days late- 10% reduced grade
- 3 days to 1 week late- 25% reduced grade
- 2 weeks late- 50% reduced grade
- 3 weeks late – 75% reduced grade

**If you have a special circumstance such as an extended illness, please come see me to submit late work beyond this deadline.** Don't wait until the end of the quarter to talk to me!

### **Other course information:**

#### **Important dates:**

- Final project due- 7/31
- Final work due 8/6

#### **Methods of Instruction:**

Presentations, video, field studies, discussion, and independent research.

### **III. !!!RESOURCES!!!!**

**-Online learning resources and support:** <https://www.deanza.edu/online-spring/>

**-The Student Success Center** is open and available for Zoom tutoring and workshops.

- **All SSC Zoom links and schedules are located in one convenient place.**  
Go to <https://www.deanza.edu/studentsuccess/> and follow the links in the Service Updates to add yourself to the non-course **SSC Resources Canvas** site, then click on Modules to find current schedules and links. This is updated frequently, so please, ALWAYS access SSC Zoom tutoring and workshops from within SSC Resources.
- **Support for remote learning:** If you'd like to speak with someone about trying different study strategies for online classes, finding new routines, creating a productive workspace, resisting the new opportunities for procrastination, or just brainstorming some strategies for good self-care during a stressful time, we encourage you to talk with a peer tutor or SSC staff member, or attend a Skills workshop. We get it and are going through the same things, so let's support each other!

**-The Student Success and Retention Services Center (SS&RSC)** is an academic enrichment and support program that facilitates the matriculation of students with historically low retention and transfer rates, first-generation college students and re-entry students. The center provides a supportive community of peer mentors, tutors, faculty, and staff and assists students with defining and successfully achieving their educational goals. Program participants receive educational planning and academic advising, personal counseling, academic mentoring and coaching, study groups, leadership development, student computers, four-year and university campus tours, academic enrichment workshops as well as scholarship and financial information. Location: Upper Floor, Student and Community Services building Hours: Mon - Thu 8:30 a.m. – 5:00 p.m.; Fri 8:30 a.m. – 3:30 p.m. Telephone: (408) 864-8470 Web site: [www.deanza.edu/ssrsc/index.html](http://www.deanza.edu/ssrsc/index.html)

**-Disability Support Services (DSS)** is responsible for meeting the academic support needs of students with verified physical or psychological disabilities on the De Anza campus. Services and accommodation include disability management counseling, adaptive equipment, coordination of academic support services (note takers, readers, sign language interpreters), test accommodation, assistive computer technology and training, registration assistance, campus mobility, and materials in alternative media. DSS also provide faculty support, information and consultation on appropriate academic accommodations for students in their classes. Location: Student and Community Services Center 141 Telephone: Patricia Whelan, ext. 8753

**-Computer and Internet Availability (upon campus reopening):**

If you live near De Anza College, the Kirsch Center (and other campus facilities) have computers available for student use. For lab locations visit- <https://www.deanza.edu/buscs/labs.html>

## **Academic Integrity Statements**

### **Cheating and Plagiarism:**

Students at De Anza are expected to refrain from the behavior outlined below.

#### Cheating

1. Copying, in part or in whole, from someone else's test.
2. Submitting work presented previously in another course whether it is yours or not, if contrary to the rules of either course.
3. Altering or interfering with grading.
4. Using or consulting, during an examination, any sources or materials not authorized by the instructor.
5. Committing other acts, which defraud or misrepresent.

#### Plagiarism

1. Incorporating the ideas, words, sentences, paragraphs or parts of another person's writings without giving appropriate credit, and representing the product as your own work.
2. Representing another's artistic/scholarly works (such as musical compositions, computer programs, photographs, paintings, drawings or sculptures) as your own.
3. Submitting a paper purchased from a research or term paper service.

#### Other Specific Examples of Academic Dishonesty

1. Purposely allowing another student to copy from one's paper during a test.
2. Giving homework, term paper or other academic work to another student to plagiarize.
3. Having another person submit any work other than their own.
4. Lying to an instructor or college official to improve a grade.
5. Altering a graded work after it has been returned, then submitting the work for regrading.
6. Removing tests from the classroom without the approval of the instructor.
7. Stealing tests.
8. Having a typist correct work for spelling or grammar, if contrary to the rules of the course.
9. Forging signatures on drop/add slips or other college documents.

Consequences of Academic Dishonesty Academic and/or administrative sanctions may be applied in cases of academic dishonesty.

Depending on the seriousness of the infraction, students may:

1. Receive a failing grade on the test, paper, or exam;
2. Have a course grade lowered;
3. Get an "F" in the course;
4. Be placed on disciplinary probation;
5. Be placed on disciplinary suspension;
6. Be expelled. The Office of the Student Services maintains a record of students who have engaged in academic dishonesty. This information is used to identify and discipline students who have been reported for academic dishonesty more than once.

### **Academic Resources and Support**

Please let me know if you are a student with a disability that needs accommodations to be successful in this class. Contact me earlier rather than later if you are falling behind or need academic support. In addition, there are many great resources at De Anza to help students with academic and personal support:

- The Student Success Center (SSC) supports classroom instruction by helping students at all levels become better learners and gain the confidence and skills to achieve their greatest possible academic success. Trained peer tutors and friendly staff and faculty support students in various ways. Telephone: Diana Alves de Lima, Co-Director: 408-864-8485 Melissa Aguilar, Co-Director: 408-864-5422 Location: S-43 (math and sciences), LC-107 (all other subjects) L-47 (Listening and Speaking Center) E-mail: Diana Alves de Lima, Co-Director: [alvesdelimadiana@fhda.edu](mailto:alvesdelimadiana@fhda.edu) Melissa Aguilar, Co-Director: [aguilarmelissa@fhda.edu](mailto:aguilarmelissa@fhda.edu) Web site: <http://www.deanza.edu/studentssuccess>