



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
VERA COLE	VJC12	Earth and Mineral Sciences (EM)	Not Available

Academic Home: Earth and Mineral Sciences (EM)

Type of Proposal: Add Change Drop

Current Bulletin Listing

Abbreviation: **EMSC**

Number: **240**

I am requesting recertification of this course for the new Gen Ed and/or University Requirements Guidelines

Course Designation

(EMSC 240N) Energy and Sustainability in Contemporary Culture

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: E&S in Ctmp Cult

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

Additional Designations

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

Honors Course

Common course number - x94, x95, x96, x97, x99

Writing Across the Curriculum

First-Year Engagement Program

First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3

Maximum Credits: 3

Repeatable: YES

Maximum Total Credits: 3

Department with Curricular Responsibility: None (XX)

Effective Semester: After approval, the Faculty Senate will notify proposers of the effective date for this course change. Please be aware that the course change may not be effective until between 12 to 18 months following approval.

Travel Component: NO

Course Outline

A brief outline or overview of the course content:

Students are guided through critical evaluation of selected media (e.g., books, film) in contemporary culture on topics related to energy and sustainability. Media selections relate specifically to earth, material, and energy processes and how humans interact with them. Students evaluate the energy and sustainability subject matter from both science and cultural perspectives, with special emphasis on the need to sustain a viable planetary life support system and the role of humanistic values in doing so.

Opening lessons cover the foundational science of energy and sustainability, with a global perspective. Subsequent units, each 3 to 5 weeks, delve into individual media selections. All content, activities and assessments within the unit contribute to this concentrated focus.

Activities and assessments engage students in both qualitative and quantitative methods and may include small group discussions, journaling, surveys, interviews, polling, research, essays, oral and written presentations and other peer-to-peer interactions.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Three artifacts serve as primary media selections each term, typically two books and one film.

The course begins with a two-week unit covering the foundational science of energy and sustainability, with a focus on a global perspective and a consideration of the human dimension. The content of this unit is independent of selected media, but subject to frequent review and revision for currency, relevance, completeness and accuracy.

Subsequent units (3-5 weeks each) focus on individual media selections, where all content, activities and assessments contribute to this concentration. Any remaining time is used for student presentations, related group work and peer-to-peer engagement.

Students learn to read critically: to recognize and consider rhetorical strategies (ethos, pathos, logos), to identify claims and evaluate them, and to seek verification that presented data and science are sound.

Activities engage students in both qualitative and quantitative methods and may include small group discussions, journaling, surveys, interviews, polling, research, essays, oral and written presentations and other peer-to-peer interactions.

Supporting materials guide students through basic protocol of research techniques (such as polls, surveys, interviews, and content analysis) and provide students with reference lists of recognized and credible sources related to energy and sustainability science and data.

Throughout, subject matter is considered in light of humanistic values, where the science, ideas and history presented in the selected media are critically evaluated relative to the viability of our planet's ability to support life. Students are encouraged to view the topics in a manner that goes beyond economics, politics and regional interests, building instead a personal position that

considers the science, understands the data and then views the questions and ideas from the perspective of humanity living within planetary boundaries. In this manner, it is hoped that students learn to recognize and avoid entrenched ideology-based positions. By recognizing that there is an inherent bias within each and all of us, students gain experience in understanding differences and finding common ground.

Course Description:

In this course students are guided through an engaging exploration and the critical evaluation of selected media (e.g., books, film) in contemporary culture on topics related to energy and sustainability. Three selections are used each term, typically two books and one film.

Students consider the subject matter in light of humanistic values, where the science, ideas and history presented in the selected media are critically evaluated relative to the viability of our planet's ability to support life.

Opening lessons cover the foundational science of energy and sustainability, with a global perspective and consideration of the human dimension. The science is presented without technical jargon or advanced mathematics, to promote a genuine and sound understanding of these essential concepts for college-level students of all academic backgrounds.

Learning units are devoted to each media selection, with all content, activities and assessments within the unit contributing to this concentrated focus.

After completing this course, students will possess the foundational science knowledge necessary to evaluate contemporary topics related to energy and sustainability, from the perspective of universal humanity on a planet of finite resources. This knowledge prepares students to develop observations, questions and opinions on topics related to energy and sustainability and to self-express them, in both written and oral presentations, to others with different backgrounds and points of view. Students will have the foundational knowledge necessary to be skilled critical readers of energy and sustainability subject matter, knowing how to raise (and answer) questions related to scientific clarity and soundness and how to test assumptions and scope of arguments, especially as related to inclusion of humanistic values and planetary limits. This knowledge prepares students to be willing and able to avoid entrenched ideology-based positions on issues related to energy and sustainability and to develop, instead, a personal position based in science and data with a humanistic perspective. Students will gain the knowledge of credible resources and organizations for ongoing research related to energy and sustainability and be prepared to participate in public dialogue on some of the most challenging and complicated issues of our time, including activities such as letters to the editor, online commenting, political engagement, and public advocacy.

The name(s) of the faculty member(s) responsible for the development of the course:

Name: VERA COLE (VJC12)

Title: PRGM LEAD DUTTON E-ED INS

Phone: +1 814 863 2502

Address: 2217 EARTH & ENGR SCIENCES

Campus: WC

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

This course seeks to provide the foundational science and critical evaluation skills necessary for students to understand contemporary topics related to energy and sustainability from both science and cultural perspectives, with special emphasis on the need to sustain a viable planetary life support system and the role of humanistic values in doing so.

After completing this course, students will

- possess the foundational science knowledge necessary to evaluate contemporary topics related to energy and sustainability, from the perspective of universal humanity on a planet of finite resources.
- be prepared to develop observations, questions and opinions on topics related to energy and sustainability and to self-express them, in both written and oral presentations, to others with different backgrounds and points of view
- be able to apply energy and sustainability knowledge and perspective in professional settings, such as development of corporate mission and value statements, sustainability directives, energy management planning, and stakeholder relations
- be skilled critical readers of energy and sustainability subject matter, knowing how to raise (and answer) questions related to scientific clarity and soundness and how to test assumptions and scope of arguments, especially as related to inclusion of humanistic values and planetary limits.
- be willing and able to avoid entrenched ideology-based positions on issues related to energy and sustainability and to develop, instead, a personal position based in science and data with a humanistic perspective
- know of credible resources and organizations for ongoing research related to energy and sustainability
- be prepared to participate in public dialogue on some of the most challenging and complicated issues of our time, including activities such as letters to the editor, online commenting, political engagement, and public advocacy.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.

Activities and assessments engage students in both qualitative and quantitative methods of critical evaluation, which may include small group discussions, journaling, surveys, interviews, polling, research, presentation of ideas and opinions, and other peer-to-peer interactions. Students study closely the science presented in selected media, identifying topics for investigation and verification. Activities are designed to afford students opportunity to identify their own native biases (rooted in personal background

and life experiences) and to ground their reading with an emphasis on science, data, humanistic values and the viability of the planet's ability to support life.

Graded quizzes (primarily multiple choice) are used to encourage and reward students for completing all assigned reading and viewing on a timely basis.

In small-group graded discussions, students use the Aristotelian ethos-pathos-logos frame to evaluate an author's credibility, emotional appeal (ability to engage the reader) and reasoning (logical appeal). They will identify the works' claims and evaluate them.

In other graded discussions, students consider the selected media's subject matter with emphasis on the need to sustain a viable planetary life support system and the role of humanistic values in doing so. In these discussions, students reference examples from the selected media, draw on outside sources and consider what may be missing from the author's presentation.

In team projects, students investigate claims in the selected media identified by the class (and instructor) as "controversial." Students may use a variety of quantitative and qualitative methods (e.g., polling, surveys, interviews, content analysis, research) to carry out the inquiry. Goals are to understand if controversy exists, identify range of opinions or positions, and grasp (or hypothesize) a basis for the differences, with special emphasis on scientific soundness. (Are differences explained by an incomplete or mis-understanding of science?) Teams prepare and present findings to full class.

In a reflective paper, done individually, each student chooses a given number of "controversial" points and reflects on the arc of the student's own understanding of these issues from before reading/viewing the selected media, to after reading/viewing and then after team project work and presentations. What learning has occurred? How have student's views, feelings changed?

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.
This course has no prerequisites and does not serve as a prerequisite.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

EM SC 240 will be proposed as a GH and GN with the intent that any student may use it to satisfy GH or GN Gen Ed requirements or to fulfill B.A. Fields requirements when General Education requirements have been updated for the University.

A description of any special facilities:

none

Frequency of Offering and Enrollment:

Fall and Spring terms

Justification for Changing The Proposal:

Include a justification for each change to the course. Particular attention should be paid to the effects of the course change within the discipline and in other disciplines where the course may be required within a major or used as a service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be submitted.

The course was developed with the full intention of serving as a General Education course in the Humanities (GH) and Natural Science (GN) Knowledge Domains, and was originally submitted as such. However, before the approval process was complete, the University put a temporary hold on consideration of all new GenEd proposals. Consequently, the course was approved at the time as meeting BA requirements, but without consideration of the GenEd request. We are very happy to have the opportunity now to submit the GN and GH request. Thank you. This course change will serve the needs of Energy and Sustainability Policy majors, as well as students in other programs, seeking to meet Integrative General Education requirements with a course meaningful to interest they may have in energy and sustainability in contemporary culture. Thank you.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the

experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people’s lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one’s own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self– knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

Social Responsibility and Ethical Reasoning objectives are achieved through the critical examination of current media artifacts (selected articles, book and film) that bring the student to face contemporary moral dilemmas involving social justice and the human condition, such as access to water and energy, exposure to pollution and climate risk, and the viability of life on earth. One of the core tenets of critical thinking the students utilize in the course is “thinking open-mindedly within alternative systems of thought,” Self-knowledge, particularly with regards to individual bias and beliefs, is addressed throughout the course in general, but in particular through journal entries that ask students to evaluate how they came to believe what they believe and what role (if any) bias played in their perspective. Students engage in substantive, constructive dialogue with other course members, and must consider perspectives of others. Effective Communication objectives are accomplished with course lessons on rhetorical analysis (including ethos-pathos-logos rhetorical strategies, greenwashing, and lies of commission, omission and influence), critical thinking and critiquing of sources. These lessons prepare students for a range of communication assignments including personal reflection papers, critical analyses, peer discussions, group projects and optional video production. Clear prompts, rigorous rubric design and instructor feedback give students the structure and opportunity to building effective communication skills as they apply newly learned techniques, such as rhetorical strategies, with intent and awareness. For the Final Project in the course, students, in groups, create an original movie proposal, which requires significant creativity, communication, and organization. Critical and Analytical Thinking objectives are met with persistent course emphasis on the recognition and examination of biases, sources, and methods in the works of others and in the student’s own works and thinking. Five foundational lessons at the beginning of the course in science, sustainability and communication strategies underpin the student’s understanding of and ability to analyze readings, books and films throughout the course. Students learn to look for contradiction and questionable claims, and to consider the source. Course materials present conundrums, with apparent conflicts in findings and data, where students are tasked with an orderly analysis and explanation. Assignments throughout the course require students to apply critical thinking skills learned in an early lesson.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student’s overall performance in this course.

Effective Communication is assessed as part of a range of assignments constituting about 70% of a student’s grade, including journal entries (18%), peer-to-peer discussions (15%), self-reflection paper (15%) and final group project (20%). Each assignment has specific instructions supported by a well-defined rubric with expectations for content and quality of writing. Additionally, many of these assignments are about communication itself, for example, recognizing and discussing use of ethos, logos or pathos strategies in a work and dissecting attempts to “trick” reader. Social Responsibility and Ethical Reasoning are assessed more subtly, within the context of journal entries, peer-to-peer discussions and a self-reflection paper. For example, in a group discussion of the book, “The Sixth Extinction: An Unnatural History” by Elizabeth Kolbert (2014), students consider earlier losses from five past mass extinctions and the prospect of a human-caused sixth. While reading this book and over the course of three lessons, students work in pairs to share and evolve their individual reasoning on a personal belief related to an issue in the book, evolving from an initial personal position (often unsupported) to a more highly reasoned and considered one, with ethics and society in the balance. Self-knowledge, particularly with regards to individual bias and beliefs, is specifically addressed in journal entries that ask students to evaluate how they came to believe what they believe and what role (if any) bias played in their perspective. Critical and Analytical Thinking is assessed as part of five quizzes (30%), three critical analysis assignments of contemporary media selections (interviews, readings, short films) related to energy and sustainability submitted as a journal entry and discussion postings (15%), two assignments involving the critical analysis of book selection (10%), and a critical analysis of film selection (10%).

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas

Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses

Critically evaluate texts in the humanities– whether verbal, visual, or digital– and identify and explain moral or ethical dimensions within the disciplines of the humanities

Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range

Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

1) Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses: Lessons early in the course combine important readings on critical thinking with instructor discussion and student experimentation

to help students develop critical thinking skills. Crucially today, this course content also includes intensive guidance for methods and best practices in critiquing information sources. Students develop and demonstrate their critical thinking competency in tests, writings and discussions throughout the course on texts and topics involving difficult questions related to energy and sustainability, such as climate change risks to disadvantaged communities and social justice. By the end of the course, students are prepared to deliver critical analysis of a full length film and of a book (selections vary by term) on topics dealing with broad questions of the human experience and the fragility of human existence. For example, using the definition of social justice provided by the National Association of Social Workers to evaluate the social justice implications of siting pollutive facilities near underserved communities.

2) Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range: Throughout the course, students are encouraged to recognize their current beliefs, biases and level of understanding about issues related to sustainability and energy (for example, the relationship between anthropogenic climate change and global biodiversity, and the extent to which it matters). In ongoing assignments, students identify ideas from texts and readings that challenge these beliefs and then reflect on the evolution in their own thinking. For example, a series of assignments related to a book reading at the end of each semester. The book selection, which varies by semester, addresses complex questions of energy and sustainability in historical context in light of human dimensions past and present. Book selections have included, for example, "The Boom: How Fracking Ignited the American Energy Revolution and Changed the World," by Russell Gold (2014) and "The Sixth Extinction: An Unnatural History," by Elizabeth Kolbert (2014). Before reading the book, students submit their preliminary beliefs on a list of given issues that will be raised in the book. In subsequent assignments, during and after reading the book, students describe content from the book that challenges these previously held beliefs, stating specifically the gap between the student's belief and the author's assertions. This is followed by student research to explore the validity and broader context of author's position. In group discussion, students reflect and share with others the ways in which their personally held beliefs were modified or expanded as a result of this work. In a self-reflection paper, students describe the full evolution of their thinking from the previously held belief to current belief, citing research and information they encountered that changed or reaffirmed their position.

3) Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities: The course uses a wide range of readings and videos to help students develop a global appreciation of influential groups, individuals, ideas and events in the field of energy and sustainability. Examples from this list, which revolves and is updated frequently, include the Pope's Encyclical (Laudato Si: On Care for Our Common Home), the Worldwatch Institute's "Is Sustainability Still Possible?," Herman Daly's "Sustainability Growth, an Impossibility Theorem", E.O. Wilson's biodiversity writings, and Robert F. Kennedy's 1968 speech on failure of GDP, to name but a few. Throughout the course, students engage with these works through content quizzes, structured journal postings where they reflect on the meaning of these works, and discussions with classmates on topics central to the ideas and experiences described in these pivotal works.

GN Criteria

- Explain the methods of inquiry in the natural science fields and describe how the contributions of these fields complement inquiry in other areas
- Construct evidence-based explanations of natural phenomena
- Demonstrate informed understandings of scientific claims and their applications
- Evaluate the quality of the data, methods, and inferences used to generate scientific knowledge
- Identify societal or philosophical implications of discoveries in the natural sciences, as well as their potential to address contemporary problems

What components of the course will help students achieve the domain criteria selected above?

1) Demonstrate informed understandings of scientific claims and their applications: Course lessons covering energy and sustainability core concepts provide students with the foundational science underpinning necessary (in area such as thermodynamics, climate change, and, energy sources, conversion and transfer) to appreciate scientific claims and their applications. This understanding is demonstrated in quizzes where students are challenged to apply what they have learned and in the critical analysis of selected readings related to energy and sustainability, including articles, interviews and books. For example, after listening to an NPR interview with Gretchen Bakke (author of *The Grid: The Fraying Wires Between Americans and Our Energy Future*, 2016), students research and describe applications of energy (electricity) storage such as vehicle-to-grid, Tesla's power wall, pumped storage hydropower, among others. After reading a quote from E.O. Wilson (world-renowned biologist) in which he makes claims regarding the specific benefits of two organisms, students research to assess whether or not the claims are true and evaluate the sources they used to evaluate the claim.

2) Evaluate the quality of the data, methods, and inferences used to generate scientific knowledge: Students gain broad and strong critical thinking skills early in the course, including methods for critiquing information sources. These skills are applied throughout the course to books, articles, recording and films of a scientific nature. Students are encouraged to challenge and consider scientific claims of knowledge, including the method and connections upon which they are based. For example, students consider an article's scientific claim that there's more than enough renewable energy available to meet the world's needs. Students seek sources that agree and disagree with this finding and critique the sources, summarizing the arguments and explaining the basis for assessing the reliability of the source and its scientific statements. Similarly, in a quiz, students are asked to evaluate questions arising from how scientific knowledge was generated, for example, "How do NASA scientists know that increased output from the sun is not responsible for the increased temperature in the past ~30 years?"

Throughout the course, many assignments require the use of outside sources to evaluate information presented and then evaluation of the information source itself, applying best practice source evaluation principles. Students also apply these principles to evaluate given information sources, including Solar Energy Industries Association, the Institute for Energy Research, the World Energy Council, the American Petroleum Institute, and the CATO Institute.

3) Identify societal or philosophical implications of discoveries in the natural sciences, as well as their potential to address contemporary problems: Life in the Anthropocene (the age in which human actions are a powerful planetary force shaping the biosphere) is a recurring topic in this energy and sustainability course, including topics such as earth's ecological limits, climate change, biodiversity, water and energy sources and use. These topics are rooted in discoveries in the natural sciences, like the heat-trapping properties of greenhouse gas emissions and their role in our changing climate. The scientific and philosophical implications of these topics are profound. Students examine these contemporary problems and consider how they may be addressed with solutions involving natural science, as well as economics, behavior and culture. For example, a lesson on Water begins with explanation of water cycle and its many stages, followed by discussion of global issues related to water quality and risk, international goals for addressing water scarcity, data related to water use and the oversized role of energy and agriculture sectors, and readings on current work to make desalination processes a more attractive option for drought-stricken regions to help address the contemporary issue of water scarcity, exacerbated by climate change. Prior to reading *The Sixth Extinction: An Unnatural History*, students describe their "understanding of the relationship between anthropogenic climate

change and biodiversity," their "understanding of the severity of the impact of human society on biodiversity" and "describe how urgent (they) believe it is that we address biodiversity loss on a global scale." Much of the book is devoted to historical and recent scientific discoveries related to these topics, and after reading the book the students write a self-reflection paper in which they analyze "the evolution of (their) thinking specifically with regards to these beliefs," and to indicate which information provided in the book and in class discussions led them to re-evaluate their beliefs. This requires them to think deeply about the societal implications of scientific discoveries and understandings related to biodiversity loss.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

The course subject matter, energy and sustainability in contemporary culture, inherently embodies the Knowledge Domains of natural science and humanities. Media selections, used for critical analysis, discussion and reflection throughout the course require and build on knowledge of both domains. For example, the book "The Sixth Extinction: An Unnatural History," by Elizabeth Kolbert (2014) considers five mass extinction events with discussions of evolutionary and ecological science in a history lesson that has strong implications for contemporary society and its future prospects. The framework of critical thinking, including rigorous critique of information sources, and the methodology of rhetorical strategies (egos-logos-pathos, and awareness of "greenwashing", lies of commission, omission and influence) are applied consistently throughout the course in examination of the both the scientific basis and philosophical and moral messages of presented readings, books and films.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

The two domains are intrinsically intertwined throughout the course, in all media selections and in nearly all assignments. Energy and sustainability topics are natively rooted in natural sciences as they give rise to issues confounding and challenging to humanity. Course content related to water, for example, moves from the nature's water cycle (e.g., ground water, atmospheric and ocean storage, evaporation, precipitation, condensation, etc.), to water consumption patterns and data, and to water scarcity, human suffering and international social justice. Similarly, topics on energy move from thermodynamics to energy sources and conversions, to emissions and greenhouse gasses, to climate change and the challenges we face to protect the planet, to how we share limited resources justly and implications for humanity involving our very existence

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

The course is instructed by Dan Kasper. He holds a Bachelor of Science in Earth Science from Penn State and an Master of Arts in Geography from the University of Denver. He is currently in the Ph.D. program at the University of Delaware's Center for Energy and Environmental Policy. Past research projects include analyzing a sustainable energy future for South Korea, a policy report on promoting personal food production in Delaware, and designing an energy education workshop series focusing on helping low and fixed income individuals. He consults and teaches in the solar photovoltaic and energy management fields. He arranges and leads a sustainability focused international study program each summer and many of our students have traveled with him.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Throughout the course students are called upon to apply integrative thinking, especially in critical analysis, reflection and group assignments. Together, these assignments are 70% of students grade. Examples include: a) Journal Entry prompts that guide students through a critical analysis of a selected reading where students examine the science, critique sourcing and credibility, and consider implications to society. b) In the film selection discussion, the assignment is to "determine the scientific basis for the central sustainability problem." In the film Interstellar (2014) this problem is human suffering from food shortage related to water disruptions caused by climate change. c) In a final group project, students create a plan for a movie, including plot with characters, storyboard (optional) and promotional pitch for "selling" the movie to a producer and general audience. The message of their movie must address the ability (or inability) of the planet to provide sustainably the resources necessary to support life on earth. The plot must include the specific social, political and economic conditions that serve as cause and effect. The group provides a supported scientific basis for the movie's plot and demonstrates intentional use of rhetorical strategies (logos as logical arguments, scenes with pathos, establishment of ethos) to persuade and convince the audience.

General Education Designation Requirements

Bachelor Of Arts Requirements:

- BA: Natural Sciences
- BA: Other Cultures
- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts
- BA: Quantification
- BA: Foreign/World Lang (All)

BA Fields (Humanities, Natural Sciences)

Campuses That Have Offered (EMSC 240) Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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UPLOADED DOCUMENTS FOLLOW:

Published on *EM SC 240: Energy and Sustainability in Contemporary Culture* (<https://www.e-education.psu.edu/emsc240>)

[Home](#) > SYLLABUS (with GenEd designations added)

Fall 2017

EM SC 240N Syllabus

Energy and Sustainability in Contemporary Culture

Designations: Gen ED Interdomain GH/GN

This syllabus is divided into several sections. You can read it sequentially by scrolling down the length of the document or by clicking on any of the links below to “jump” to a specific section. It is essential that you read the entire document as well as material covered in the Course Orientation. Together these serve as our course "contract."

- [Instructor](#)
- [Course Overview](#)
- [Required Course Materials](#)
- [Course Expectations](#)
- [Assignments and Grading](#)
- [Course Schedule](#)
- [Course Policies](#)
- [Technical Requirements](#)

Instructor

Dan Kasper, Instructor

- For a full introduction, see the "[Meet the Instructor](#) [1]" page on this website.
- **A note about contacting me:** The best way to reach me without an appointment is via e-mail. Please use Canvas e-mail (see below). I check my email frequently and will respond to you within 1 business day. As you will see in the course orientation if you have a question regarding course content I request that you use the discussion board. This may help other students who have the same or a similar question.
- **Phone:** (302) 747-0638. Please only use this if you need immediate assistance and e-mail did not work. I check my e-mail very frequently during the week, but if I do not respond you are welcome to call or text - text message preferred. If I do not respond immediately, I will respond as soon as possible. If we set up a phone meeting, this will be the number I use.
- **E-mail:** Please use the course email system (see the Inbox tab in Canvas). It is important that you use your Canvas email and not your personal e-mail.

- **Office Hours:** I will check for and reply to messages at least once each workday, and most weekend days. Please contact me to make an appointment if you'd like to speak to me at a given time. I am flexible and will make every effort to accommodate your schedule. I am generally available for appointments weekday evenings and weekends.

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Course Overview

First and foremost, it is important to understand that all course content is delivered online, and there are no specific meeting times. You will have weekly assignment deadlines, but unlike a face-to-face course, you are not required to meet at a specific time. I am happy to schedule a meeting with you, and you are welcome to discuss course content on- or offline with other students, but that is not required.

This course will guide you through an engaging exploration and critical evaluation of selected media (readings, one book, and one film) in contemporary culture on topics related to energy and sustainability. All selected media are contemporary and are intended for a general audience.

You will consider the subject matter in light of humanistic values, where the science, ideas, and assertions presented in the selected media are critically evaluated relative to the viability of our planet's ability to support life. Opening lessons cover the foundational science of energy and sustainability, with a global perspective and consideration of the human dimension. The science is presented without technical jargon or advanced mathematics, to promote a genuine and sound understanding of these essential concepts for college-level students of all academic backgrounds. You will also explore commonly used persuasive strategies in order to more easily identify them when critically analyzing content, and will identify legitimate sources of information. The subsequent lessons focus on critical evaluation of the selected media, utilizing the foundational content as a springboard for analysis.

Throughout the course, you will be asked to analyze your own thinking, and how it evolves as you encounter course content. You are strongly encouraged to be open to new ideas and ways of thinking that do not coincide with opinions and knowledge you currently hold. The focus should be on the scientific basis of arguments presented, not rhetorical content, political perspectives, or cultural perspectives.

After completing this course, students will:

- possess the foundational science knowledge necessary to evaluate contemporary topics related to energy and sustainability, from the perspective of universal humanity on a planet of finite resources;
- be prepared to develop observations, questions, and opinions on topics related to energy and sustainability and to self-express them, in both written and oral presentations, to others with different backgrounds and points of view;
- be skilled critical readers of energy and sustainability subject matter, knowing how to raise (and answer) questions related to scientific clarity and soundness and how to test

assumptions and scope of arguments, especially as related to the inclusion of humanistic values and planetary limits;

- be willing and able to avoid entrenched ideology-based positions on issues related to energy and sustainability, and to develop, instead, a personal position based on science and data with a humanistic perspective;
- know of credible resources and organizations for ongoing research related to energy and sustainability.

This course will fill General Education objectives in

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

Please note: This course requires you to maintain a web presence; you may create a web page, post to a blog, share videos and engage in other Internet participation activities as necessary. You may be encouraged by team members to participate in online activities that are widely accessible to everyone, including others outside of Penn State.

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Required Course Materials

In addition to this course website and Canvas, students will be required to purchase the following materials (please note that required materials differ from semester to semester):

Fall 2017/Spring 2018

- The Sixth Extinction: An Unnatural History, Elizabeth Kolbert. Picador, 2014. ISBN 978-0-8050-9299-8 (hardcover), ISBN 978-0-8050-9979-9 (e-book). (Purchased from a vendor of student's choice)

- You will also be required to watch the film *Interstellar* (2014), Warner Brothers Pictures and Paramount Pictures, directed by Christopher Nolan. You will be responsible for obtaining your own copy for viewing via a streaming service or purchase of a digital or DVD version.
- [State of the World 2013: Is Sustainability Still Possible?](#) [2], Worldwatch Institute (ISBN: 978-1-59726-415-0 (Print) 978-1-61091-458-1 (Online))
 - The entire book (.pdf) is provided on Canvas. See the "Digital Copies of Books and Articles" Module in Canvas.
 - [Link to .pdf of the book is here.](#) [2]

Fall 2018

Please check back in summer for updated materials requirements for Fall 2018.

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Course Expectations

On average, most students spend 8-12 hours per week working on course assignments for a 3 credit course, and this course has been designed to adhere to that standard. Your workload may be more or less depending on your prior experience with online platforms and prior expertise/experience. The workload may vary significantly from week to week as the nature of the course content changes. The weekly deadlines are almost always on the same day of the week, which should help you develop a consistent schedule. It is critical that you do not wait until the last minute to do the coursework - not only will this negatively impact your grade, it will negatively impact your learning. Deadlines are firm, but I realize that life sometimes gets in the way, so will be as reasonable as possible if truly extenuating circumstances arise. These will be addressed on a case-by-case basis and may require documentation.

We have worked hard to make this the most effective and convenient educational experience possible. You will succeed if you are diligent about keeping up with the class schedule and if you take advantage of opportunities to communicate with me, as well as with your fellow students. In spite of the work being done almost entirely on your own, I want you to feel like you are embarking on this academic and personal journey with others (because you are!). The course content has been designed to facilitate this through the use of discussion boards, a group project, and frequent communication from me. I hope that I help you feel welcome, and part of a group.

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Assignments and Grading

Grading breakdown is as follows:

- **Personal Introduction (1%).** One of your Orientation assignments is to introduce yourself to the rest of the class and the instructor. I want this course to be personalized as

much as possible, so this is important. This is an *easy* grade - just make sure you participate and get it done on time.

- **Content quizzes (30%).** You will have a quiz each week that has new learning content. This includes the Orientation week, as well as the core energy and sustainability content in Module 1. You will also be quizzed on the content of the book and movie, which is meant to assure that you are completing all course material. The quizzes are not designed to be "tricky," but will require you to thoughtfully analyze the course material. All quizzes carry the same weight. You are only allowed to take each quiz one time unless otherwise noted. The quizzes in module 1 will NOT be timed. Untimed quizzes can be saved and resumed at a later time by clicking "save and continue later" on the quiz. The quizzes in other modules WILL be timed. This will be indicated on the quiz and during the lesson.
- **Journal entries (18%).** You will create a personal blog to use as a journal. You will share all journal content with me, but you can control whether or not anyone else sees individual journal entries. The journal entries vary in content but are primarily designed so you can evaluate the evolution of your own thinking, and to critically analyze content in the selected media. All journal entries will be weighted the same. You will have a journal entry due most weeks.
- **Discussion boards (15%).** The discussion boards will vary in content. They are primarily designed to facilitate discussion of the scientific and/or rhetorical content of the selected media. There will also be a discussion board for your final project.
- **Self-Reflection Paper (15%).** You will write a paper describing the evolution of your thinking as you read the book. The goal of this assignment is for you to reflect on how your own thinking about the book's content changed (or if not, why not), in particular, anything that challenged or confirmed the way you viewed the topic prior to reading the book.
- **Final Project (20%).** The final project will be done with a small group of classmates. You will propose a movie, providing as many details as possible about the plot, purpose, agenda, scientific content, rhetorical content, and anything else you want to provide. You must provide specific details of some scenes that demonstrate rhetorical and/or scientific content. The goal is for you to think about how to effectively present a message, even if that message has a bias. This project will be done via a website that you will create with your group. You can create a trailer for extra credit.
- **Team Assessment of Contribution (1%).** After your group project is handed in, you will evaluate the effort of your group mates. This may impact their grade (see full description [here](#) [3]). You will receive full credit simply by completing it.
- **Extra credit (up to 2%).** You can earn extra credit by creating a trailer, or at least describing a trailer, for your final project. You can use any applicable application to create this, such as WeVideo (a collaborative video editing/creating software), a narrated PowerPoint, a description on a website or Google Doc, or another online format. This is optional, of course.

Final overall grades will be determined based on the grades of these assignments. So that you know where you stand, all grades will be posted in Canvas after each assignment is graded, and a running total will be provided. You should be able to track your progress and calculate your approximate average as the course goes along.

The course is graded on a straight scale using these percentage ranges:

Letter Grades and Percentages

A	93-100%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	70-76.99%
D	60-69.99%
F	<60%

Deferred Grades

If you are prevented from completing this course within the prescribed amount of time, it is possible to have the grade deferred with the concurrence of the instructor. To seek a deferred grade, you must submit a written request (by e-mail or U.S. post) to your instructor describing the reason(s) for the request. It is up to your instructor to determine whether or not you will be permitted to receive a deferred grade. If for any reason, the course work for the deferred grade is not completed by the assigned time, a grade of "F" will be automatically entered on your transcript.

Late Policy

Late work is not accepted, except under extenuating circumstances. If you need to request an exception due to a personal or medical emergency, please contact me. Such requests will be considered on a case by case basis. Course lessons are available to you in advance. It is your responsibility to plan ahead and work ahead if necessary to accommodate your personal schedule. This flexibility is one of the great features of online learning. Take advantage of it!

There is one exception to this rule: You are allowed one "freebie." You can use your freebie on one **non-group** assignment this semester. A freebie buys you exactly one extra week to hand in the assignment. If you use this, you must inform me by the due date. An email notification is fine.

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EM SC 240N Course Schedule

 [Printable Schedule](#) [4]

Below you will find a tentative summary of the primary learning activities for this course. Use this schedule below to find time frames. This is subject to slight change - refer to the Canvas and Home Page calendars for the most up-to-date due dates.

ORIENTATION (Week 1)

Readings: Online materials

Assignments: Orientation quiz (must get 93% or higher to unlock other content)

Discussion board: Personal Introductions

Subscribe to discussion boards

MODULE 1: CORE CONCEPTS (Weeks 2-6)

LESSON 1: Energy and Sustainability

Readings: Online materials; Ch. 1 of Is Sustainability Still Possible?

Assignments: Content quiz

(Optional) Discussion board: Points of interest and/or points of confusion

Journal: Submit sample journal entry to dropbox

LESSON 2: Fundamental Sustainability Considerations

Readings: Online materials; Ch. 4 of Is Sustainability Still Possible?

Assignments: Content quiz

(Optional) Discussion board: Points of interest and/or points of confusion

Journal: Evolution/challenge of thinking

LESSON 3: Critical Thinking and Sustainability Issues

Readings: Online materials; Ch. 2 (required) and 5 (optional) of Is Sustainability Still Possible?

Assignments: Content quiz

(Optional) Discussion board: Points of interest and/or points of confusion

Journal: Evolution/challenge of thinking

LESSON 4: Energy Sources In-Depth

Readings: Online materials

Assignments: Content quiz

Journal: Evolution/challenge of thinking

LESSON 5: Rhetorical Analysis

Readings: Online materials

Assignments: Content quiz

Discussion board: Greenwashing analysis

Survey: Determine which artifacts you will analyze in the next Module.

MODULE 2: CRITICAL ANALYSIS OF SELECTED ARTIFACTS (Weeks 7-8)

LESSON 6: ANALYSIS OF ARTIFACT I

Readings: Online materials
Assignments: Journal: Critical analysis of artifact

LESSON 7: analysis of artifact II

Readings: Online materials
Assignments: Discussion board: Critical analysis of artifact
Journal: Reaction to artifact

MODULE 3: THE SIXTH EXTINCTION (Weeks 9-12)

LESSON 8: The sixth extinction, Part I

Readings: The Sixth Extinction, Ch. 1 - 7, pp. 1 - 147
Assignments: Content quiz
(Optional) Discussion board: Content questions
Journal: Evolution of thinking

LESSON 9: The sixth extinction, Part II

Readings: The Sixth Extinction, Ch. 8 - 13, pp. 148 - 269
Assignments: Content quiz
(Optional) Discussion board: Content questions
Journal: Evolution of thinking
Discussion board: Initial discussion board post for the book discussion

LESSON 10: Analysis of the sixth extinction/SELF-REFLECTION PAPER (2 WEEKS)

Readings: None
Assignments: Discussion board: rhetorical and scientific content analysis
Self-reflection paper
Group project PROPOSAL(S)

MODULE 4: INTERSTELLAR (Weeks 13-14)

LESSON 11: Interstellar

VIDEO: Interstellar, full movie
Assignments: Discussion board Post 1: Scientific analysis
(EXTRA CREDIT) Discussion board Post 1: Rhetorical analysis
Rough draft of final project

LESSON 12: Interstellar

Readings: None
Assignments: Discussion forums Post 2: Scientific Analysis
(EXTRA CREDIT) Discussion board Post 2: Rhetorical Analysis
Final Project Due
(EXTRA CREDIT) Movie Trailer

FINAL PROJECT DISCUSSION (Week 15)

Week 15: Final Project Discussion

READINGS: None

Assignments: Discussion board on final project
Team Assessment of Contribution

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Course Policies

Technical Requirements

For this course, we recommend the minimum technical requirements outlined on the [Dutton Institute Technical Requirements page](#) [5], including the requirements listed for same-time, synchronous communications. If you need technical assistance at any point during the course, please contact the [Outreach Helpdesk](#) [6] (for World Campus students) or the [ITS Help Desk](#) [7] (for students at all other campus locations).

Internet Connection

Access to a reliable Internet connection is required for this course. A problem with your Internet access may not be used as an excuse for late, missing, or incomplete coursework. If you experience problems with your Internet connection while working on this course, it is your responsibility to find an alternative Internet access point, such as a public library or Wi-Fi ® hotspot.

Mixed Content

This site is considered a secure web site which means that your connection is encrypted. We do however link to content that isn't necessarily encrypted. This is called mixed content. By default, mixed content is blocked in Internet Explorer, Firefox and Chrome. This may result in a blank page or a message saying that only secure content is displayed. Follow the directions [on our technical requirements page](#) [5] to view the mixed content.

Participation in Peer-to-Peer Activities

This course follows the Energy and Sustainability Policy programs' [Constructive Participation in ESP Peer-Peer Activities policy](#) [8] for student participation in peer-to-peer activities in ESP courses, such as group discussions, team projects and peer reviews of another's work. In all peer-to-peer learning activities, students are expected to participate constructively with others in the practice and development of effective communication skills. ***This means NO personal attacks, NO name calling, and NO threatening language of any kind.*** Consequences may include losing the opportunity to participate in (and earn credit for) all remaining peer-to-peer assignments for the duration of the course. Any instance of threatening language will be reported to the Penn State Office of Student Conduct.

Penn State E-mail Accounts

All official communications from the Penn State World Campus are sent to students' Penn State e-mail accounts. Be sure to check your Penn State account regularly, or forward [your Penn State e-mail](#) [9] to your preferred e-mail account, so you don't miss any important information.

Academic Integrity

This course follows the [guidelines for academic integrity of Penn State's College of Earth and Mineral Sciences](#) [10]. Penn State defines academic integrity as "the pursuit of scholarly activity in an open, honest and responsible manner." Academic integrity includes "a commitment not to engage in or tolerate acts of falsification, misrepresentation, or deception." In particular, the University defines plagiarism as "the fabrication of information and citations; submitting others' work from professional journals, books, articles, and papers; submission of other students' papers, lab results or project reports and representing the work as one's own." Penalties for violations of academic integrity may include course failure. To learn more, see Penn State's "[Plagiarism Tutorial for Students](#)." [11]"

Course Copyright

All course materials students receive or to which students have online access are protected by copyright laws. Students may use course materials and make copies for their own use as needed, but unauthorized distribution and/or uploading of materials without the instructor's express permission is strictly prohibited. University Policy AD 40, the University Policy Recording of Classroom Activities and Note Taking Services addresses this issue. Students who engage in the unauthorized distribution of copyrighted materials may be held in violation of the University's Code of Conduct, and/or liable under Federal and State laws.

For example, uploading completed labs, homework, or other assignments to any study site constitutes a violation of this policy.

Accommodations for Students with Disabilities

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. The Student Disability Resources (SDR) website provides contact information for every Penn State campus: [Contacts for Disability Resources at all Penn State Campuses](#) [12]. For further information, please visit the [Student Disability Resources \(SDR\) website](#) [13].

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled. You will participate in an intake interview and provide documentation, see [Applying for Services from Student Disability Resources](#) [14]. If the documentation supports your request for reasonable accommodations, [your campus's disability services office](#) [12] will provide you with an accommodation letter. Please share this letter with your instructors and discuss the

accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations.

Counseling and Psychological Services

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation. Services include the following:

[Counseling and Psychological Services at University Park \(CAPS\)](#) [15]: 814-863-0395

Counseling and Psychological Services at [Commonwealth Campuses](#) [16]

Penn State Crisis Line (24 hours/7 days/week): 877-229-6400

Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

Reporting Bias-Motivated Incidents

Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated ([Policy AD29 Statement on Intolerance](#) [17]) and can be reported through Educational Equity via [Report Bias](#) [18].

Military Personnel

Veterans and currently serving military personnel and/or spouses with unique circumstances (e.g., upcoming deployments, drill/duty requirements, disabilities, VA appointments, etc.) are welcome and encouraged to communicate these, in advance if possible, to the instructor in the case that special arrangements need to be made.

Inclement Weather

In case of weather-related delays at the University, this online course will proceed as planned. Your instructor will inform you if there are any extenuating circumstances regarding content or activity due dates in the course due to weather delays. If you are affected by a weather-related emergency, please contact your instructor at the earliest possible time to make special arrangements.

Connect Online with Caution

Penn State is committed to educational access for all. Our students come from all walks of life and have diverse life experiences. As with any other online community, the lack of physical interaction in an online classroom can create a false sense of anonymity and security. While one

can make new friends online, digital relationships can also be misleading. Good judgment and decision making are critical when choosing to disclose personal information with others whom you do not know.

Attendance

This course will be conducted entirely online. There will be no set class meeting times, but you will be required to complete weekly assignments with specific due dates. Many of the assignments are open for multiple days, so it is your responsibility to complete the work early if you plan to travel or participate in national holidays, religious observances or University approved activities.

If you need to request an exception due to a personal or medical emergency, contact the instructor directly as soon as you are able. Such requests will be considered on a case-by-case basis.

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Disclaimer

Please note that the specifics of this Course Syllabus can be changed at any time, and you will be responsible for abiding by any such changes. All changes will be communicated with you via e-mail, course announcement and/or course discussion forum.

Source URL: <https://www.e-education.psu.edu/emsc240/Syllabus>

Links

- [1] <https://www.e-education.psu.edu/emsc240/orientation/meet>
- [2] <https://www.e-education.psu.edu/emsc240/sites/www.e-education.psu.edu/emsc240/files/images/bok%253A978-1-61091-458-1.pdf>
- [3] <https://www.e-education.psu.edu/emsc240/node/534>
- [4] <https://www.e-education.psu.edu/emsc240/javascript%3A%3B>
- [5] <https://www.e-education.psu.edu/techspecs>
- [6] <http://student.worldcampus.psu.edu/student-services/helpdesk>
- [7] <http://service.psu.edu/>
- [8] <https://esp.e-education.psu.edu/node/947>
- [9] <http://kb.its.psu.edu/node/2303>
- [10] <http://www.ems.psu.edu/undergraduate/academic-advising/forms-and-procedures/academic-integrity>
- [11] <http://tlt.its.psu.edu/plagiarism/tutorial>
- [12] <http://equity.psu.edu/student-disability-resources/disability-coordinator>
- [13] <http://equity.psu.edu/student-disability-resources>
- [14] <http://equity.psu.edu/student-disability-resources/applying-for-services>

[15] <http://studentaffairs.psu.edu/counseling/>

[16] <http://senate.psu.edu/faculty/counseling-services-at-commonwealth-campuses/>

[17] <https://guru.psu.edu/policies/ad29.html>

[18] <http://equity.psu.edu/reportbias/>