

 <p>POINT¹⁹  LOMA⁰² NAZARENE UNIVERSITY</p>	<p>LJWL(es)</p> <p>ESI4020 – Advanced Environmental Studies</p> <p>3 units</p>
Fall 2022	

Meeting days: T/R	Instructor title and name: Breeann Kyte Kirby
Meeting times: 3-4:15pm	Email: bkirby@pointloma.com
Meeting location: BAC151	Office: BAC108 (by appointment)
Final Exam: T, 13 Dec, 4pm	Instagram: @naturenarratives

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

What am I going to learn in this class?

ESI 4020, Advanced Environmental Studies, is the capstone course for your interdisciplinary studies in sustainability and creation care. It is designed for you to engage in a rigorous and reflective semester where you will look back at your career as a scholar at PLNU and produce a major project that will be ready for publication or submission in an application. In this course, you will be part of a community of thinkers who are all “training” in their practice with their specific and diverse concentrations in Environmental Studies. You will continue to develop the skills that are needed to both read critically and write strategically at an advanced level with the goal you will produce works that will be able to live in the world outside academia. To this end, we will read and listen to guests share about the field of environmental studies, read and discuss your own work-in-progress, and talk about publication, work, and life beyond school. Your final portfolio will be a summation of your growth at PLNU as well as a springboard to launch you into your future in Environmental studies.

The PLNU catalog says that ESI 4020 is

A senior-level capstone course for Environmental Studies majors and an advanced course for non-majors, incorporating practices and experiences from concentration coursework as well as the internship. Priority is given to students declared in the Environmental Studies major.

Prerequisite(s): [ESI 2050](#) or consent of instructor.

PROGRAM AND COURSE LEARNING OUTCOMES

The Program (PLO) and Course (CLO) Learning Outcomes are as follows:

Program Learning Outcomes

Students who complete the program in Environmental Studies will be able to:

1. Integrate (Synthesis & Application) their scientific and humanistic environmental studies with ongoing reflection and community engagement. [Integrative Learning, Lifelong Learning, Critical Thinking, Written Communication]
2. Employ (Application & Evaluation) strong research and analytical skills with diverse sources of information, demonstrating critical thinking and quantitative reasoning appropriately. [Written Communication, Information Literacy, Critical Thinking]
3. Identify and articulate (Knowledge, Comprehension & Analysis) sociocultural dynamics as they relate to the natural world. [Quantitative Reasoning, Critical Thinking]
4. Present (Evaluation, Application) analysis to formal audiences, demonstrating appropriate strategies for audience engagement and oral communication of written work. [Oral Communication, Written Communication]

Course Learning Outcomes:

Students who complete ESI 4090 will be able to:

1. Create (synthesis) and present (application) a portfolio of work that demonstrates reflection and community engagement. **(PLO 1, 2, 3, 4)**
2. Consider (evaluation & analysis) the human relationship with the natural world through diverse disciplines. **(PLO 2, 3)**
3. Exhibit (application) competency in gathering knowledge from diverse places. **(PLO 3)**
4. Communicate (application, comprehension) ideas with competency addressing appropriate audience, purpose, and medium. **(PLO 2, 3, 4)**

Why do I have to take this course?

You are taking this course because you need a writing elective for your major OR because you want to write a full-length manuscript.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Where do I have to spend my money for this class?

1. Sze, Julie *Environmental Justice in a Moment of Danger*
ISBN: 978-0520300743
2. Printouts from Canvas as well as your essays—plan accordingly (about \$50-\$75)
3. Various office supplies (lined paper, highlighters, pens, stapler, Scotch tape);
4. (Optional) Notebook/Journal for in-class free writing.

*****In the interest of lightening the financial burden of college education, I have placed our additional readings on Canvas rather than constructing a course reader. You must read this material before class AND either bring in printouts of the pages or a NON CELL PHONE device to read them on. If you do not, I will sweetly ask you to leave class to retrieve the materials (including books on the days we read the above books). Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. However, any use of those materials outside the course may violate the law.*****

COURSE CREDIT HOUR INFORMATION

While, I have listed the assignments as percentages of your grade, I also have determined how long it should take for you to complete each one. To meet accreditation, you are expected to spend 112.5 - 125 hours on this course (~37.5 hours per unit). Below is the breakdown of hours to reach that goal:

Hours	Activity	
30	Reading	
35	Class Participation (including meeting, various activities, and listening to lectures)	
51	Assignments	
	Contract	1
	Lead Class Discussion	5
	Scholarship Map	2
	Two Best	2
	Final Presentation	7
	Reflection Essay	2
	Literature/Resource Review	7
	Proposal	5
	Project	20
TOTAL HOURS		
116		

Of course, some of you will take shorter or longer to do a particular activity. The goal here isn't to be perfectly accurate, just fair in assessment of how long an activity should take you. I will not be giving partial credit for activities: you either get full credit or not at all (in which case, I will give you an opportunity to try again).

ASSESSMENT AND GRADING

How do I pass this course?

1. Participate in this course
2. Do all the assignments
3. Turn them in on time

What does that look like?

This course has two goals: a capstone project that you can take into the world outside academia and a portfolio that is a summation of your evolution as a critical thinker at PLNU. To these ends, we will spend time examining yourself, the career options in environmental studies and sustainability, and creating a project for a job portfolio or a graduate school application. Some of the writing will be curated pieces you've already written that exemplify how you apply the lens of environmental studies to various disciplines (course assignments) and a reflective essay that provides a narrative of your growth. The capstone project will also be part of your portfolio. With this portfolio, I aim for you to gain insight into your environmental passion as well as insight into what kind of career you would want to pursue.

That's a lot to pack into a semester course that meets for about an hour a few days a week. But we're going to give it the clichéd good college try.

With all the work we will do, the main thing is that you get your ideas clearly down on paper. Expressing your ideas well is the hardest part of being a professional (in any field). How many of us have had such a great image/story/idea in our heads but when we set it down on paper, it just looks flat (hee! See what I did there?)? I emphasize revision and process because most of us need to produce what Anne Lamott calls "shitty first drafts" before we can see where our ideas need work. Ideally for your capstone project, you already have a "shitty first draft" somewhere that you want to develop—you can think back to your internship project, a project for class, or maybe something you did for your study abroad. But even if you do or don't have a good project idea yet, all of you will be heavily revising your capstone project so that it is the best you can possibly make it. And you will help each other find the good ideas, the clever sentences, and solid data within your drafts, turning those first drafts into coherent and engaging final products.

You will get the benefit from this course in proportion to how much you engage with the content. I expect you to read, engage with the texts, and have thoughts about it. In addition, there will be some sort of writing due every week. This isn't to scare you but to let you know the pacing of the course.

What are the specific assignments?

Contract (5%) You will write a contract that will establish the grade you desire in this class and the expectations we will both fulfill for you to earn that grade. You will evaluate it once at the midterm.

Scholarship Map (5%) For this assignment, you will make a visual map of how your time and courses taken at PLNU have influenced your mental landscape.

Two Best (5%) For this assignment, you should identify two pieces of writing that you consider your best work and write a short explanation to accompany your selections.

Literature/Resource Review (13%) You will compile an annotated bibliography of credible sources that will serve as a knowledge foundation for your capstone project. This assignment will have a minimum of 25 sources and will be related to your particular field within environmental studies. For example, a writer may have eco-literature in their review while a biologist would include scientific papers.

Lead Class Discussion (12%) At certain points in the semester, you will lead class discussion based on sources you found for your Literature/Resource Review, connecting it to a career path in environmental studies/sustainability.

Portfolio (40%) Your portfolio will be specific to you so they all will differ in length and content, but all will demonstrate reflection on your evolution as a writer at PLNU and engagement in major revision of your work and include the following:

Introductory Reflection Essay (5%) This essay will be a critical reflection of yourself as a writer, using the elements of your portfolio as supporting evidence for your claims.

Table of Contents

Action Plan/Proposal (7%) You will write an action plan for what your capstone project will be as well as how you intend to choose material for and create your capstone project.

Three artifacts from your time at PLNU (3%) These do not need to be revised, but they need to be intentionally chosen to demonstrate your evolution as a writer and thinker at PLNU. You will explain your choices in your Introductory Reflection Essay.

Capstone Project (25%) This project can be whatever you choose: a socio-environmental report card, a creative piece of poetry or prose, a website, a research paper, a project report, a book, an art installation, etc . . . You will turn in different aspects of it throughout the semester. Use the breadth of experiences you had in your courses while in this program and your passion to help you decide. You will work in groups on this project, contributing your particular expertise.

Final Presentation (10%) For your final, you will give a public presentation of your project and the process you went through to create it.

Participation (10%): Because learning is an interactive process, you must engage in that process to get anything out of it; meaning, you must interact with the instructor and the other students in class and via email (when appropriate) as well as engage in the process of developing your project. Effective learning happens in a dynamic environment. Therefore, you must interact with the instructor and the other students regularly. If you wish to earn your participation grade, you must have a good attitude; you must read all of the readings; you must do the participation assignments on Canvas or in class; and you must speak out. Make it your goal to come up with one good thought for class meeting and to share it. Use of cell phones will not be permitted unless you have an academic accommodation OR I give you specific permission. **If you use your device to disengage from course discussion, I will sweetly ask you to leave that day and try again next time.**

For all of these assignments, further instructions will be given on Canvas and/or in class

How will I know my grade in the course?

Because learning is a process, I want you to be able to engage in your work, taking the tools you learn from thing you produce into the next without worrying about how many points you might lose on an individual assignment. To eliminate grade anxiety, I've set this course up on a contract grading model. This model means that you can choose which grade you would like to earn right now at the beginning of the semester and then allocate your time wisely to earning that grade. Though you will not get an individual score on your assignment, I will give feedback. And I will give you one opportunity to redo the work if it does not meet contract standards. This redo is due back to me the next day the class meets.

For many of my classes, I give a scaffolding of what an A, B, or C contract should contain. However, this course is a bit different because it is a capstone course so you must complete all the assignments. Therefore, I would like you to devise what you think an A, B, or C contract would look like. If you do have a bit of anxiety about that, I'm thinking that in doing ALL the assignments to an acceptable level, you would earn a B. An A would denote excellence and dedication in the completion of those assignments. For a C grade, I'm willing to meet one-on-one and chat about what that contract could look like.

For all grade contracts, you will be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback.

I will not accept work that does not meet with the quality expected of your stated contract. If you do not quality work, then I will not accept it. There can be variable effort and quality put in at any contract level. Thus you can earn a minus (-) or a plus (+)—pluses are for B and C contracts only (sorry there are no A+s, but you are all A+ in my heart).

Here's a bit of space for us to discuss what we think is reasonable as a class for various contract parameters:

What if I turn in a late assignment?

If you turn in a late assignment, you risk negating your contract. We will talk about this further as a class. Here is a space for you to make notes on what we decide:

It's halfway through the course, and I haven't had any emails from you about my grade. How will I know if I am awesome and still on contract? Should I be nervous?

First, you are awesome! Never doubt that. Your grades do not make you an awesome person; how you engage in life does. But I know we all care about grades, so second, if you are doing the assignments according to one of the contracts listed above and you have not heard from me about them, it means that you are doing a great job and are on track for your contracted grade. **The only time I will initiate contact about your grade is if you are NOT meeting your contract.** However, you are always welcome to ask me about your grade or performance in course at any time in the semester.

Grades will be based on the following:

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the times they are due as indicated on Canvas or the course schedule. All readings should be done by the day listed. Incompletes will only be assigned in extremely unusual circumstances.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been

detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

For our course, that means you can miss three classes. After which, you are at risk of being de-enrolled.

PLNU COVID POLICY

Our updated masking policy effective August 4, 2022:

Based on the current surge occurring in the Western U.S. and the reunion of our community population **beginning August 26th**, the university will require face coverings for all individuals indoors in large community settings including classrooms, chapel, and shared spaces where larger groups gather during the first two weeks of the semester.

We will be closely monitoring the regional situation and our local community data and **anticipate lifting the masking requirement on Monday, Sep 12, 2022**. PLNU will continue to support and encourage campus community members to wear masks when they feel ill or exhibit any symptoms of a respiratory infection.

Even if you aren't masking and distancing elsewhere, I'm asking you to respect these requirements while you are in the classroom or doing other course-related activities. If you don't

want to wear a mask, I respect that choice, but I will ask you to leave our gathering which will count as an absence for the day.

SPIRITUAL CARE

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

USE OF TECHNOLOGY

In order to be successful, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

ASSIGNMENTS AT-A-GLANCE

Schedule

(*Subject to Change as needed to facilitate course goals*)¹:

Readings and assignments are due on the date listed.

EJMD denotes readings from *Environmental Justice in a Moment of Danger*.

(Canvas) denotes readings can be found on Canvas in PAGES section

WEEK	Date	Read	Discuss	Do/Due
1	1 September		Syllabus	Keirsey Test
2	6 September	Gallager “Why Environmental Leadership” (Canvas) Cain “Not Leadership Material? Good. The World Needs Followers” (Canvas)		Scholarship Map DUE: Keirsey Test Worksheet
	8 September	Shriberg & MacDonald “Sustainability leadership programs: Emerging goals, methods & best practices.” (Canvas)	Choosing a Project	DUE: Scholarship Map DUE: Two Best
3	13 September	<i>EJMD</i> “Introduction”: pp. 1 – 24.	Choosing a Project	DUE: Contract for Grade (Individual)
	15 September	No Formal Class (Meet with Group; Do Canvas Resources)		DUE: Team Contract
4	20 September	No Formal Class (Meet with Group; Do Canvas Resources)		
	22 September	No Formal Class (Meet with Group; Do Canvas Resources)		DUE: Project Goals and Objectives

¹ I reserve the right to change the syllabus as needed to facilitate our course goals. You will receive notification of these changes; after which time, you are responsible for required material.

Disclaimer: This class is taught at the college level; therefore, reading materials may be adult and/or controversial in connotation and/or denotation. The purpose of presenting such material is to expose you to various viewpoints—viewpoints that will act as sources for discussions. For this reason, no alternate materials will be provided.

Final Disclaimer: You will write A LOT. Writing is a muscle that must be exercised.

WEEK	Date	Read	Discuss	Do/Due
5	27 September	Swaminathan “The unsustainable whiteness of green”: pp 1-6. (Canvas) Wilson “We are Bridges”: pp. 96-106 (Canvas)	Check-In #1	
	29 September	Sebunya “Saving the world's wildlife is not just 'a white person thing'” (Canvas)	Check-In #1	
6	4 October	TBD		DUE: Peer Feedback
	6 October	TBD		DUE: Literature/ Resource Review
7	11 October	<i>EJMD</i> “1. This Movement of Movements”: pp. 25 – 50.	Diversity in Environmental Justice	
	13 October	TBD		DUE: Project Action Plan/Proposal
8	18 October	No Formal Class (Meet with Group; Do Canvas Resources)		DUE: Mid-Course Survey
	20 October	No Formal Class (Meet with Group; Do Canvas Resources)		
9	25 October	<i>EJMD</i> “2. Environmental Justice Encounters”: pp. 51 – 75.	Check-In #2	
	27 October	<i>EJMD</i> “3. Restoring Environmental Justice”: pp. 76 – 98.	Check-In #2	
10	1 November	<i>EJMD</i> “Conclusion”: pp. 76 – 98.		DUE: Peer Feedback
	3 November	TBD		
11	8 November	TBD		
	10 November	TBD		
12	15 November	TBD		
	17 November	TBD		
13	22 November	No Formal Class (Meet with Group; Do Canvas Resources)		
	24 November	NO CLASS THANKSGIVING BREAK		
14	29 November	No Formal Class (Meet with Group; Do Canvas Resources)		
	1 December		Check-In #3	DUE: Poster of Project

WEEK	Date	Read	Discuss	Do/Due
15	6 December		Check-In #3	
	8 December			DUE: Peer Feedback DUE: Course Evaluations
Finals Week	FINAL EXAM 13 December, 4pm DUE: Final Presentation DUE: Portfolio (including Reflection Essay)			