

Department of Biology / College of Natural and Social Sciences

BIO1002 – Environment & People

4 units



Syllabus Fall 2024

Meeting times:

Lecture – Tues-Thurs SECTION 1: 10:00 am – 11:45 am

SECTION 2: 12:30 pm – 2:15 pm

Meeting location: Latter Hall 01 (lower level)

Final Exam: Section 1: Thursday Dec 19: 10:30-1:00

Section 2: Tuesday Dec 17: 1:30-4:00

Catalog Course Description: BIO 1002 - Environment and People (GE) 4 units

A systematic overview of major topics in global ecology as experienced by people in the developing world, both the problems they face and the successful actions of communities to solve those problems. Introduces creation care and sustainable development as key concepts needed to overcome the challenges and build hope for the future. Includes such topics as population growth, food and agriculture, land degradation, urbanization, sanitation, health care, biodiversity, climate change, consumerism, and the implications for wise resource management, green economics, and governmental policy. Course approach emphasizes the process of science, critical thinking, active learning, social relevancy, and building connections between case studies and general concepts. Students engage in weekly readings, film discussions, and a term paper project.

Instructor:	Dr. Mike Mooring Rohr Science 128	Voice: 619-849-2719 Email: mmooring@pointloma.edu
TAs:	Section 1: Ashley Velázquez avelazqu0021@pointloma.edu Section 2: Aiyanna Durepo adurepo0021@pointloma.edu	
Texts:	<u>Reading Pack</u> for BIO 1002, University Readers. Order from PLNU bookstore or Cognella Store Additional readings available on the course Canvas site	
Equipment:	iClicker2 remote for class participation	

'To Tend and Care for It'

Then God looked over all that He had made, and it was excellent in every way...The Lord God placed the man in the Garden of Eden as its gardener, to tend and care for it.

(Genesis 1:31; 2:15 TLB)

I brought you into a fertile land to eat its fruit and rich produce. But you came and defiled My land and made My inheritance detestable. (Jeremiah 2:7 NIV)

See, I will create new heavens and a new earth. The former things will not be remembered, nor will they come to mind. (Isaiah 65:17)

Course Learning Outcomes (CLO's):

Upon completion of the course, you will be able to:

- Describe the major global environmental challenges and how they affect people.
- Explain options for how we can deal with these global environmental challenges.
- Articulate and defend a position on Biblical environmental stewardship.
- Outline, research, and write an original research paper exploring a case history about an environmental challenge and how it is impacting people in the developing world.
- Understand how consumerism impacts the ecological footprint of our affluent society.

General Education Learning Outcomes (GELO's):

All GE courses are required to assess GELO's as part of institutional assessment. In this course, we will assess GELO 1C: **Information Literacy** and GELO 1D: **Critical Thinking**.

- Information Literacy - Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.
- Critical Thinking - Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

These GELOs will be needed to successfully complete your term paper assignments, and your mastery of them will be assessed through a few questions on the final exam.

Course Design:

The focus of our exploration will be on people interacting with their environment. Our approach will be global, with emphasis on the environmental issues affecting people in the developing (less developed, Third World) nations. We will familiarize ourselves with the fundamentals of stewardship, the concept of sustainable development, and the real life tensions that exist in the developing world between the goals of wise management of natural resources and the objectives of economic development in the urban and rural setting in the poor nations. Importantly, we will consider the Biblical mandate for us to be God's representatives on earth and to care for His Creation, both human and non-human.

Course Format

The “lecture” component of the course will be presented during the Tuesday meeting, but it will not be just me talking. I will introduce interactive activities (e.g., iClicker questions, small group discussions) to give you an opportunity to actively explore the topics under consideration. During the Thursday meeting, we will view a film and then break into discussion teams to analyze what you just saw (teams will be formed for the semester). Each team will discuss questions based on the film and will craft a response to be submitted individually on Canvas before the end of the class meeting. Note that points for team responses will only be awarded to students who were present and participated in the group discussion. Although your group will craft the responses collaboratively, each student will submit the discussion assignment individually to ensure accountability by each team member.

Canvas:

All class resources are available to you on Canvas. All reading, discussion, and small group assignments will be submitted via Canvas and graded online. The in-classroom assignments will use electronic files and be submitted on Canvas so be sure to BRING YOUR LAPTOP TO CLASS. Note that Canvas does not support ‘PAGES’ – please use Word or PDF instead. Your grader and I will often give you feedback on Canvas, so be sure to set up Canvas to alert you when you get comments.

Reading Assignments:

I have carefully selected a reading for each topic we cover during each weekly module. The readings will be available either in the Cognella reading pack (for copyrighted texts) or on as a link in Canvas. For each reading, a set of questions will be posted in that week’s Canvas module to help you focus on the points I consider most important. Your answers must be submitted on Canvas before the deadline and will be graded online. Note that you will be able to submit assignments after the due date, but they will be marked as late. In this class it is very important to keep up with the reading questions because they are a significant part of the course grade – and once you get behind it is difficult to get caught up.

Late Assignments:

The following penalties will apply for all assignments submitted after the posted deadline:

For Readings (worth 10 pts):

1-2 days late: -2 points
 3-4 days late: -4 points
 5-6 days late: -6 points
 7 days late: -8 points
 >7 days late: don't accept

For Discussions (worth 5 pts):

1-2 days late: -1 points
 3-4 days late: -2 points
 5-6 days late: -3 points
 7 days late: -4 points
 >7 days late: don't accept

There are many reasons why a late policy is desirable: (1) It sets clear guidelines for students so that you are motivated to submit your assignment on time; (2) it sets clear guidelines for the graders so they know how to handle cases of lateness; and (3) it is fair insofar as students that faithfully submit their assignments on time every week benefit over those who are chronically late. The graders and I recognize that from time to time there will be circumstances beyond your control that will result in a late submission. If this happens, please include a note of explanation in the text box in Canvas.

iClicker Remotes:

Class meetings will consist of a combination of lecture and small group activities. To enable participation by everyone in a large class, I require you to have an iClicker2 remote registered in your name that you bring to every class meeting for use with quizzes and other activities. Your iClicker answers will be recorded and points assigned based on class participation (being engaged in class activities) and performance (getting the right answer). Weekly review quizzes will be based on the reading assignments. Your iClicker score at the end of the semester will be adjusted based on the class average (you will not be penalized for forgetting your clicker a few times). If necessary, I have a few loaner clickers that you can borrow if you ask BEFORE CLASS BEGINS.

Attendance and Punctuality:

Regular and punctual attendance is important for optimal achievement, and is a minimal requirement for this course. The attendance sheet will be passed around during each class meeting; it is your responsibility to sign in, using your full signature. You are permitted three (3) absences without penalty. Excessive unexcused absences will result in points deducted from your Attendance Participation grade. Because your signature on the roster serves as evidence of your attendance in class, having someone else sign your name is considered forgery and will result in a substantial penalty.

Term Paper:

One of the high points of the course is the opportunity for you to do your own research on a topic of interest to you. The final product will be a 7-page paper based upon your independent research – you may use AI tools ONLY to generate ideas for your topic theme, but YOU must personally do all the research, writing, and references yourself. You will be required to choose a tightly focused topic on some aspect of environmental biology *approved by me beforehand*. For this paper, you will need to link the interrelationship between environment and people in the developing world – e.g., how does your topic impact people, and how do people impact their environment? You will illustrate your theme using ‘case histories’, detailed accounts illustrating your topic in a particular community of people. I realize that many students find writing a term paper a daunting and unpleasant task to be postponed as long as possible. This tends to result in a rushed paper written during the chaotic last week of class with the end product often far below what the student is capable of. To avoid this dilemma, your term paper will be prepared in 7 segments due weekly over a 2-month period. Because each segment is only 1 page long, the resulting final paper should be well written, nicely organized, and a lot more fun for me to read. Final papers are due Friday Dec 13.

Academic Honesty:

You may not be aware that some common student practices are considered plagiarism: Teaming up with other students to write joint answers to assignments that are then turned in as individual assignments is plagiarism. It is plagiarism to copy and paste information from an online resource without citing your source, in essence using someone else’s words as if they were your own. Much of the learning process involves articulating the answer in your own words, and bypassing this step will guarantee an inadequate understanding of the material. Plagiarizing an assignment can result in failure of the course and referral to the Dean. Furthermore, you will probably do poorly on exams if you have not learned on your own.

Electronic Etiquette:

Recent studies have indicated that we are currently experiencing an epidemic of ‘digital distraction’ caused by multi-tasking – moving quickly between tasks on electronic devices in which only partial attention is given to each task. In the classroom setting, studies reveal that the use of laptops and other devices for non-course related tasks (checking emails, texting, and social media) distracts attention from learning and results in reduced academic performance and lowered grades. The reality is that you cannot fully learn new information or master new concepts when distracted by multi-tasking. The evidence indicates that even classmates that see your screen are distracted and their performance reduced. To ensure the best learning environment possible, classroom policy is that...

- **During lecture you may use your laptop ONLY for taking notes, nothing else.**
- **All other electronic devices will be powered off and put away during class or lab.**
- **Consider taking notes by hand, as the act of handwriting improves learning.**

Recent research on the effect of multitasking on learning

- [‘You’ll Never Learn!’](#)
- [‘Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers’](#)
- [‘Attention, Students: Put Your Laptops Away’](#)
- [‘The Myth of Multitasking’](#)

ASSESSMENT AND GRADING

Note: exact points are subject to change

Attendance Participation	45 pts
iClicker Participation/Performance	90 pts
Reading questions (14 @ 10 pts)	140 pts
Group responses (13 @ 5 pts)	65 pts
Classroom team exercises	35 pts
Final exam	80 pts
Term paper sections/peer review	45 pts
Final term paper	<u>100 pts</u>

Letter	Percent	Letter	Percent
A	90	C	70
A-	88	C-	68
B+	86	D+	66
B	80	D	60
B-	78	D-	58
C+	76	F	<58

Total 600 pts

Environment & People Reading Schedule – FALL 2024

- reading pack
- online resource

WEEK	LECTURE TOPIC	READINGS DUE THE NEXT TUES	PAGES (TOTAL)
Sept 3-5	Ecological collapse	(1) ● What's an education for? ● Collapse ch. 2: Twilight at Easter	5 (46) 41
Sept 10-12	Christian stewardship of the earth	(2) ● Between Heaven & Earth ch. 3	23
Sept 17-19	Sustainable development	(3) ● Ecology of Commerce ch. 2 ● Ecology of Commerce ch. 12	16 (36) 20
Sept 24 Sept 26	Population growth *Dr. M in Michigan, class meets as usual*	(4) ○ Habitable Planet ch. 5	32
Oct 1-3	Agriculture and food supplies	(5) ● Ecological Conscience: Challenges ○ Habitable Planet ch. 7: Agriculture	16 (43) 27
Oct 8-10	Land degradation	(6) ○ World on the Edge ch. 3, 10	26
Oct 15-17	Water Shortages	(7) ○ Plan B 3.0 ch. 4: Water shortages	18
Oct 22	Plant with Purpose	(8) ● Tending to Eden: Intro, ch. 2, 3	32
Oct 24	FALL BREAK		
Oct 29-31	Poverty and health	(9) ○ Urban poverty and health	20
Nov 5-7	Biodiversity	(10) ○ Habitable Planet ch. 9	32
Nov 12-14	Global climate change	(11) ○ Plan B 3.0 ch. 3	20
Nov 19-21	Wildlife versus people	(12) ● People and Wildlife ch. 14, 15, 17	33
Nov 26 Nov 28	Sustainable Business THANKSGIVING BREAK	(13) ○ Ecotourism in the Savegre Valley	46
Dec 3-5	Pastoralism and hunting	(14) ○ Pastoralism and nature conservation	34
Dec 10-12	How can we save the Creation?	No reading	
Final Exam		Section 1: Thursday Dec 19: 10:30-1:00 Section 2: Tuesday Dec 17: 1:30-4:00	

BIO 1002: Environment & People Detailed Lecture Schedule – FALL 2024

<u>DATE</u>		<u>TOPIC</u>	<u>LECTURE OR FILM</u>
Tues	Sept 3	Ecological collapse	Lecture 1
Thurs	Sept 5	Ecological collapse	Easter Island: From Paradise to Calamity
Tues	Sept 10	Christian stewardship	Lecture 2
Thurs	Sept 12	Christian stewardship	When Heaven Meets Earth
Tues	Sept 17	Sustainable development	Lecture 3
Thurs	Sept 19	Sustainable development	The Environmental Revolution
Tues	Sept 24	Population growth	Lecture 4
Thurs	Sept 26	Population growth	How Many People Can Live on Planet Earth?
Tues	Oct 1	Agriculture & food	Lecture 5
Thurs	Oct 3	Agriculture & food	Food for All: Global Agriculture & Developing World
TERM PAPER TOPIC DUE			Transforming Agriculture
Tues	Oct 8	Land degradation	Lecture 6
Thurs	Oct 10	Land degradation	In the name of progress
Tues	Oct 15	Water shortages	Lecture 7
Thurs	Oct 17	Water shortages	Water Apocalypse
TERM PAPER #1			
Tues	Oct 22	Plant with Purpose	Lecture 8 (Guest lecture by Scott Sabin)
Thurs	Oct 24	FALL BREAK	
TERM PAPER #2			
Tues	Oct 29	Poverty & health	Lecture 9
Thurs	Oct 31	Poverty & health	Mauritania: Health Care for Pregnant Women
TERM PAPER #3			
Tues	Nov 5	Biodiversity	Lecture 10
Thurs	Nov 7	Biodiversity	The State of the Planet: The Future of Life
TERM PAPER #4			
Tues	Nov 12	Global Climate Change	Lecture 11
Thurs	Nov 14	Global Climate Change	Dry Season: Years of Living Dangerously
TERM PAPER #5			
Tues	Nov 19	Wildlife vs People	Lecture 12
Thurs	Nov 21	Wildlife vs People	What in the World; Namibia Wildlife Conservation
TERM PAPER #6			
Tues	Nov 26	Sustainable Business	Lecture 13, The Story of Stuff
Thurs	Nov 28	THANKSGIVING BREAK	
Tues	Dec 3	Pastoralism & hunting	Lecture 14
Thurs	Dec 5	Pastoralism & hunting	A Cashmere Story; A Cashmere Future
TERM PAPER #7			
Tues	Dec 10	Save the Creation	Lecture 15
Thurs	Dec 12	Save the Creation	Consumed: Identity and Anxiety in an Age of Plenty
FINAL TERM PAPER DUE			
Final Exam	Section 1: Thursday Dec 19: 10:30-1:00		
	Section 2: Tuesday Dec 17: 1:30-4:00		

Paper Description:

Your term paper is to be focused on an environmental issue in the less developed world, such as Africa, Asia, India, or South America. Most people living in the world today have a Third World lifestyle – our affluent lifestyle is in the minority. DO NOT use the United States or other industrialized nations. Part of the goal of this course is to get you to think about how people in very different physical, social, and economic environments see their world. Try to get into their shoes and see their perspective. What are their lives like? How do they relate to their environment? Be sure that your paper deals with the following three components: (1) people interacting with their (2) environment in the (3) developing world.

Term Paper Sequence of Assignments due on Fridays

Canvas	Assignment	Description	Due on Friday
	Choose topic	Propose a potential term paper question with a minimum of 3 appropriate references. At this stage you are permitted to use AI tools to help find an appropriate topic idea, however you must research the topic and locate the references on your own.	Oct 4
1	Global overview	Introduction. What is the global context of this issue? Include what the impact is on the environment, how it affects people, and perhaps ways that people are trying to address the problem. (1 page)	Oct 18
2	Regional overview	What is the specific background to the issue in the part of the world you have chosen to examine? What is unique or different about how the problem is manifested in this area? (1 page)	Monday Oct 28
3	Topic focus	What one or two specific aspects of the issue will you focus on? It is better to give in-depth coverage to one or two aspects than to give a superficial treatment of too many aspects. Give an overview of the significance of the focus area. (1 page)	Nov 1
4	Case history #1	A detailed record of a community that illustrates some aspect of your topic focus. For example, if your topic is water shortages and your focus is the impact of climate change, one case history could be the shrinking of Lake Chad. (about 1 page per case history)	Nov 8
5	Case history #2	2 nd case history illustrating another aspect of your topic focus.	Nov 15
6	Case history #3	3 rd case history illustrating another aspect of your topic focus.	Nov 22
7	Conclusions and References	What can be concluded from your case studies? What concepts are illustrated and what problems must be overcome? What can give us hope? Also include your list of references in proper format, at least 10. (1 page each)	Dec 6
	Final Paper	Make any revisions to your 7 pieces and assemble them together into your final term paper. (7 pages minimum)	Dec 13



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PLNU INSTITUTIONAL POLICIES

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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are **ONLY** allowed to use Artificial Intelligence (AI) tools to generate ideas, but you are **NOT** allowed to use AI tools to generate content that will end up in any work submitted to be graded for this course. AI tools (e.g., ChatGPT, iA Writer, Marmot, Botowski) are based on predictive machine learning and not true ‘intelligence’, thus the information it spits out is often inaccurate. If you have any doubts about using AI, please ask the instructor.

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 an “F” grade.

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.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences which contribute to the way you perceive various types of information. In BIO1005/1005L (Ecology & Conservation) all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally designed to achieve the learning goals for this course. The decision to include such material is not taken lightly. **These topics include ecological changes, biodiversity loss, climate change, pollution, soil erosion, water loss, alternative energy, and sustainable business and lifestyles.** If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. If this occurs, I encourage you to come talk to me or your friends or family about it. Class topics are addressed for the sole purpose of expanding your intellectual engagement in the area of environmental biology and sustainability and I will support you throughout your learning in this course.

TRIGGER WARNING

In BIO1005/1005L (Ecology & Conservation) we will be exploring the themes of **ecological change, biodiversity loss, climate change, pollution, soil erosion, water loss, alternative energy, and sustainable business and lifestyles.** It is possible that these topics and activities may be a trigger for you. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of vertebrate biology and I will support you throughout your learning in this course.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As such, it is important that our language be equitable, inclusive, and prejudice free. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality. You may report an incident(s) using the [Bias Incident Reporting Form](#). If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix. If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

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.

SPIRITUAL CARE

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

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

General Education (GE) Mission: PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research. Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see Loma Writing Center webpage or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

PLNU Final Examination Policy: Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted in this syllabus on the following pages. No requests for early examinations or alternative days will be approved unless you have 3 final exams scheduled on the same day or another compelling reason.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel. Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.



Unless someone like you
Cares a whole awful lot,
Nothing is going to get better.
It's not.

~ Dr. Seuss, The Lorax