COURSE DESCRIPTION:

Students have essential roles to play in the assessment, planning and implementation of programs and practices that make campuses environmentally sustainable. Daily operations, building practices and curriculum all present opportunities for improvement. Basic goals of creating a “green campus” including reducing resource consumption, reducing pollution and waste, increasing native biological diversity, creating healthier indoor environments, and contributing to larger scale environmental efforts (like slowing climate change).

This course will focus on how to address these goals, while also helping the college to cut costs. Students will gather data and details about college operations and property as related to environmental sustainability. Student teams will synthesize their findings and recommendations.

Rather than a conventional lecture course, this one is seminar-based and project-based. In seminars, participants come prepared to discuss a topic, based upon reading completed before class. Class sessions will be dominated by discussion of readings and of projects, and by observation of various locations on campus. Interspersed may be lectures, guest speakers, and off-campus field trips. How we spend class time is subject to change as the semester progresses and as needs and opportunities change. Individual and group effort outside of class will be primarily focused upon campus observations, online research, literature research, interviews, phone calling, and the collection, summarization and analysis of data.

TENTATIVE SCHEDULE

1

Week Wk of Topic Ch

1. Aug 29 Course introduction; visioning; chapter choices; research choices; Mascarelli;

   campus touring Barlett & Chase - Intro

2. Sept 5 Chapter discussion; campus touring 1

   Principles, practices and research (PPR; may include guest speakers and observations)

   Submit Campus Vision I - Sept 6

3. 12 Chapter discussion; PPR 2

   Submit Project Objectives – Sept 13

4. 19 Chapter discussion; PPR 3

   Submit Project Proposal – Sept 20
Fern Tor knotweed suppression work

5. 26 Chapter discussion 8

   Sept 29 TBA – Feldman absent

6. Oct 3 Chapter discussion; PPR 9

7. 10 Chapter discussion; PPR 12

8. 17 Chapter discussion; PPR 15

9. 24 Chapter discussion; PPR 16

10. 31 PPR

11. Nov 7 PPR; Submit Draft Poster - Nov 10

12. 14 PPR

13. 21 No class – modified schedule for Thanksgiving week

14. 28 Poster presentations – Nov 29

15. Dec 5 Submit Project Report – Dec 8

16. 12 Fri. Dec 16, 10:30 am - Final exam period

1 Likely to change as field trip and guest speaker opportunities develop

2 Chapters listed from Barlett & Chase (2004)


LEARNING OUTCOMES (Objectives)

Several goals of the college and the School of Science will be addressed during the semester, expressed as the following outcomes:

Scientific literacy:

1. Using scientific concepts, reinforced with facts, to evaluate the campus environment.

2. Gain ability to create, examine and interpret data from tables and graphs.

3. Apply and improve critical thinking skills.

4. Prepare a cogent, well-informed summary of findings and recommendations.
Human and ethical values:

5. Apply scientific understanding to the social implications of environmental practices on campus.

GRADING & ASSESSMENT

Outcomes will be assessed via written assignments and discussion.

Participation 10%

Campus Vision I 3

Campus Vision II 5

Chapter summary & discussion 10

Term Project

a. Objectives 3
b. Proposal 5
c. Draft poster 9
d. Poster 15
e. Report 25

Final exam 15

100

Grading standards

A Demonstrates superior understanding of the material, critical thinking skills, expression, and creativity. Shows mastery of the material, and the ability to think independently and innovatively.

B Demonstrates good understanding of material and the ability to engage critically, clearly, and creatively with topics.

C Demonstrates average or fair understanding of and engagement with the material for this course level; meets all basic requirements and shows acceptable critical thinking skills, expression, and creativity.

D Demonstrates below average work. Fails to meet some requirements. Critical thinking skills, expression, and/or creativity are below average for this course level.

F Demonstrates little effort and fails to meet most requirements.

CHAPTER DISCUSSION

Objectives:

1. To learn what other colleges have accomplished in making their campuses environmentally sustainable
2. To relate those experiences and accomplishments to Marist
3. To stimulate questions and discussion among students in the effort to increase learning and promote ideas for creating a more environmentally sustainable Marist College

For each assigned chapter of *Sustainability on Campus*, one or two students will identify what they think are the major points of the chapter and will lead a discussion based these points, with the leaders’ thoughts and questions regarding these points. Include how the chapter relates to Marist College. Leaders will stimulate discussion, rather than simply summarizing the chapter. Therefore, it is especially important for leaders to **pose questions to your classmates about the major points of the chapter and the chapter's relationship to Marist.** All of elements are to be outlined and used as guidelines for helping to stimulate discussion about the chapter in class. Although each discussion leader will submit a separate outline for your assigned chapter, you are urged to meet with those who also summarized the chapter to compare your points and coordinate discussion efforts. You will be evaluated on both your ability to stimulate class discussion and the thoroughness of a submitted copy of your outline.

Everyone is responsible for reading each chapter, noting what they think is especially important or noteworthy, what relates to Marist and what raises questions. Come to class ready to discuss the reading, offering your insights.

**TERM PROJECT**

**Objectives:**

1. To apply principles and practices of environmental sustainability to Marist College
2. To contribute to larger efforts by the college to become more environmentally sustainable
3. To build upon work done by students in prior sections of this course
4. To share your findings with the class and other members of the Marist community

**a. Statement of Objectives**

1. Provide a clear statement of what aspect of campus environmental sustainability you plan to address.
2. Provide a clear statement of what you hope to accomplish this term. This may include advancing a previous project to the next level, e.g. gathering more data, following up with staff and administrators, organizing with student leaders and organizations.
3. Length: less than one page.

**b. Proposal**

Use the following points as subheadings:

1. State a project **title**.
2. Include your refined project **objective(s)**.
3. Describe the **rationale** for why this project is worthwhile.
4. Describe the **information needed** to be able to assess the situation as it is, before you attempt to improve it.
5. Who (individuals, offices, agencies) will you need to **communicate** with to acquire information and to access facilities and equipment?
6. What **methods** will be used (or do you need to look into) to monitor the existing situation and/or to implement improvements?
7. What is the **scope** of your project, i.e. what do you expect to be able to accomplish this term? Some of you will have more than one objective, with small-scale projects that may be achievable within this term, along with larger-scale projects for which you will be establishing groundwork for future development.

c. Draft poster

The main way that you will convey the findings of your term project to classmates and others at Marist will be through a poster seminar toward the end of the semester. Prior to that presentation you will prepare a draft that Feldman will review and then provide you with feedback for improvement. You will have some examples of posters to refer to. Unlike reports and papers, the prose in posters does not have to follow grammatical rules; a more clipped, succinct style is preferred, with heavy reliance upon numbered and bulleted lists.

Subheadings:

1. Title, author(s), course
2. Abstract
3. Introduction – provides context, concerns, background and objectives
4. Methods – how information was gathered
5. Results – findings of the study; if data was gathered, present as tables or graphs
6. Discussion – what is the importance of the results? Make recommendations, including for additional study (this should have its own heading within this section)
7. References – peer-reviewed and other sources
8. Acknowledgements – those who assisted with providing information and in conducting your study

d. Poster

Same as preceding, incorporating comments from Feldman.

Prepare a 1-page handout that includes items 1 and 2 from preceding; submit to Feldman to photocopy prior to poster session.

e. Report

Same as preceding, incorporating additional comments from Feldman.

Proper grammatical structure required.

In most cases, more reference to published sources than in the posters.

These project reports help to set the direction for the following term’s work in this course and for making recommendations to offices and administrators on campus. Therefore, they have a very important role to play, beyond contributing to your grade.

WRITING GUIDELINES

A. Format

Please follow the following writing guidelines for written assignments other than the posters:

1. Single-spaced paragraphs, double-spaced between paragraphs

2. 1" margins all around
3. 10 or 11-point font (this syllabus is 10-point Arial)

4. Numbered pages

For the **Project Report:**

5. Minimum of 10 references cited

6. Cite references using format of author & date

7. Include relevant graphs, illustrations and tables from references

8. Length: 5-10 pages of text; figures, etc. and bibliography not included in this total

**B. Style and word usage**

Proper use of these will improve your writing…and your grade! Violate them at your cost. These are some of the most common errors, confusions and undesirable language:

- *It’s* vs. *its* - “it is” vs. possessive.
- *Effect* vs. *affect* -
  - Affect is a verb meaning to have an influence upon
  - Effect is a noun meaning a result

  (much less commonly *effect* is used as a verb in certain phrases)

- *Then* vs. *than* - consequence vs. comparison.
- **Numerals 10 and higher generally are NOT written out, except at beginning of sentences.**
- Upper case is for proper nouns and beginning of a sentence.
- Use punctuation correctly; know the difference between : ; and ,
- Use “feels” for descriptions of emotion, or touching; otherwise use believes, states, argues, thinks.
- Do not use “the fact that...”; a better choice is usually because.
- Articles do not “talk” about something; they describe, examine, outline, summarize or explain.
- Scientist is singular, scientists is plural.
- Concerning is a preposition synonymous with regarding; it may not be used as a verb to mean troubling.

Consult your own guides to writing and grammar, your notes from writing classes and the resources on campus, e.g. the Writing Center (x2735) and the Learning Center (x3300), Library 3rd floor, which provide people and references to assist you.

**FINAL EXAM**

Objective – to integrate learning from the semester’s reading, discussions and projects.

Essay format, possibly with a take-home component.

**RESOURCES**

AASHE - password needed

National Wildlife Foundation - Campus Ecology
ACADEMIC HONESTY

Golden Rule of academic honesty: “Work presented to instructors in the fulfillment of course requirements, papers, assignments, examination answers, etc. is to be the student’s own work.” Written work must be free of plagiarism, with risk of severe consequences.

SPECIAL NEEDS

Students with documented learning disabilities or physical disabilities that will require special accommodations must register with the Office of Special Services and should let Feldman know as soon as possible about the accommodations they will need.

EXTRA CREDIT

The time to put forth your effort in this course starts at the beginning and continues through the final exam. Don’t wait until the last few weeks to realize that you should have been more attentive to the course – there will be no extra credit to bail you out.

WEATHER ALERTS

Check the Marist Weather Line 575-5500 or x5500 for the status of classes during threatening winter weather.

THOUGHTFULNESS: a) If you bring a beverage to class please do not use disposable cups (carry a reusable cup or mug with you). Please do not eat in class. Recycle bottles and cans.

b) Do not walk in front of Feldman during lecture except for an emergency.

c) If you come in late or must leave early sit near the door.

d) Cell phones and other such portable devices must be turned off and put away unless Feldman asks you to use them for class purposes.

CARPE DIEM - SEIZE THE DAY: SEIZE YOUR LEARNING OPPORTUNITIES!

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EXPECTATIONS OF STUDENTS IN SCIENCE CLASSES

A statement from the faculty of the School of Science

College has considerably different academic expectations from those of high school and it is important that students adjust to these new expectations early in their college careers.

1. College is not the end of the educational process but a foundation for a lifetime of continued learning and growth. Therefore, one of the central goals of college is to help
students develop a sense of responsibility for their own learning and the ability to learn on their own.

2. Accordingly, college students spend much less time in class than they did in high school but are correspondingly expected to do much more work outside of class than they did in high school.

3. Students should expect to spend at least two hours studying and other course-related work outside of class for every hour in class. Some courses may be more demanding and you may have to spend more time than this, especially during weeks when exams are scheduled. This means that students will be spending 40-50 hours a week (or more) on their academics, the equivalent of a full-time job.

4. Students are responsible for learning a great deal of the material on their own outside of the classroom – more than just attendance and effort will be required to earn a passing grade. Grades will be based upon performance, not just attendance.

5. Students should expect course material to be covered at a much more rapid pace than they have experienced before. This expectation is partially based on the assumption that students are preparing carefully outside of class so that more material can be covered in class.

6. Students are expected to come to class prepared and ready to participate actively in the class session. They are expected to have carefully and comprehensively read the texts and used other required materials, including those in electronic form, before the class session. Also, failure to attend class (for any reason) does not absolve students from their responsibility to be prepared for the subsequent class meeting(s).

7. Students are expected to take advantage of multiple communication systems (telephone, voice mail, e-mail, office hours, and faculty mailboxes) to communicate with the instructor about unforeseen absences, missed assignments, and other issues related to coursework.

8. Students are also expected to treat each other and the instructor with respect, and any behavior that is disruptive to the class is unacceptable. This means that students are expected to arrive at class on time, to be there for the entire time, and not walk in front of the professor during lecture.

9. Students are expected to take quizzes, tests, and exams at scheduled times during class. Make-up exams will be administered only under extenuating circumstances as defined by each instructor.