



LJWL(es)
ESI 2050 sec 1 (3)

Introduction To Environmental Studies

Spring 2021

Meeting days: T/R	Instructor title and name: Breeann Kyte Kirby
Meeting times: 9:30am – 10:45am	Office: BAC 122/ https://pointloma.zoom.us/j/3179624189
Meeting location: Hill 5 (parking structure)	E-mail: bkirby@pointloma.edu
GroupMe: ESI2050	Instagram: @naturenarratives
Final Exam: R/ 10 June 10:30am	Office Hours: By appointment

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.

FAQ

COURSE DESCRIPTION

What am I going to learn in this course?

ESI 2050 is an undergraduate course designed to introduce students to the interdisciplinary nature and basic vocabulary of humanities-based environmental studies. Caring for our earth and each other is an issue that spans disciplines, and we will spend time examining how this care manifests in diverse fields from biology and art to business and literature. By learning to listen to the diverse approaches disciplines use to talk about and address environmental issues, I hope you will have an environmental lens (sort of like invisible glasses) that you can use in any course or situation, allowing you to see how we can care for the earth and other humans no matter what we do. I also hope that you will begin building your environmental studies community with your learning colleagues in this course, forming supportive relationships that will go beyond your time at PLNU.

The PLNU catalog says that ESI 2050 is

A general introduction and overview of the discipline of environmental studies (including history and practice) that serves majors, potential majors, and other interested students. Attention will be given to methodology.

The Environmental Studies Program Learning Outcomes (PLO) are as follows:

1. Integrate scientific and humanistic environmental studies with ongoing reflection and community engagement;
2. Employ strong research and analytical skills with diverse sources of information, demonstrating critical thinking and quantitative reasoning appropriately;
3. Identify and articulate sociocultural dynamics as they relate to the natural world;
4. Present analyses to formal audiences, demonstrating appropriate strategies for audience engagement and oral communication of written work.

The Course Learning Outcomes (CLO) for this class are as follows:

1. Memorize (knowledge) and employ (application) fundamental concepts in the field of environmental studies. **(PLO 1, 2, 3);**
2. Consider (evaluation & analysis) the human relationship with the natural world through diverse disciplines. **(PLO 2, 3);**
3. Exhibit (application) increasing competency in gathering knowledge from diverse places. **(PLO 3);**
4. Communicate (application, comprehension) ideas with increasing competency addressing appropriate audience, purpose, and medium. **(PLO 2, 3, 4).**

Why do I have to take this course?

The short answer is that if you are an Environmental Studies major, you need this course to graduate. The better answer is that this course will provide you with a specific lens (a way of seeing) the world that will help you approach conversations in multiple disciplines with agency¹ in the field of environmental studies.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

What do I have to buy for this course?

1. Kai N. Lee, William Freudenburg, Richard Howarth: *Humans in the Landscape: An Introduction to Environmental Studies*. Norton, 2013.
ISBN 9780393930726
(There are used options for this book on Amazon for less than \$40)
2. Some printouts from other material from Canvas as well as a few written assignments.
3. Various office supplies (highlighters, pens, stapler, Scotch tape, paper for notes)

*****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.*****

¹ The ability to act with power and authority.

Are there any resources I can use online and/or on campus to help me?

Yes. The following are a few of my favorites.

Tutorial Services (i.e. tutoring, paper editing, review sessions & Academic Coaching) will be offered virtually during the 2020/21 academic year via *Brainfuse* and select Review Sessions will be conducted in Canvas. *Brainfuse* allows students to be tutored by faculty-recommended PLNU tutors and non-PLNU tutors. Tutorial services via *Brainfuse* include live tutoring, writing labs, and language labs for foreign languages. Tutoring in *Brainfuse* has the capabilities of screen sharing, smartboards, and audio/video capabilities. You can contact tutorial services at TutorialServices@pointloma.edu.

The Library has not only many books but also databases that allow you to do specific searches for any topic you want. Further, it also contains very helpful librarians who can assist you.

Canvas will contain this syllabus, the assignments, lecture videos, some readings, and other fun sundries throughout the semester. Sometimes you might have to print them for class. Please check Canvas regularly.

OneLook is an online database of dictionaries www.onelook.com.

Wikipedia is an online encyclopedia www.wikipedia.org. Though this site can have errors from time to time, it is a wonderful place to look up any person, place, or event you encounter in your reading that you do not know. While I love Wikipedia for its ability to quickly provide information, DO NOT use this as a source for your papers.

Me I am available to answer any questions you may have. You can schedule appointments to see me in class or email me—**please include “LIT2000-5” in the subject** line of your emails to me.

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 specifically does that look like?

As I said earlier, this course has three sub-goals: 1) to give you an introduction into the current conversations in the field of environmental studies, 2) to give you an environmental lens with which to approach issues across disciplines, and 3) to create a strong cohort of fellow scholars and colleagues who will support you throughout your time in ESI at PLNU and hopefully beyond.

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. I have accounted for the hours you must spend to meet the required 112.5 – 125 hours for this course, and these include reading from our primary text as well as shorter pieces from the Canvas Course Reader, taking reading quizzes, engaging in discussion questions, doing various participation activities, and submitting assignments. These are all geared to accomplish one of the three goals for this course.

While I am shooting for activities that allow you to engage with the content in diverse ways, you will do a lot of communicating through writing. With all the writing we will do, the main thing is that you get your ideas clearly down on paper. 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. In those initial versions of a piece, you may not have perfect grammar, that’s okay—no writer ever does. In the process of revision, the grammar gets cleaned up.

Writing is less like chipping away at a marble sculpture to reveal a finished piece and more like a caterpillar transforming into a butterfly: the end product may look nothing like your first draft. But the first draft carried all the source ideas (the DNA if you will) that lets you break your piece down to primordial goo and rebuild it as a butterfly.

There will be some sort of writing due almost every week—some of which will be initial stepping stones for your final project in ESI2050. This isn’t to scare you but to let you know the pacing of the course.

Since the writing is so often does that mean it can be some sort of stream of consciousness string of words I wrote five minutes before it was due?

Nope. Nor can any other writing you do for me.

Unless done in class, anything you submit to me needs to be

- a. Typed and double spaced in the appropriate format (the default is MLA);
- b. Demonstrate you have been thinking about the problem/topic you are writing about;
- c. Be free of typos.

So I have to have perfect grammar or you will fail me?

No. Typos are not grammar mistakes. Typos are ignoring the things that you already do proficiently in your writing on social media, email, and texting. Things like not putting a period at the end of a sentence Or not capitalizing my name, which is breeann Kirby (another typo is spelling my name wrong—or your name, for that matter). Or when you are writing.² You need to have complete thoughts. Typos are one of my HUGE pet peeves. They are not just mistakes but a sign of disrespect to me and your peers who will be working with your writing. Most typos can be easily caught if you read through your paper at least once before you turn it in (pro tip: read your paper out loud. You’ll catch a lot of stuff that way.) Because no one is a perfect proofreader, I will allow one typo every page (meaning if you have a five-page paper, you may have up to five typos total on any of the pages in that work).

What are the specific assignments?³

Contract (7%): You will write a contract for the grade you wish to earn in this course and evaluate yourself with regards to the contract at the middle of the semester and the end.

Quizzes (10%): There will be 12 quizzes that will cover our readings. You need to do 10 of the 12 with a minimum grade. These quizzes will happen about once a week on Canvas. There will be no make-up quizzes given.

² Note the three typos here.

³ * denotes a B-grade assignment/ ** denotes an A-grade assignment.

- INSTAdiscussions (10%):** As we read and discuss our texts, I will post discussion questions on Instagram. First, you will create an academic Instagram account (not your personal account—you don't want to mess up your feed curation). Then you will follow me: @naturenarratives to see the prompt. You must post your answer to the prompt which will be both a photo (can be taken from our reading) and an explanation as to why that photo answers the question AS WELL AS the relevant hashtags. You may not duplicate a classmate's photo; nor should you use photos you rip from the web. Rather, try for an original picture you took. Remember, this is social media; have fun with it. You must post on the due date, and you will comment (in addition to liking) at least two other of your classmate's responses. I will post 12 questions; you must respond to 10. Your course's INSTAdiscussion prompt will be color-coded for this course. You will only get credit for responses to your course's discussions prompts. See Canvas for more details.
- **Lead Class Roundtable (10%):** Starting Week 2, each week students will present a current environmental issue to the class through the lens of a specific discipline (biology, history, literature, sociology, business, art, poly sci, theology, etc . . .). Via Canvas, you will provide a summary of the issue, links to relevant articles, and your thoughts on addressing the issue through a discipline.
- EcoChallenge (10%):** Through the website <https://campus.ecochallenge.org/>, you will engage in weekly personal challenges that will earn our class points as a team. I've selected four activities in four categories for you to complete. You must choose at least one other activity in those categories as well as complete 5 other activities in other categories of your choice. You will then create a **short presentation**** that examines your experience and the feasibility of individual vs collective action on creation care.
- Comment on an EIS/EIR (28%):** Before any project that has an environmental impact can be done, the project must file an Environmental Impact Statement (EIS) or an Environmental Impact Report (EIR). These documents are heavily researched and rely on the expertise of many disciplines. Further, they must be posted so that the public can review and make any relevant comments on the project. For this project, you will choose an EIS/EIR and draft a comment that indicates your researched and informed understanding of the project, issues surrounding the project, and human interests. This is a multi-layer project that will have five elements: **Proposal (5%), Bibliography (10%),** and actual **Comment (13%).**
- Final Exam Presentation of Portfolio (10%):** You will create a portfolio of what you've done this semester and **present (4%)** it to the class, explaining your chosen EIS/EIR and why. This portfolio will have **revisions** (3%)** of your previous projects and a **Reflection Essay** (3%)**. Successful completion of this course requires taking the final examination **during its scheduled time**. The final examination schedule is posted on the Course Schedule site and in this syllabus. No requests for early examinations or alternative days will be approved.
- Course Participation (15%):** Effective learning happens in a dynamic environment. Therefore, you must interact with the instructor and the other students regularly. It is my goal that we will spend time outside the classroom, engaging in the natural world and with experts in a meaningful way. 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 every module and to share it. If we meet face-to-face, you must turn off your

cell phones when you enter the classroom; use of cell phones will not be permitted unless you have an academic accommodation OR I give you specific permission. Other electronic reading devices are allowed on the days we have comics in digital format; **however, 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

There are other people in this course and I am shy about speaking or sharing my work publicly. Do I really have to talk and share my work? And if I do, how do I know that I will not be treated unkindly?

First, I feel you. I actually have a strong sense of stranger danger and hate talking in front of people. I am nervous every time I teach, but practice has made it easier and easier.

Second, it is important for you to practice speaking and posting publicly now when you are in a safe space with an advocate (me); again, practice will make it easier and easier. Respect in this course is a must. Again, this course is a safe space. As we discuss and analyze works that may address potentially emotional topics, we will encounter many different viewpoints within the course. Much of the work we will do in this course is cooperative. You should think of all your reading, writing, and speaking for and in course as public, not private, discourse. **By continuing in this course, you acknowledge that your work will be viewed by others in the course.**

For those of you who are already strong and confident in your opinions and abilities, be sensitive to others who are not. Sometimes take the lead in recognizing when others want to talk, asking them for their opinion and feedback. In order to be a good participant in this course, you must be sensitive to your fellow learners, recognizing them as human just as you are.

As we share ideas, personal insults and comments will not be tolerated. I will ask you to leave the discussion or class if you cannot be kind. If you aren't sure how to phrase your opinion, please ask me.

For all of us, assume the best about the person speaking. Sometimes we need to hear what we are saying before we understand exactly what we are saying. Ask for clarification; respectfully disagree. The best rule to follow: **be kind.**

A lot of course discussion seems to come from our outside experiences and opinions, do I need to take notes?

Absolutely. Note taking is a valuable skill in every discipline and should be practiced whenever possible. Sometimes I may SPEAK information during lecture that is important. It is your responsibility as an active participant to take notes.

IF WE MEET F2F: This is COVID-times, will I be required to wear a mask in class?

Absolutely yes. I know that different groups of people have differing opinions about masks, and I respect the conclusions that all of us have come to about this highly unfashionable and uncomfortable item of clothing. However, I'm going to follow PLNU's official policy that while we are face-to-face all of us will wear masks give each other at least 6 feet of social distance.

Even if you aren't masking and distancing elsewhere, I'm asking you to respect these requirements while you are in my course. If you don't want to wear a mask, I respect that choice, but I will ask you to leave our gathering.

Here is some official PLNU language about COVID-19 safety in class:

Everyone in class will wear a face covering, unless there is a documented health related issue. If so, students should work with the Disability Resource Center to discuss their needs.

If a student arrives in class and is not wearing a face covering, the faculty will ask them to wear one. If the student refuses, the faculty will ask the student to excuse themselves from class. If the student refuses, the faculty member will call campus safety to escort the student. In either refusal case, a conversation should be scheduled between the chair of the department and student. Failure to follow communicated health guidelines will be considered a violation of the Student Handbook and can result in student conduct sanctions up to and including loss of housing privileges or suspension. These sanctions will be communicated by a Resident Director or the Dean of Students.

What if I've had the vaccine or COVID already?

Right now, the research hasn't clarified if someone who has the vaccine can still shed enough virus to infect another person and research is showing that there are multiple strains of SARS COV-2 (the name of the virus that gives us COVID—COrona Virus Disease) that can reinfect even a person with antibodies to another strain. While most of us may be healthy and not too concerned about the effects COVID may have on us, we don't know each other's personal situations outside of the class. Perhaps someone has a person in their home who is high risk and wasn't able to get the vaccine. It is an act of kindness to continue to wear a mask even if you are no longer threatened because someone else may still be.

OMG I am SO tired of COVID and masks!!!

Trust me: we all are.

How will I know my grade in the course?

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. A written contract is due the third week of course that states the grade you intend to earn in the course as well as the work you will do to meet contract; I will then ensure you meet your learning goals. At two other points in the semester, you will evaluate your contract and contribution to the course. You are free to change your mind during the semester about what grade you wish to earn, but we must then meet to negotiate your new contract.

I will not accept work that is unfocused and rife with grammatical and logical errors and typos. If you happen to submit an assignment that appears to be the product of lazy engagement with the material, you risk not meeting the conditions of our grade contract; I will allow you the opportunity to redo **two** assignments if they do not meet the standards of your contract, not including quizzes and INSTAdiscussions. **If I accept your work, it means you met contract**

and are earning the grade you chose. I assume that none of you want a grade of D or F; if you are interested in a grade lower than a C, please contact me to discuss your options.

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).

A note on how much time you should spend on an assignment: 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 - 120 hours on this course (~37.5 hours per unit). Below is the breakdown of hours to reach that goal:

Hours	Activity	
20	Reading	
42	Class Participation (including meeting, various activities, and listening to lectures)	
50.5	Assignments	
	Contract	1
	Quizzes	5
	INSTAdiscussions	5
	Class Discussion	5
	EcoChallenge	10
	EIS/EIR Comment	
	Proposal	2
	Bibliography	5
	Comment	10
	Revision	4
	Reflection Essay	1
TOTAL HOURS	Final Presentation	2.5
112.5		

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. If my estimates are off, please let me know so I can revise this time-table for the future.

Speaking of hours, I just looked at the schedule outline and noticed that some weeks have an estimate of 10-13 hours of work!! Don't you know/care that I have other classes?

Yes, I know and care that you have a full course load and that this course is only 3 units out of 15-18 units you may be taking. This is why I took the time to figure out the hours for assignments, reading, and participation so that I wouldn't be unfair in my expectations. The calculations for the weekly hours is a worst case scenario if you happen to push off working on a project until the week it is due. My actual expectation is that you'll note your larger projects and readings and allocate time across the semester (especially on light weeks) to work a little bit on them at a time. This way, you won't have any 13-hour weeks because you'll have prepped ahead.

So what do I need to do for a contracted grade?

70-79%: C

To earn a C grade in this course, you will:

1. Carefully read each assigned text;
2. Create a contract for your grade, evaluating it twice in the semester (7%);
3. Contribute to general course discussion (15%);
4. Turn in your assignments on time;
5. Pass 10 quizzes with an average score of 60% (7.5%);
6. Contribute to 7 discussion questions on Instagram (7.5%);
7. Research and create an EIS/EIR comment (28%);
8. Participate in the EcoChallenge (7%);
9. Create a portfolio and present it at the final (4%).

**For a grade of C+, you will produce high-quality work and be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback both in the classroom and on Instagram.*

I will not accept work that does not meet with the quality expected of a C. If you do not do C-quality work, then I will not accept it. The fluctuation in the percentage allows that there can be variable effort and quality put in at the C level. Thus you can earn a C- or a C+.

80-89%: B

To earn a B grade in this course, you will:

1. Carefully read each assigned text and provide reading take-aways;
2. Create a contract for your grade, evaluating it twice in the semester (7%);
3. Contribute to general course discussion (15%);
4. Turn in your assignments on time;
5. Pass 10 quizzes with an average score of 70% (8.5%);
6. Contribute to 10 discussion questions on Instagram (10%);
7. Research and create an EIS/EIR comment (28%);
8. Create a portfolio and present it at the final (4%);
9. Write a reflection essay for your portfolio (3%);
10. Participate in and present on the EcoChallenge (10%).

**For a grade of B+, you will produce high-quality work and be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback both in the classroom and on Instagram.*

I will not accept work that does not meet with the quality expected of a B. If you do not do B-quality work, then I will not accept it. The fluctuation in the percentage allows that there can be variable effort and quality put in at the B level. Thus you can earn a B- or a B+.

90-100%: A

To earn an A grade in this course, you will do **ALL** of the assignments listed for a **B grade** as well as

1. Revise the contents of your portfolio (3%);
2. Lead two class discussions (10%);
3. Submit reading take-aways for all our readings;
4. Pass the quizzes with at least a score of 85% (10%).

**For a grade of A, you will be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback both in the classroom and on Instagram.*

I will not accept work that does not meet with the quality expected of an A. If you do not do A-quality work, then I will not accept it. The fluctuation in the percentage allows that there can be variable effort and quality put in at the A level. Thus you can earn an A- or an A (sorry there are no A+s, but you are all A+ in my heart).

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.

I wrote the most amazing post on Instagram and then it deleted it and told me my account was blocked. What do I do?

I'm sorry that totally sucks. One way to avoid this problem is to not wait until the last minute to post. Instagram often interprets a burst of many people posting the same hashtags at the same time as bots and shuts down the accounts. If you choose to do your posts earlier than the due date (I will put them up about a week before they are due), then you will not be seen as a bot.

But I didn't post earlier, I'm looking at the FAQ because I posted at the due date and my post was deleted. So what do I do now?

Did you COPY your response BEFORE posting it, so you can paste it into an email or new post? If so, try to post the text again without the hashtags. Then add the hashtags as a comment below the main post. If that doesn't work, try to post again without hashtags and tag me in the image. If your account has been blocked, send the image and post to me in an email with the appropriate subject line. Then immediately contact Instagram and let them know that your account is for a university course and ask them to restore it. They will.

If you didn't copy your post before you posted it, then I am sorry, the post is gone; you will have to rewrite it. Consider it a hard but good lesson (like back in 2004, when I didn't back up my Master's thesis and lost 50 pages when the computer randomly shut down—you can bet I save

my work regularly now). Rewrite your post, COPY it, then try the above strategies to get it posted.

I successfully posted an amazing INSTAdiscussion. How do I know whether you've seen it?

Hashtags are important because that I how I will search for those of you who completed the prompts. Usually within five days, I will like all the Instagram posts to let you know that I have noted them for your contract. But sometimes I miss things. If you don't see a like within one week of posting, please contact me, using the appropriate subject line in your email⁴, so that I can like your post.

I successfully posted an amazing INSTAdiscussion but you didn't give me credit?

Did you respond to two of your classmates' posts in a meaningful way? If you didn't, then you don't get credit. This is an all or nothing assignment. You must post and also respond to each other.

I found a killer image online and I want to use it in my INSTAdiscussion. Can I do that?

Yes, IF you get permission and cite your source. There's a scourge of content stealing across the internet. Stealing (even if it's sharing posts and memes) is not cool and is actually plagiarism. If you want to use someone else's work, you need to make sure it's okay and give them credit. There are a lot of amazing accounts by creatives who have worked hard for their content and have detailed guidelines about how to use their work. If you don't want to use an original image (one you created) then spend the time to figure out how to credit and use. General rule of thumb is to both tag the image with their account and @ them in your post. You can also DM them to see if they are cool with your posting their stuff on your feed (some only like shares through stories via the paper airplane icon). If you do follow up and get permission, you can add in your post something like "image credit, with permission: @nameofperson." If you head to my Insta account, you can see a little video tutorial I made for this (@naturenarratives).

I know this may sound tedious for an online discussion on social media, but it's good practice for real life especially if you are or are going to work with creatives.

Will you assign extra credit?

During a given semester, opportunities for extra credit may arise. These assignments are often difficult and give you a chance to make up elements of our contract; therefore, they require *extra* effort.

How do I contact you?

At the top of the syllabus, all of my contact information is listed. If you choose to email me or DM via Instagram, please indicate **ESI2050**. If you don't, I will sweetly remind you to format your email correctly.

Also, I have set up a GroupMe for our class. It's 'ESI2050' on GroupMe. Click here to join: https://groupme.com/join_group/65701498/2KB3Z8u5 or through the email invitation I sent you. You may text me through that as well. You are welcome to text me at any time;

⁴ Wow, I remind you a lot about your email header in this FAQ. Do you think it's important to me? ☺

however, I will commit to being responsive to your texts between the hours of 9am and 8pm, Monday-Thursday. If you text outside of those hours, I may or may not respond right away. ALSO, if you direct message me, sometimes GroupMe hides the initial chat and I won't see it. So the first time you DM me, please also send an email to let me know to look for you.

A	93-100 Percent
A-	90-92
B+	89-88
B	87-83
B-	82-80
C+	79-78
C	77-73
C-	72-70
D+	69-68
D	67-63
D-	62-60
F	Below 60

INCOMPLETES AND LATE ASSIGNMENTS

What if I turn in a late assignment?

All assignments are to be submitted/turned in by the dates noted in the week's module—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

That said, life happens to all of us, including me. So sometimes we miss deadlines. To allow for that possibility, I have scheduled 12 quizzes and 12 INSTAdiscussions rather than the required 10. While I will not accept a late submission for either, having those two extra submission possibilities should provide you with some breathing room if life happens and you miss one.

For the other assignments, come talk to me if you know you will miss one ahead of time OR email me immediately if you do miss one. Remember to put **ESI2050** in the subject of your email, or I will sweetly request that you do so before addressing your concerns.

What if you don't accept an assignment?

If your assignment does not meet the standard of our contract, I will hand it back to you. You will then have until the next Monday to revise it to meet contract.

What if I don't turn in an assignment at all?

I will still like you. However, failing to do assignments (or adequately revising any ones I request) will result in a voided contract and possibly a letter grade of D or F for the course. Of course, you should chat with me about any circumstances that maybe had you miss an assignment because we may be able to revise your contract to a satisfactory end.

PLNU ATTENDANCE AND PARTICIPATION POLICY

What if I have to miss a class or participation activities?

You must participate to pass the class. However, I do understand that emergencies do come up. If you do choose to skip a portion of the course, you are responsible for the material covered and assignments given/due. **You must get this information from another student (not your instructor).**

As PLNU notes,

*Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), 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. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.*

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.

Distracting and disruptive behavior will be considered an absence.

I still don't get it. What is the difference between fully online and hybrid?

This is something that is confusing many students in part because there are other terms you have to know as well.

- *Fully online means that you will do all your coursework and class meetings through a device in an asynchronous format.
- *Hybrid means that part of your coursework and class meetings are synchronous and may be on a device and part may be F2F.
- *Remote hybrid means that you will do all your coursework and class meetings through a device in a synchronous format.
- *Face-to-face (F2F) means that you will meet in person for each class period and some of your coursework.

And here are the pesky terms a lot of you aren't getting: synchronous and asynchronous.

- *Synchronous means that you will meet at a specific times and days each week as a class.
- *Asynchronous means that you will not have a specific meeting time and can do your coursework and engagement with each other on your own time as long as you meet due dates and deadlines.

Many of you are confusing remote hybrid (synchronous) with fully online (asynchronous). While you were given a choice to opt out of F2F teaching this semester, in most cases you were not offered a fully online option—instead you were remote hybrid. Most classes are designed to be synchronous in meeting patterns.

So how do you know what is what?

1. Look at your schedule. If there are course days and times listed (such as this course meeting T/R), then chances are the course will be synchronous whether you are hybrid, F2F, or remote hybrid. If there aren't any days and times listed, then the course is probably asynchronous and fully online.
2. Email the professor and ask using the words “synchronous” and “asynchronous.” That’s a bit more clear because we all are mixing up what fully online and remote hybrid means.

This is my own 2 cents here: I know that some of you got jobs that aren't respectful of a full-time student load. My advice is to revise your job situation. PLNU is not the kind of university where you can work a full-time job that doesn't have flexible hours during the day. And even though this semester is still pretty wonky as far as organization goes, you are doing yourself a disservice if you try to squeeze your courses into your working life rather than vice versa. You are paying a lot of money for this education. Treat it like the main job.⁵

Okay, Prof. Kirby, that's all well and good but it is COVID-times and I want to know about YOUR class. So what if we aren't meeting as a class or I catch Miss Rona or I have clearance to take this class fully online?

Because this is COVID-times and things get squirrely fast, I have tried to build in flexibility within our course for the contingency that we won't be meeting face to face. Thus, I've designed this course as a **limited synchronous F2F hybrid**. What that means is content will be available via CONTENT Resources in the weekly Canvas modules, and our face-to-face time will be reserved for group discussion of the text, clarification of content, and other PARTICIPATION activities. These activities will also have a counterpart on Canvas or via Zoom if we aren't able to meet F2F. I will expect you to have read and familiarized yourself with the CONTENT Resources **BEFORE** we meet.

How is this class working as a hybrid? I've never taken one of those kinds of classes before except for last semester which was really hard.

I've never taught this course as a hybrid, and last fall was my first attempt at online. So we are in the same boat. I've spent the summer and fall doing a lot of learning about how hybrid and online courses function, and I have definitely learned: **IT WILL NOT BE THE SAME AS A FULLY FACE-TO-FACE COURSE**. I think it's important for us all to note and mourn that there is an element of connection and accountability that will be lost in this format, especially if we can't meet at all. At times, it may feel weird and lonely. But deep breath. We are in this together and I've set up some things that I hope will ensure your success in the class.

⁵ I paid for my own college and graduated in heaps of debt that I am still paying off, so I am not treating working or debt lightly. I'm just offering from my own experience as someone who had to work through college: treat the education like the investment it is.

1. **All online content will be asynchronous.** This will allow those of us who perhaps have to take this course online the breathing room to address whatever else is going on in their lives.
2. **We will meet every THURSDAY** for class discussion (either F2F or Zoom).
3. **Starting Week 2, there is an OPTIONAL TUESDAY writing space on Zoom from 2-4pm.** Here you can join me in parallel play of writing with a camera on you. I don't care what you work on and you can pop in and out as you need to. I know that I need time to work and I wanted to offer that same space to you. You can access this space via this zoom link or the calendar invitation I have sent you:
<https://pointloma.zoom.us/j/95697018669>.
4. **MANDATORY class meeting time.**
 - a. We are meeting F2F on the first day of class.
 - b. We are meeting F2F on all the Thursdays.
 - c. We are meeting F2F on certain Tuesdays as outlined in your Course Schedule.
5. **The course is divided into weekly modules.** Each module will open at 10pm on the Sunday of its week and will close at 11:59pm on Saturday. This is to give you a few glorious hours where you have to take a bit of a break in that gap on Sunday. Have a sabbath; rest.
6. **There will always be open "Assignments and Readings" Module.** The contract, presentation, walking tour, and creative assignment will all be available for you to work on and submit as early as you want to but will be ultimately due on the day listed the syllabus. Also, if you want to read ahead, I will have all of those available.
7. **Most Assignments/Activities are due Wednesdays by 11:59pm (including quizzes and INSTAdiscussions).** This is so that we can have something to discuss on our Thursday meetings.
8. **Any comments on Assignments/Activities (including INSTAdiscussions) are due by Saturdays 11:59pm.**

Though I've done a lot of learning this summer and fall about online and hybrid writing courses, abstract learning is not the same as actually doing it. As the course continues, I expect us to have to tweak a few things once we get an idea of how this type of course is best organized. **Your feedback is important!** Please let me know how you are doing in this course and if this structure is working. We can do this together! Let's be flexible and kind to each other as we work through this semester.

Here are some ground rules we can all follow:

1. **Be kind to each other.** This is super stressful for all of us and a totally new situation. What we need first and foremost is compassion for all of our situations.
2. **Be patient and flexible.** We may attempt things that don't work out. One of us may come up with a better idea of how to make things work better. Engage. You'll get more out of the class the more you engage. Give me suggestions!
3. **Communicate.** If something seems off or unclear, please kindly (see point 1) bring it up. My goal is that you all succeed and finish this semester strong, setting you up for your future.

It's noon on Monday, and I can't access WEEK X's module!! What do I do?

Breathe. Then, please see the "Help & Technical Support" link on the Homepage, and you can also send me an email, including **ESI2050** in your subject line.

What if I don't have good WIFI or a working computer?

Please let me know. I can't help you if I don't know what your struggles are. While I won't be able to pay for your WIFI, I can direct you to places at PLNU that can help. Both the university and I are committed to your success. Specifically, if you don't have the necessary technology this fall (e.g. a laptop or access to reliable internet), please contact student-tech-request@pointloma.edu.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **at its scheduled time**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

PLNU ACADEMIC HONESTY POLICY

What if I want to use other people's writing in my writing?

As Solomon wisely noted, "There is nothing new under the sun." Thus, it is perfectly okay to reference other texts (written or visual) in your own writing. However, you must give credit to any ideas or sentences that are not originally yours or aren't common knowledge. To omit doing this action is an act of plagiarism. Writing is often collaborative, and writers share and borrow from each other all the time (just as I did from other PLNU faculty when I wrote this syllabus). There are ways to do this that are acceptable (such as taking suggestions from a professor or a peer), but there are also ways to use other people's ideas or words in a way that is considered plagiarism (such as passing off somebody else's work—even just a sentence—as your own). We will discuss this further in class.

Plagiarism of any kind will not be tolerated. Any word or idea that is not your own must be cited correctly. As explained in the University Catalog,

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.

If you aren't sure if you are plagiarizing (you sweet, naïve thing), check out the information on the university cheating and plagiarism policy at

<http://catalog.pointloma.edu/content.php?catoid=8&navoid=864>

Or you can visit PLNU's library which also has an excellent tutorial on how to avoid plagiarism. Finally, you can always talk to me. If you're wondering if you may have paraphrased too closely, be sure to ask before you turn in the assignment. You will not be penalized if you ask first.

PLNU ACADEMIC ACCOMMODATIONS POLICY

What if I need accommodations in your class?

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

Also, come see me if you think you may need some assistance in passing this class.

**This syllabus is a contract. If you continue in this course,
then you agree to comply with the class policies as stated here.**

COURSE SCHEDULE AND ASSIGNMENTS

Schedule⁶

Subject to Change as needed to facilitate course goals.

Readings are due by 11:59pm WEDNESDAY.

****HL* denotes readings from *Humans in the Landscape*.***

(*Canvas*) denotes readings found on *Canvas*.

REMEMBER: Most assignments/activities are DUE WEDNESDAY by 11:59pm. And all comments and workshop drafts are DUE SATURDAY by 11:59pm.

WEEK 1

3/1 – 3/5 (~5hrs)

WE WILL MEET BOTH TUESDAY AND THURSDAY

READ

Syllabus/FAQ

HL Chapter 1 “Humans in the Landscape: Environmental Studies and Environmentalism” (pp. 3 – 18)

Weisman *The World Without Us* “A Monkey Koan” (*Canvas*)

Solnit *Call Them By Their True Names* “Politics and The American Language” (*Canvas*)

DO

"Do This Before Anything" Module

INSTAdiscussion #1

PARTICIPATION: Getting to Know You (Everyone)

PARTICIPATION: Four Tendencies (Everyone)

PARTICIPATION: Content Resources (Everyone)

⁶ Note: 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. Every week, there will be a writing assignment of at least 1 to 3 pages.

WEEK 2

3/8 – 3/12 (~6hrs + 2hrs if leading)

READ

HL Chapter 2 “What is Natural” (pp. 19 – 44)
Dillard *A Pilgrim at Tinker Creek* excerpt (Canvas)

DO

Quiz #1
INSTAdiscussion #2
EcoChallenge: WATER (Everyone)
Class Discussion: TBD (A-Contract)
PARTICIPATION: Reading Takeaways (A- and B-Contract)
PARTICIPATION: Content Resources (Everyone)

WEEK 3

3/15 – 3/19 (~7hrs + 2hrs if leading)

READ

HL Chapter 3 “Commons” (pp. 45 – 76)
Harden “The Tragedy of the Commons” (Canvas)
Snyder *The Practice of the Wild* “The Place, The Region, and The Commons” (Canvas pp. 32 – 54)

DO

Quiz #2
INSTAdiscussion #3
EcoChallenge: ENERGY (Everyone)
Class Discussion: TBD (A-Contract)
PARTICIPATION: Reading Takeaways (A- and B-Contract)
PARTICIPATION: Content Resources (Everyone)
ASSIGNMENT: Contract for Grade

WEEK 4

3/22 – 3/26 (~6hrs + 2hrs if leading)

READ

HL Chapter 4 “A World Without Edges”
Carson *Silent Spring* excerpt (Canvas)

DO

Quiz #3
INSTAdiscussion #4
EcoChallenge: WASTE (Everyone)
Class Discussion: TBD (A-Contract)
PARTICIPATION: Reading Takeaways (A- and B-Contract)
PARTICIPATION: Content Resources (Everyone)
ASSIGNMENT: Choose an EIS/EIR (Everyone)

WEEK 5

3/29 – 4/2 (~6hrs + 2hrs if leading)

READ

HL Chapter 5 “The Architecture of the Planet” (pp. 100 – 124)

Thomas *The Lives of a Cell* excerpt (Canvas)

DO

Quiz #4

INSTAdiscussion #5

EcoChallenge: COMMUNITY (Everyone)

Class Discussion: TBD (A-Contract)

PARTICIPATION: Reading Takeaways (A- and B-Contract)

PARTICIPATION: Content Resources (Everyone)

ASSIGNMENT: EIS/EIR Bibliography Source #1 (Everyone)

WEEK 6

4/5 – 4/9 (~6hrs + 2hrs if leading)

READ

HL Chapter 11 “Environmental Awareness” (pp. 287 – 309)

Leopold *Sand County Almanac* “The Land Ethic” (Canvas)

DO

Quiz #5

INSTAdiscussion #6

EcoChallenge: Choose Your Own (Everyone)

Class Discussion: TBD (A-Contract)

PARTICIPATION: Reading Takeaways (A- and B-Contract)

PARTICIPATION: Content Resources (Everyone)

ASSIGNMENT: EIS/EIR Bibliography Source #2 (Everyone)

WEEK 7 – “SPRING BREAK”

4/12 – 4/16

DO: Breathe

Research for your EIS/EIR Comment Assignment

Prep for your EcoChallenge Presentation (A- and B-Contracts)

Start reading *HL* Chapters 6 – 8

WEEK 8

4/19 – 4/23 (~10hrs + 2hrs if leading)

WE WILL MEET BOTH TUESDAY AND THURSDAY

READ

HL Chapter 6 “The Most Successful Species” (pp. 127 – 154)

HL Chapter 7 “Climate Change” (pp. 155 – 190)

HL Chapter 8 “Humans and Their Habitats” (pp. 191 – 224)

DO

Quiz #6

INSTAdiscussion #7

Class Discussion: TBD (A-Contract)

PARTICIPATION: Reading Takeaways (A- and B-Contract)

PARTICIPATION: Content Resources (Everyone)

ASSIGNMENT: Presentation of EcoChallenge (A- and B-Contracts)

WEEK 9

4/26 – 4/30 (~8hrs + 2hrs if leading)

READ

HL Chapter 9 “Biological Diversity” (pp. 225 – 257)

TBD (Canvas)

DO

Quiz #7

INSTAdiscussion #8

Class Discussion: TBD (A-Contract)

PARTICIPATION: Reading Takeaways (A- and B-Contract)

PARTICIPATION: Content Resources (Everyone)

PARTICIPATION: Comment on EcoChallenge Presentations (Everyone)

ASSIGNMENT: Contract Reflection (Everyone)

ASSIGNMENT: EIS/EIR Bibliography Source #3 & #4 (Everyone)

WEEK 10

5/3 – 5/7 (~7hrs + 2hrs if leading)

READ

HL Chapter 10 “A Perspective on Sustainability” (pp. 258 – 283)

TBD (Canvas)

DO

Quiz #8

INSTAdiscussion #9

Class Discussion: TBD (A-Contract)

PARTICIPATION: Reading Takeaways (A- and B-Contract)

PARTICIPATION: Content Resources (Everyone)

ASSIGNMENT: Proposal of EIS/EIR (Everyone)

WEEK 11

5/10 – 5/14 (~10hrs + 2hrs if leading)

READ

HL Chapter 12 “Collective Action” (pp. 310 – 346)

TBD (Canvas)

DO

Quiz #9

INSTAdiscussion #10

Class Discussion: TBD (A-Contract)

PARTICIPATION: Reading Takeaways (A- and B-Contract)

PARTICIPATION: Content Resources (Everyone)

ASSIGNMENT: Draft Bibliography EIS/EIR (Everyone)

WEEK 12

5/17 – 5/21 (~10hrs + 2hrs if leading)

READ

HL Chapter 13 “Markets” (pp. 347 – 371)

Sagoff *Arizona Law Review* “At the Shrine of Our Lady of Fatima” (Canvas)

DO

Quiz #10

INSTAdiscussion #11

Class Discussion: TBD (A-Contract)

PARTICIPATION: Reading Takeaways (A- and B-Contract)

PARTICIPATION: Content Resources (Everyone)

ASSIGNMENT: Draft EIS/EIR Comment (Everyone)

WEEK 13

5/24 – 5/28 (~11hrs)

WE WILL MEET BOTH TUESDAY AND THURSDAY

READ

HL Chapter 14 “Addressing Affluence” (pp. 372 – 401)

White “The Historical Roots of Our Ecological Crisis” (Canvas)

Minteer “An Appraisal Of The Critique Of Anthropocentrism And Three Lesser Known Themes In Lynn White's "The Historical Roots Of Our Ecologic Crisis" (Canvas)

DO

Quiz #11

INSTAdiscussion #12

PARTICIPATION: Reading Takeaways (A- and B-Contract)

PARTICIPATION: Content Resources (Everyone)

ASSIGNMENT: Critiques of Peers’ Drafts

WEEK 14

5/31 – 6/4 (~5hrs + 2hrs if leading)

READ

HL Chapter 15 “Learning” (pp. 402 – end)

Solnit *Hope in the Dark* excerpt (Canvas)

DO

Quiz #12

Class Discussion: TBD (A-Contract)

PARTICIPATION: Reading Takeaways (A- and B-Contract)

PARTICIPATION: Content Resources (Everyone)

ASSIGNMENT: Revise EIS/EIR Comment

ASSIGNMENT: Contract Reflection #2

WEEK 15 – FINALS WEEK

6/7 – 6/11 (~4hrs)

Thursday 6/10; 10:30am – 1pm: Presentations of Portfolio (Everyone)

ASSIGNMENT: Portfolio of Work (including Reflective Essay)