

Traditional Undergraduate Syllabus Template



Department of Literature, Journalism, Writing & Languages (LJWL)

School of Humanities, Arts & Public Engagement⊕

ESI 3010 — Seminar in Environmental Studies ⊕

Number of Units:1 Unit⊕

Fall 2026⊕

Meeting days/times: Tuesdays 1:30-2:45PM ⊕

Meeting location: Evans 112 ⊕

Final Exam:12/17/2026 ⊕

(Items in table below are all ⊕ required.)

Course Information	Specifics for the Course
Instructor title and name:	PhD. Andres Sanchez Quinto
Phone:	4243419341
Email:	asanche2@pointloma.edu
Office location and hours:	BAC 117

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.

General Education 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.

Course Description⊕

ESI 3010, Seminar in Environmental Studies, is a seminar course for your interdisciplinary studies in sustainability and creation care. It is designed for you to engage current events and build specific skills in the environmental field alongside a community of thinkers who are all “training” in their own concentrations. Caring for the earth and each other is an issue that spans disciplines, and we will examine how that care shows up in fields from biology and business to literature and theology. By learning to listen to the diverse approaches disciplines use to talk about environmental issues, I hope you will develop an environmental lens — sort of like invisible glasses — that you can carry into any course or situation.

Specifically, this seminar focuses on the invisible majority: microbes. Bacteria, archaea, fungi, and viruses run the planet's hidden machinery — they build soil, fix nitrogen, ferment our food, clean our water, cycle carbon, degrade pollutants, and increasingly power a new bio-economy. We will ask a deceptively simple question: how could the smallest organisms on earth help solve some of our largest environmental problems? Using a

hands-on Ferment & Compost Station as our “test site,” we will explore soil and compost microbiology, fermentation and food, bioremediation and wastewater, microbes and climate, and the ethics and business of biotechnology. There is a quiet, Wesleyan resonance here worth noticing: the humble, unseen creatures doing the world’s most essential work.

You do not need to be a biology major. This seminar is built for artists, writers, business students, and scientists alike — the point is to see the microbial world through many disciplinary lenses at once.

Program and Course Learning Outcomes★

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

- Synthesize (Synthesis, Application) scientific and humanistic studies through practical environmental application.
- Locate, evaluate, and effectively use (Application, Evaluation) information to address environmental concerns.
- Identify and articulate (Knowledge, Comprehension & Analysis) sociocultural dynamics as they relate to the natural world.
- Present (Evaluation, Application) analysis to formal audiences, demonstrating appropriate strategies for audience engagement and oral communication.
- Identify and secure (Application) post-graduate studies or careers in environmental fields.

General Education Learning Outcomes★

Students who complete ESI 3010 will be able to:

- Consider (evaluation & analysis) the human relationship with the natural world through diverse disciplines. (PLO 2, 3)
- Exhibit (application) increasing competency in gathering knowledge from diverse places. (PLO 3)
- Establish a collaborative network of colleagues and community (both student and faculty) through one-on-one and small group mentorship. (PLO 1)
- Communicate (application, comprehension) ideas with competency addressing appropriate audience, purpose, and medium. (PLO 2, 3, 4)

Required Texts and Recommended Study Resources*

This is a seminar, so much of what we read you and your colleagues will choose and post to Canvas. I will seed a few readings to get us going. To anchor our shared vocabulary, we will draw on selected chapters (provided on Canvas) from Ed Yong, *I Contain Multitudes*, and Merlin Sheldrake, *Entangled Life*, together with short, current articles across disciplines. Canvas printouts, a notebook/journal for in-class free-writing, and basic office supplies. Fermentation and compost consumables are covered by the course fee. All supplemental materials on Canvas are provided for your personal academic use and may be protected by copyright; please do not duplicate or distribute them.

Course Credit Hour Information★

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit-hour policy for a 1-unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 37.5–45 total hours meeting the course learning outcomes — roughly 3 hours per week. Some activities will take you more time and some less; the goal is not perfect accuracy but a fair estimate of effort. Credit is all-or-nothing per activity: you either earn full credit or you are given an opportunity to try again.

Assessment and Grading★

How do I pass this course?

- Participate in this course.

- Do all of the assignments.
- Turn them in on time.

To eliminate grade anxiety, this course uses a contract-grading model. You choose the grade you would like to earn at the beginning of the semester and then allocate your time wisely to earn it. A written contract is due in the third week stating the grade you intend to earn and the work you will do to meet it; you will evaluate that contract at the midterm. You may change your mind during the semester, but we must then meet to renegotiate, and it is your responsibility to make up any missed contracted work. I will not accept work that is unfocused or rife with grammatical and logical errors. Work that appears to be the product of lazy engagement risks not meeting contract; you may redo up to two assignments that fall short. Just like the rest of life, you won't earn partial credit for activities: you either get full credit or not at all (in which case I'll give you a chance to try again).

Assignments

This course uses contract grading (see below). The assignment weights are: Contract 5%, Lead Discussion Roundtable 30%, Reading & Annotations 10%, Culture Log & Food Lab 10%, Microbe Venture Poster 20%, Final Interview 15%, Participation 10%.

Contract (5%): In the third week you will write a contract establishing the grade you intend to earn and the expectations we will both fulfill for you to earn it. You will evaluate it once at the midterm.

Lead Discussion Roundtable (30%): At assigned points in the semester, a team will lead the class in examining one aspect of the microbial world through a chosen discipline (biology, business, art, chemistry, public health, theology, and more). One week before your roundtable, email me a link to the article your team has chosen; I will share it with the class to read. On your day, provide a 3–5 page/slide handout or visual, posted to Canvas, and lead an interactive 15-minute discussion. Your handout must include: (1) a 75-word summary of the article (author, title, source/link, main argument); (2) a 75-word summary of the issues, questions, and evidence that reflect the article's disciplinary perspective; (3) a 75-word statement of why we should care about the environmental challenge under review; and (4) 2–3 questions to ponder and/or credible action steps we can take.

Reading/Annotations (10%): You will read articles & Books provided by me and your colleagues and come to class having made annotations. Bring this pre-discussion mental space to class when we have a group chat about them.

Culture Log & Food Lab (10%): This is our hands-on anchor. Each week you will spend at least one hour (16 hours total) at the Ferment & Compost Station and in fieldwork: starting and tending fermentations (sourdough, kombucha, sauerkraut/kimchi), building and turning compost. A sign-up log ensures every task is covered. Each Thursday you will post to our class Instagram/Google Drive about that week's work. You are required to post at least once per experiment. All fermentation follows the posted food-safety protocol; no clinical or pathogenic cultures are used.

Microbe Venture Poster (20%): Working in your team, you will create a poster that does two things: profile one environmentally important microbe (what it is, what it does, why it matters) and pitch a one-page "micro-venture" — a realistic product, service, or social enterprise built on that microbe (for example, a compost subscription, a bioremediation service, a fermentation food business, a soil-testing tool). Think of it as a right-sized business case, not a full business plan: problem, solution, who it serves, and why it is good for people and creation. Strong posters will be considered for display at the regional Environmental Studies meeting.

Structure Your Pitch

A strong pitch should be concise, engaging, and logically structured. Key elements include:

- Problem Statement: Clearly define the issue your product or service solves.
- Solution: Explain how your offering addresses the problem and why it's better than alternatives.
- Market Opportunity: Highlight the size, growth potential, and target audience.
- Business Model: Show how your startup will generate revenue and achieve profitability.
- Traction and Milestones: Share progress, user metrics, partnerships, or pilot results.

- Team: Introduce key members and their expertise.
- Financials and Funding Needs: Provide realistic projections and specify the investment required.

Final Interview (15%): San Diego has a rich microbial-science and bio-economy community. You will find and interview a working professional — a microbiologist, brewer or fermenter, wastewater or bioremediation specialist, soil scientist, or biotech founder — prepare your questions in advance, and present your findings to the class at the final. This is our final exam.

Participation (10%): Learning is interactive, so you must engage to benefit. Come to class on time, read the readings, do the participation activities on Canvas and speak up — aim to bring one good thought to every meeting.

So what do I need for a contracted grade?

70–79% — C. To earn a C, you will:

- Carefully read and annotate the six texts you and your colleagues choose;
- Create a grade contract and evaluate it at the midterm;
- Participate in classroom and Canvas activities; come to class on time; miss no more than 3 classes;
- Lead a Discussion Roundtable;
- Complete a minimum of 1 hour per week of Culture Log fieldwork (fermentation, compost, and soil-microbe work) (16 total);
- Contribute to your Microbe Venture Poster;
- Publish your videos 7 times;
- Give a final interview presentation.

80–89% — B. To earn a B, you will do all of the C-level work, and:

- Annotate 10 texts (6 must be the ones you and your colleagues chose);
- Participate in classroom and Canvas activities;
- Equally contribute to your Microbe Venture Poster;
- Publish your videos 10 times;
- Give a final interview presentation.

90–100% — A. To earn an A, you will do all of the B-level work, and:

- Carefully read and annotate ALL 16 texts;
- Be an active and positive contributor, offering a respectful spirit and insightful ideas and worthwhile feedback in the classroom and on your videos. Percentages allow variable effort and quality within a level, so you can earn a minus or a plus (sorry, no A+s — but you are all A+ in my heart). I will not accept work that does not meet the quality expected of the contracted grade; if it falls short, I'll give you the opportunity to try again.

Grades will be based on the following:

Sample Standard Grade Scale Based on Percentages

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	

Course Schedule

Sept. 1 — Introduction to the course- Check the Plan

Icebreaker. Go through the syllabus and start with Poster, business pitch, and interview. (Bring plastic bottles for next class).

Sept. 8 — The Microbiome of Everything

Reading:(see table below), start Winoradsky column. Grade contracts are introduced. Teams will start thinking about topics for their microbe and venture concept.

Sept. 15 — Soil, Compost & the Underground Economy

Grade Contract due. Build the compost pile; first soil sampling. Reading (see table below).

Sept. 22 — Fungi & the Wood Wide Web — Roundtable Team 1

First approach to Hypothesis and objectives. Reading (see table below).

Sept. 29 — Fermentation & Food — Roundtable Team 2

Start sourdough and kombucha cultures at the Station. Reading (see table below). Problem and solution for pitch.

Oct. 6 — Microbes Clean Up: Bioremediation — Roundtable Team 3

Case studies of microbes that degrade oil, plastics, and pollutants. Reading (see table below).

Oct. 13 — Wastewater & Water Reuse — Roundtable Team 4

How microbes treat what we flush; connections to San Diego's Pure Water program. Reading (see table below).

Oct. 20 — Midterm Contract Evaluation & Poster Kickoff

Evaluate your contract. Teams select their microbe and venture concept. Reading (see table below).

Oct. 27 — Microbes & Climate: Carbon, Methane, and the Ocean — Roundtable Team 5

The microbial role in the carbon cycle and climate feedbacks. Reading (see table below).

Nov. 3 — The Bio-Economy: Business & Biotech — Roundtable Team 6

How do microbe-based ventures actually work? Guest speaker (TBD). Reading (see table below).

Nov. 10 — Ethics, Biosafety & Creation Care

Responsible innovation, biosafety basics, and a theology of the unseen. Reading (see table below).

Nov. 17 — Making an Effective Poster & Venture Pitch

Workshop: design, data visualization, and one-page pitch structure.

Nov. 24 — NO CLASS — Thanksgiving Recess**Dec. 1 — Microbe Venture Poster Session**

Teams present posters and micro-venture pitches to the class.

Dec. 8 — Careers in Microbial & Environmental Science

Final Interview prep; harvest and taste the semester's ferments.

Dec. 17 — FINAL EXAM, 1:30–4:00 p.m. — Final Interview Presentations

Present your professional interview findings. Culture Logs and posters due. A detailed reading list and roundtable assignments will be finalized with the class in the first two weeks and posted to Canvas.

Reading Schedule

Week	Class Theme	Assigned Reading	Reading Purpose / Guiding Question
1 - Sept. 1	Welcome & The Invisible Majority	Ed Yong, I Contain Multitudes - Prologue "A Trip to the Zoo" + Ch. 1 "Living Islands"	What is a microbe, and why should environmental scientists care? Introduces the idea that plants, animals, and ecosystems are communities rather than isolated organisms.
2 - Sept. 8	The Microbiome of Everything	Yong - Ch. 2 "The People Who Thought to Look" + selected portions of Ch. 3 "Body Builders"	How did scientists discover the microbial world? How do microbes influence the organisms and environments they inhabit?

3 - Sept. 15	Soil, Compost & the Underground Economy	Montgomery & Biklé, The Hidden Half of Nature - "Dead Dirt" + "Thinking Small"	Is soil alive? Connect compost observations with microbial diversity, decomposition, and soil fertility.
4 - Sept. 22	Fungi & the Wood Wide Web	Merlin Sheldrake, Entangled Life - Ch. 5 "Before Roots" + Ch. 6 "Wood Wide Webs"	How do fungi connect plants, move nutrients, influence ecosystems, and challenge our concept of the individual organism?
5 - Sept. 29	Fermentation & Food	Montgomery & Biklé - selected sections from "Personal Alchemists" and "Tending the Garden" + Yong selections from Ch. 9 "Microbes à la Carte"	How have humans unintentionally managed microbial communities for thousands of years? Connect directly to class fermentation work.
6 - Oct. 6	Microbes Clean Up: Bioremediation	Sheldrake - Ch. 7 "Radical Mycology" + short current article on microbial bioremediation	Can microbes clean environments that humans have polluted? Use oil, hydrocarbons, plastics, heavy metals, and mycoremediation as case studies.
7 - Oct. 13	Wastewater & Water Reuse	Montgomery & Biklé - selected sections from "Better Together" + instructor-selected article on wastewater microbiomes / San Diego Pure Water	How can an ecosystem of microbes turn waste into reusable water? Examine engineered microbial ecosystems.
8 - Oct. 20	Midterm Contract Evaluation & Poster Kickoff	Yong - Ch. 7 "Mutually Assured Success"	When does cooperation become essential? Begin thinking about the Microbe Venture Poster through microbial partnerships and ecosystem services.
9 - Oct. 27	Microbes & Climate: Carbon, Methane & the Ocean	Montgomery & Biklé - "Underground Allies" + instructor-selected article on ocean microbes and the carbon cycle	How do microorganisms regulate planetary carbon? Connect soil carbon, photosynthesis, decomposition, methane, and marine microbial processes.
10 - Nov. 3	The Bio-Economy: Business & Biotech	Yong - Ch. 10 "Tomorrow the World"	Can we deliberately use microbiomes? Consider biotechnology, microbial engineering, agriculture, environmental services, and entrepreneurship.
11 - Nov. 10	Ethics, Biosafety & Creation Care	Yong - Ch. 4 "Terms and Conditions Apply" + short instructor-selected reading on biotechnology ethics	If microbes are interconnected with almost every organism, what responsibilities come with manipulating them? Introduce ecological unintended consequences and responsible innovation.

Primary anchor text: David R. Montgomery & Anne Biklé, The Hidden Half of Nature. Supplemental selections: Ed Yong, I Contain Multitudes; Merlin Sheldrake, Entangled Life. Chapter titles are listed rather than page numbers because pagination varies by edition.

Final Examination Policy★

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the Traditional Undergraduate Records: Final Exam Schedules site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In ESI 3010 — Seminar in Environmental Studies, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Environmental sciences, and I will support you throughout your learning in this course.

Trigger Warning*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In ESI 3010 — Seminar in Environmental Studies, we will cover a variety of topics, some of which you may find triggering. These topics include (use of AI among others). Each time this topic appears in a reading or unit, it is marked on the syllabus. 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 [subject/major], and I will support you throughout your learning in this course.

General Course Concerns*

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (the instructor) in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due, including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

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 you 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.

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 distance education outside California.

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 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.

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. For all student

appeals, faculty and students should follow the procedures outlined in the University Catalog. Please consult the Academic Honesty Policy in the University Catalog for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Behavior Policy★

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the Academic Behavior Policy in the University Catalog.

PLNU Artificial Intelligence (AI) Policy★

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro GrammarlyGo, Perplexity, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use this Purdue resource to guide your citations when using AI.

PLNU Academic Accommodations Policy★

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center, by email or phone at 619-849-2533. Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines approved accommodations. Professors are able to view a student's approved accommodations through Accommodate. PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes. Students who need accommodations for a disability-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC eligibility process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging*

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. 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. If you (or someone you know) has experienced other forms of discrimination, you can find more information on reporting and resources via the Nondiscrimination and Anti-harassment Policy.

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. 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 or consult the list of campus pastors. If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the Nondiscrimination and Anti-harassment Policy.

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 withdrawal date or, after that date, receive an “F” grade.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

Loma Writing Center

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. Walk-ins are welcome, but we recommend making an appointment in advance. 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
- Website
- Email

LomaBooks Instructions for Students★:

For both digital and print materials, please add these student instructions to your syllabus and Canvas Course. Prior to the start of class, the PLNU Bookstore will also be sharing student instructions in a standalone email on how to access their content. This course is part of our course material delivery program, LomaBooks. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas. You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your LomaBooks materials.

Assignments At-A-Glance/Canvas Course Summary ★

Note: Faculty are required to either create assignments in Canvas so that there is a record by the end of the semester OR list the assignments in the syllabus to support the Records office in dealing with possible transfer credit, etc. In the Canvas syllabus function, please use the Show Course Summary checkbox to create a course schedule. Then cut and past the schedule into the syllabus you provide for the Assessment website.