

## ENV 151 – Introduction to Sustainability SYLLABUS – Spring 2017

**Professor: Jess Vogt** – Please call me “Jess”! ☺

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**Cell:** (920) 850-2016 – OK to call, text, and leave voicemails here; this is my only phone number

**Office:** McGowan South 203 G

**Office Hours:** By appointment (email me), but also, my door is always open.

**Class:** Tues/Thurs 6:00-7:30 pm in McGowan South 103

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### ABOUT THE PROFESSOR

I am a sustainability scientist and teacher-scholar passionate about creating spaces in which everyone can find their place to contribute to creating a world where all can thrive and flourish. As an Assistant Professor in the Department of Environmental Science and Studies in the College of Science and Health at DePaul University, I teach sustainability science, urban forestry, and mixed methods courses on social-environmental systems, and collaborate with students to do research in the Lab for Urban Forestry in the Anthropocene (LUFA; [www.lufa-depaul.org](http://www.lufa-depaul.org)). My research seeks to answer the question, *How can we create more resilient communities of humans and nature?* I consider myself a social-ecological systems and sustainability scientist and my research is anchored in the idea that we cannot study systems of nature without also studying the concentric social, economic, and institutional systems of people. For the past several years, my research has examined the social and ecological impact of the coproduction of the urban forest by nonprofit organizations and neighborhood groups in 5 U.S. cities (Atlanta, Detroit, Indianapolis, Philadelphia, and St. Louis), funded by a grant I managed from the U.S. Forest Service. Most recently, I have been investigating the connections between urban forestry research, practice, and education, and broader sustainability initiatives. I received my Ph.D. in Environmental Science (concentration in urban forestry and urban ecology), Master of Public Affairs (concentration in sustainable development), and Master of Science in Environmental Science (concentration in applied ecology) from the School of Public and Environmental Affairs (SPEA) at Indiana University (Bloomington Indiana USA). I attended Lawrence University (Appleton Wisconsin USA) for undergrad, majoring in Environmental Studies and Biology. In addition to my academic appointment at DePaul, I maintain an affiliation as a Researcher with the Bloomington Urban Forestry Research Group (BUFRG; [www.indiana.edu/~cipec/research/bufrg\\_about.php](http://www.indiana.edu/~cipec/research/bufrg_about.php)) at Indiana University, I am an Associate Editor for the journals *Urban Forestry and Urban Greening* and *Forestry*, Vice Chair of the Science and Research Committee of the International Society of Arboriculture, and a Returning Fellow/Mentor for the Byron Fellowship transformational sustainability leadership program.

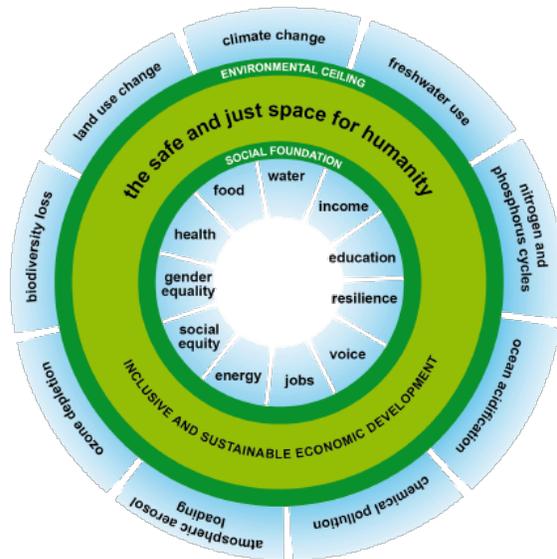
### Communication Philosophy:

In order to make this a successful a learning experience for all of us, I am available to meet with students outside of class as much as possible. Therefore:

- I am in my office (203 G) or lab (217) on most weekdays between 9am and 5pm and my door is always open. Please feel free to stop by anytime with questions, comments or concerns about the class, or even just to chat!
- Email me or talk to me before or after class if you want to schedule an appointment.
- Feel free to call or text me on my cell phone (920-850-2016) during reasonable hours with questions or concerns. If you leave a voicemail, I'll get back to you.

## COURSE INFORMATION

Humans and the natural world are complexly and inextricably linked, with each influencing and shaping the other. Fostering a transition toward a sustainable world in which fundamental human needs are met and the Earth's life support systems are maintained is one of the central challenges of the twenty-first century. *This course introduces students to the dynamic and emerging interdisciplinary field of sustainability (a.k.a. "sustainability science").* It provides students with a broad survey of the global sustainability science challenges and their potential solutions using an integrated social-ecological systems approach.



### Course Objective:

By the end of this course, you will be able to explain the main challenges of global sustainability to a novice learner, and begin to operationalize solutions to these challenges in your own life and in your relationships and conversations with others. Through a combination of close reading of the sustainability science literature, watching and critiquing videos on sustainability topics, and activities that challenge us to practice sustainability in our daily actions and conversations, we will learn to understand the main challenges of sustainability through the lens of *sustainability science* and the Raworth (2012) "doughnut model" of sustainability (above).

### Learning Outcomes:

To achieve the above course objective, we will work our way through several learning outcomes specific to ENV 151. We will:

1. Be knowledgeable about the major global sustainability challenges and opportunities;
2. Have an understanding of "systems thinking" – the interactive and complex nature of coupled human and natural systems (a.k.a., social-ecological systems) – and how we can use systems thinking to help solve sustainability problems;
3. Be able to think analytically, critically about proposed solutions to environmental problems and their potential impacts for people and the planet;
4. Have an increased capacity to integrate information on and communicate about sustainability; and,
5. Realize how sustainability relates to our everyday lives, and possess tools to operationalize solutions to sustainability challenges in our relationships with our friends, families, communities, organizations, etc.

**This course fulfills the requirements of the Social, Cultural, and Behavioral Inquiry (SCBI, formerly SSMW) Learning Domain in the Liberal Studies Program.** SCBI Learning Outcomes that ENV 151 will meet are: (*Specifics to ENV 151 are in italicized text.*)

6. Students will be able to frame a theory about the relationship between individuals and modern society. *In ENV 151, this theory is the Doughnut Model of sustainability.*

7. Students will be able to articulate an argument based on theory and empirical evidence regarding the modern world. *In ENV 151, we'll talk about the Planetary Boundaries concept of a "safe operating space for humanity" (Steffen et al. 2015), and the scientific argument that the Earth has entered a new geologic era scientists call the "Anthropocene" (textbook: Vince 2014).*
8. Students will be able to reflect, in writing, upon their role in the modern world, including their relationship to their own and/or other communities. *In ENV 151, this learning outcome will be met via the Impact Project and Powerful Conversations activities.*

## COURSE MATERIALS

### Required Book:

The required book for this class is the popular science book *Adventures in the Anthropocene*, written by Gaia Vince, the former editor of the scientific journal *Nature Climate Change*. Vince writes a very readable, yet scientifically backed, synthesis of modern sustainability science and our future on the planet. The book is available on Amazon for ~\$12.00 ([www.amazon.com/Adventures-Anthropocene-Journey-Heart-Planet/dp/1571313583](http://www.amazon.com/Adventures-Anthropocene-Journey-Heart-Planet/dp/1571313583)).

Vince, Gaia (2014). *Adventures in the Anthropocene: A Journey to the Heart of the Planet We Made*. Milkweed Editions, Minneapolis, Minnesota. 436 pp.

### Additional Required Readings/Videos/Web Content:

In addition to the book, a variety of content from scientific literature and the internet will be assigned. We will read selections from primary and secondary scientific literature, popular science articles, relevant news items, short instructional videos from YouTube, TED talks, infographics, and more. *All reading assignments and course content will be posted for each week on D2L, which you should consult exclusively for required content and assignments. I expect that you will have read and watched all assigned materials before coming to class.* See the modules for each day of class on D2L in Content >> Course Topics.

### What's in the News?

In addition to the textbook and assigned readings/videos, as you peruse social media and the internet during the quarter, keep your eye out for sustainability news. In particular, **subscribe to *The Daily Climate*** ([www.dailyclimate.org](http://www.dailyclimate.org)), a daily news blast that collates sustainability and climate-related news stories from around the web. You may post interesting stories you find to the What's In The News? Discussion forum on D2L, and I may periodically ask you what you're reading during class.

### Desire2Learn - D2L:

All course materials will be posted to D2L, and all assignments will be turned in via D2L Dropbox. I will send class-related emails via D2L so make sure your email address is updated in the system. Inside D2L Content, there are a number of sections:

- Syllabus: Contains a copy of this syllabus
- What's In The News? Contains links to news sources and a Discussion Forum for news posting

- **Assignments:** Contains a module with information for each assignment (see Course Evaluation section below)
- **Course Topics:** A list of assigned readings, videos, and other web content, as well as associated assignments

*Note that all documents turned in via D2L Dropbox should be in PDF or Microsoft Word form only. If I cannot open or read your file, I will not grade it and you will get a zero. If you need help converting from another word processor program (e.g., Pages, Google Docs) to PDF format, please let me know; I'm happy to assist.*

## COURSE EVALUATION & ASSIGNMENTS

### Final Grade:

Your final grade in the course will be based on the following. There is no in-class final exam. *No extra credit is available.*

ITEM	Points
<b>Warm-Ups &amp; In-Class Participation</b>	190
<b>Impact Project – Weeks 2-4</b>	90
<b>Powerful Conversations</b>	60
<b>Discussion Leadership</b>	50
<b>Scientific Article Summaries – x2, 60 pts each</b>	120
<b>DearTomorrow Letter</b>	40
<b>Individual Project</b>	250
<b>Final Essay</b>	150
<b>Course Reflection</b>	50
<b>TOTAL</b>	1000

### Point Scale:

The following point scale will be used to assign letter grades: A (92%-100%), A- (90%-91.9%), B+ (88%-89.9%), B (82%-87.9%), B- (80%-81.9%), C+ (78%-79.9%), C (72%-77.9%), C- (70%-71.9%), D (60%-69.9%), and F (0%-59.9%).

### Warm-Ups & In-Class Participation:

Your attendance and participation in class is crucial. Class time will always involve your active participation in class discussion about the readings/videos, activities in pairs and small groups, and other active learning exercises. Occasionally, I will collect work completed during class to assess our progress as a class. This work will be graded based on completion. If you miss a class, be sure to check in with me or a classmate to see what you miss and how to make-up the work.

To help us all come prepared for class, I assign **Warm-Ups**. Warm-ups are short, pre-class assignments related to the assigned texts for the week or to planned class activities, designed to take ~15 minutes to complete after reading articles and watching videos. Warm-ups are graded based not on correct or incorrect responses, but on the level of effort and thoughtfulness

indicated by your responses, and whether or not you've completed reading and watching the assigned content. *There will be no more than one (1) Warm-up per week, **due the morning of class at 11:00 am via D2L.*** This gives me a chance to look at all student responses before class on Tuesday and Thursday evenings. *No late Warm-Ups will be accepted, unless you've negotiated an alternate time with me individually.* Warm-ups will be completed via D2L, and will be available about a week before they are due. All Warm-Ups are posted on D2L in [Content >> Course Topics](#) for the topic with which they are associated.

**Impact Project:** 90 points for thrice weekly discussion posts during Weeks 2, 3 and 4

The Impact Project is a three-week exercise for you to reduce your impact on the environment by changing the way in which you live from day-to-day and talking with those around you about these changes. The lifestyle changes aren't too difficult, but they are significant, and if you talk with those around you about your choices, you have the opportunity to multiply the impact of your own actions several-fold.

**You will be able to choose three (3) different ways in which you are interested in changing your habits.** The possible categories are: (1) Trash, (2) Electricity/Water, (3) Transportation, (4) Food, or (5) Create your own category. For each category, the "rules" are defined on D2L.

**Each, week, you will select "project days" during which you will take actions to change your lifestyle in one or more of your chosen three (3) categories.** During the first week of the Impact Project (Week 3 of the quarter), you'll take actions in each of your three (3) categories for two (2) days per category. You can pick which days will count as your project days. You can spread out your project days any way it works best for you. For instance, if you've chosen Electricity/Water, Trash, and Food, you might decide to take action for all three (3) categories on Tuesday and Thursday. Alternatively, you might decide to spread out your activities in each category over different days in the week. (See D2L for additional detail and explanation.) During each subsequent week of the Impact Project, you'll increase the frequency of your project days from 2 project days per category per week, to 3, to 4.

**Evaluation - Impact Discussion Posts:** You will keep track of your activities in the Impact Project by posting in the Impact Discussion Forum (accessible via the Discussion tab above or the link in [Content >> Assignments >> Impact Project](#)). *You should post THREE TIMES each week, in response to each of the prompts (topic threads) posed by the instructor for that week.*

For each prompt, your prompt response is worth 10 points. Forum post responses will be graded on sufficiency of details and effort. Sufficient posts are about a paragraph in length (4-5 sentences). They should demonstrate the effort you make to complete the project requirements, are honest and sincere in demonstrating that you have stuck to the "rules" of each project category, have adequate detail about actions taken during the week, demonstrate creativity in achieving all of the project's requirements, and are reflective (about difficulties encountered, others impacted, etc.). **Respond by Sunday at midnight of each week for full credit. No credit will be given for late posts.**

More information on project categories, posting to discussion forums (as well as an alternative paper writing assignment, should you believe that lifestyle changes required for the Impact Project might negatively affect your health, happiness, and wellbeing in any way, or if they conflict with your religious or philosophical beliefs) are available on D2L: [Content >> Assignments >> Impact Project](#).

**Powerful Conversations:** 60 points

DUE DATE: \_\_\_\_\_

Powerful Conversations are our opportunity to discuss sustainable change with those around us and - we hope - actually make a difference. During class in Weeks 3/4, we'll complete a 3-part series of activities that will help prepare you to have a difficult but Powerful Conversation with someone close to you. Parts 1 and 2 will be completed and submitted during class. Part 3 will be completed outside of class and submitted via D2L Dropbox. Part 3 is due at the latest at the beginning of Week 9, but I recommend have your conversation and complete the assignment as soon as possible.

More information will be provided during class and on D2L: Content >> Assignments >> Powerful Conversations

**Discussion Leadership:** 50 points, due dates vary

MY DISCUSSION DATE: \_\_\_\_\_

Each day that one of the chapters from Vince (2014) *Adventures in the Anthropocene* is assigned, we will have a small group of 2-3 students lead the class in a short, ~15-20-minute discussion on this chapter. Once during the quarter, you will be assigned to a small group to lead discussion. As a group, you are expected to generate at least 5 discussion questions and lead the class through a thoughtful discussion on this chapter. Discussion questions should be uploaded via the D2L Group Dropbox before 7 pm on the day your group leads discussion. Only one individual per group needs to upload the group's final list of discussion questions. **The schedule of discussion leaders as well as tips for leading class discussion are on D2L:** Content >> Assignments >> Discussion Leadership

**Scientific Article Summaries:** x 2, 60 points each

DUE DATES: \_\_\_\_\_

Reading and being able to understand scientific articles is an important skill for scientists and the general public alike, and relates to the sustainability communication learning outcomes of this course. During the course of the quarter, you will summarize two (2) different scientific articles in approximately 400 words. Everyone will write Article Summary # 1 on the same scientific article (West et al. 2014) assigned during our Food unit in Week 7; students may choose an article to summarize for Summary # 2 as explained on D2L.

**Reading the Article:** After you've selected an article, you should read it closely (read it again, if it's one of the ones assigned for class). You're looking for what the key points are in the article, what the authors main conclusions are, what their main take-home message for readers is. Also note what evidence (in words or numbers) the authors use to back up their main conclusions. If there are any key terms or words used frequently throughout the article that should be defined in your summary, keep track of these. Make note of any key figures or tables that also might be worth summarizing in words. If you're having trouble reading scientific articles, or any of the material in this course, I have provided on D2L a document with "Tips for Reading Scientific Articles" that you might find useful.

**Writing the Summary:** The summary of the article you read should be brief - approximately 400 words, give or take a few words (try to get as close as you can to 400 words exactly). You're aiming to summarize the key points of the article, their main argument, the evidence they provide to back up their main point. Your summary should be succinct, yet provide sufficient detail about the content of the article that I'm not forced to go back and read the article myself to understand it's main points. Be specific, yet not redundant. *Above all, you should not use*

*ANY quotations from the article. If you use quotations, you will get a 0 and have to re-write the summary.* I recommend seeing DePaul’s Writing Center, or I am happy to work with you on a draft summary.

The Citations document on D2L documents how to properly cite the article you choose. There is no need for in-text citations since your summary only has as its source the single article being summarized; however, you should provide a full citation at the top of the page before the text of your 400-word summary.

A rubric and additional documentation is available on D2L: Content >> Assignments >> Scientific Article Summaries

**DearTomorrow Letter:** 40 pts

DUE DATE: \_\_\_\_\_

**Write a letter to your future children, or to future generations in general** (think: your friends' current or future children, nieces/nephews, *etc.*), **telling them what you're thinking about regarding climate change, our planet's future, and their future.** You might start off by thinking about some of the questions outlined in the template letter on the DearTomorrow website, *but your final letter should be your own, and revised significantly from this template.* A good example message is linked on D2L. (And, if you click through some of the letters on their website, you might notice some familiar names for letters authored by your DePaul peers during previous quarters.)

Upload your completed DearTomorrow letter at the D2L Dropbox, and also submit via the submission section of the DearTomorrow website, and include a link to the published version of your submission in your D2L submission. *Note that it is up to you whether to publish your letter anonymously in the Archive and Website of the DearTomorrow site, or whether to include a picture of yourself, something else meaningful, or not at all.* **IMPORTANT: It takes a few days for your DearTomorrow letter to become live on their website, so please allow adequate time to receive a link from the website and submit your assignment on time.**

**Individual Project:** 250 points

DUE DATES: \_\_\_\_\_

The Individual Project will give you a chance to investigate a particular topic, issue, or problem related to sustainability, as well as find sustainable solutions for the issue. You will be challenged to examine your topic from all angles within the “safe and just operating space” - that is, in consideration of *all 9 planetary boundaries* (Steffen et al. 2015) and *all 11 social foundations* (Raworth 2012).

**Project Topic:** First, you will need to pick a specific sustainability topic or issue to investigate through your special project. This could be any aspect of sustainability you are interested in and something for which you will be able to investigate the specific sustainability problems and solutions that are related to this topic. You should pick something specific - i.e., something like “food deserts in large U.S. cities like Chicago” instead of “food security,” something like “tropical storm events and coastal cities in the future” instead of “climate change.” **On Tuesday April 25,** we’ll workshop our topics for a short time during class, so bring a first draft of a short paragraph project description to class. You should submit your finalized project topic and proposed final product format (see below) to the Dropbox on by 7 pm the following day.

**Worksheets:** As part of the project, there will be two worksheets that will allow you an opportunity to explore how the planetary boundaries and social foundations frameworks can be operationalized for your specific topic. These worksheets will help guide your thinking as you develop your final product and the worksheet content should be incorporated and acknowledged in your final product.

**Final Product:** Your final product may take the form of any type of media. *Regardless of the topic or final product form, your project must demonstrate an awareness of the important issues in sustainability, including an understanding of course material, key terms, and central ideas discussed in class.* This should include discussion of why your topic is of concern from a sustainability perspective, as well as identifying sustainable solutions that stay within the biophysical limits of the system, and meeting social foundations as appropriate.

You are urged to plan projects that result in an activity or product accessible to people outside of this class (i.e., a general audience of varying degrees of familiarity with sustainability issues, within the DePaul community or outside) or one that results in a product of aesthetic or utilitarian value of benefit to others.

The Final Product is *due in hard copy form in class and on D2L Dropbox before class on Tuesday of Week 8*, during which you'll share in ~2 min each the most interesting things you learned.

**Evaluation:** It is difficult to specify the criteria to be used in evaluating these projects. Certainly, depth of analysis, originality, application of course ideas/concepts/terms/materials, clarity of discussion, and technical/mechanical quality will be used in judging these projects, but slightly different standards and criteria may apply to different mediums of expression. Please feel free to turn in anything and everything that will give me a clear and comprehensive sense of what you did.

More details and guidelines, including example project descriptions and the Final Product rubric, are on D2L in Content >> Assignments >> Individual Project.

**Final Essay:** 150 points

DUE DATE: \_\_\_\_\_

Your final assessment in this class will be a 1,000-1,500-word essay on an instructor-provided prompt that will ask you to integrate material from the entire quarter. The topic is "cautious optimism. This essay will be due at the end of final exam period for this class. *We will not meet as a class during finals week.* All notes, worksheets, articles, textbooks, website, videos, etc., from this course are available to you as you complete the essay. You are not required to do any research outside of the material assigned for class. In fact, you should generally avoid consulting the internet at large.

**Prompt:** "Cautious Optimism for Global Sustainability"

We've learned about sustainability on a global level through several lenses and in several contexts: We started learning about the field of "sustainability science" and how it is **transdisciplinary** (as in, encompassing both the research and practice of many different disciplines or fields of study). We looked to the Stockholm Resilience Institute's **planetary boundaries framework** (Steffen et al. 2015) and Oxfam's "**doughnut model**" (Raworth 2012) for guidance on how to make the "3 E's" (environment, economy, equity) of sustainability much more specific. We learned about the concept of the **Anthropocene** and how the Earth and humanity have possibly entered a new geologic epoch as a result of human activities and

impact on the planet. We examined global **population** changes over the past several hundred years, what's driving changes in **birth rates** and **death rates** across the world, and what **global carrying capacity** might be for Planet Earth. And we learned about the global "treadmill" of **consumption** that is the **market or materials economy**, as well as the sustainability of the global **food and agriculture** system. And finally, we talked about global attempts to solve **climate change** via the United Nation's December 2015 **Paris Accords** (aka, Paris Agreement), and the related 2015 **U.N. Sustainable Development Goals**.

In the context of these global developments in sustainability, **write a short, well-cited reflective essay about why we should be cautiously hopeful that global sustainability is possible.**\* Please use citations to appropriate readings, videos, or other course materials.

*\*Note: Yes, I am forcing you to answer this question from an optimistic, hopeful perspective, meaning that you should not cop out and say that you believe in fact we should not be hopeful (even if this is how you feel). We are emphasizing in the final weeks of this class how we can transform our understanding of sustainability issues (and any feelings of being overwhelmed at the size and scope of the problem) into energy for hope an action. :-)*

**Citations:** Your essay should make ample use of literature and other materials from class. *You may not use quotations from articles for any reason.* Please always paraphrase, and use your own words. For an article with only one author cite parenthetically at the end of a sentence, for example (Vince 2014). For articles with 3 or more authors, use et al. before the year, for example (Steffen et al. 2015). For TED Talks, cite the author and year (e.g., Gore 2016). For non-TED Talk videos, cite the name of the video ("The Story of Stuff"). For websites, cite the entire URL in parentheses at the end of the sentence ([www.google.com](http://www.google.com)). *You MUST include a Literature Cited list at the end of your essay.* See the Citations document on D2L for details on how to properly cite sources and please see me with any questions.

**Evaluation:** I will evaluate your essay based on the connectedness to course content, use of specific evidence, articulation of a coherent argument, and overall thoughtfulness.

- **Connections to material:** how well your essay is connected to the ideas from the readings, videos that were developed during class discussion time;
- **Use of evidence:** the extent to which your essay makes use of specific evidence (i.e., facts/ data, examples) from articles, videos class discussion, etc.;
- **Articulation of argument:** as you probably know by now, there aren't a lot of absolutes (beyond the 9 planetary boundaries) in sustainability science, so other than correct use of key terms and articulation of ideas, your essay will be evaluated based on how convincing you are; and,
- **Thoughtfulness:** the essay should demonstrate thoughtful consideration of strengths and weaknesses, gaps, connections across ideas, and overall demonstrate systems thinking.

As a general rule, I am more interested in your judicious use of space (words) and in choosing the important points worth of mention, than that your answers are all-inclusive and comprehensive of everything you could possibly mention. You should stay within the 1,500-word count maximum.

**Course Reflection:** 50 points

DUE DATE: \_\_\_\_\_

The course reflection is a 300-word reflection of your experiences in this course, reflecting on your personal growth and change as a consumer of sustainability information. Choose one (1) of the questions listed below and respond and reflect.

1. How has your personal conception or definition of what “sustainability” means changed through the course? What particular pieces (readings, videos, assignments, discussion topics, etc.) of the course contributed to this change? You might find it useful to document what you thought about sustainability before entering this course.
2. What are some specific skills or information from this class that you think you will use in the future (either in a future class or a job)? Explain the skill/information how you think it may be of use.
3. What is missing from this class? If you could go back and add something, what would it be? Please accompany your answer with any suggestions of specific readings, videos, activities, you think would be useful for future students in ENV 151.
4. What will you take home (or have you already taken) from this class and share with your friends, family, relatives, etc.?

More information on D2L in Content >> Assignments >> Course Reflection.

### **Late Assignments**

Late assignments will likely be accepted *if you notify me in writing in advance of the due date*. Typically, I am willing to negotiate extensions with students who ask courteously and respectfully.

## **ADDITIONAL CLASSROOM POLICIES**

### **Minimum Technology Policy:**

Because participation and engagement with one another is so important, I prefer not to have any technology – laptops, tablets, phones, etc. - in the classroom (unless I specifically ask you in advance to bring an internet-enabled device to class).

### **Here’s why:**

Studies have shown that allowing technology in the classroom is distracting and results in decreased student learning. Although we may think we are effectively “multitasking” when you’re simultaneously using multiple applications on our computers (or when you’re listening to class discussion and checking your email), you cannot truly do more than one thing at once. At best, “multitasking” results in what is called “fast switching,” or rapidly moving between separate activities, where at any instant all of your brain is only focused on one of the activities. Take it from Adam Gazzaley, MD, Ph.D., a professor of neuroscience at University of California, San Francisco (from his TED talk, [www.youtube.com/watch?v=tiANn5PZ4BI](http://www.youtube.com/watch?v=tiANn5PZ4BI)):

*“With each switch, there is a time delay, and this leads to a cost and an impact on performance. You do not do two things as well as you do one thing, if you switch back and forth between them.”*

Technology is a type of distraction and interference that impairs long-term and short-term memory, and, ultimately, learning. *For these reasons and others, technology – computers/laptops, tablets, cell phones, etc. – are discouraged in the classroom* when not specifically asked for. With these distractions at a minimum, we will be able to more fully engage in the class, with each other and with the readings in class discussions and activities.

### **Email Etiquette:**

I would prefer that you use email communication for all class business. This way, we all have a record of communications (and so I will remember when I agreed to meet with you, etc.!). Please practice the following email etiquette, which you might find useful not just in this class, but in all your email communications.

- Use a short but descriptive subject line. *Something more than just “ENV 151” is crucial.*
- Continue conversations about the same topic or question in the same email thread by *replying* to the email rather than creating a new message.
- Emails should be as brief as possible but also include sufficient information for me to know what you’re asking.
- See [emailcharter.org](http://emailcharter.org) for more suggestions on email etiquette to help keep our inboxes manageable.

### **Online Teaching Evaluations:**

Instructor and course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As students, you are in the unique position to view the instructor over time. Your comments about what works and what doesn't can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors’ peers may also be helpful, but evaluation results based on high response rates may be statistically reliable. As you experience this course and material, think about how your learning is impacted.

Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue – the quality of teaching at DePaul. *Don't miss this opportunity to provide feedback.*

### **Academic Integrity:**

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university’s academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit Academic Integrity at DePaul University ([academicintegrity.depaul.edu](http://academicintegrity.depaul.edu)) for further details.

**Students with Disabilities:**

Students seeking disability-related accommodations are required to register with DePaul’s Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations:

- Loop Campus – Lewis Center #1420 – (312) 362-8002
- Lincoln Park Campus – Student Center #370 – (773) 325-1677

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use in this course. This is best done early in the quarter and our conversation will remain confidential.

**Writing Center:**

I strongly recommend you make use of the Writing Center throughout your time at DePaul. The Writing Center provides free peer writing tutoring for DePaul students, faculty, staff, and alumni. Tutors work with writers at all stages of the writing process, from invention to revision, and they are trained to identify recurring issues in your writing as well as address any specific questions or areas that you want to talk about. Visit [www.depaul.edu/writing](http://www.depaul.edu/writing) for more information.

**Dean of Students Office:**

The Dean of Students Office (DOS) helps students in navigating the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises. Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals, support students both in and outside of the classroom. Additionally, they have resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. The Office is committed to your success as a DePaul student. Please feel free to contact them at [studentaffairs.depaul.edu/dos](http://studentaffairs.depaul.edu/dos).