

Course Guide
Green SUA:
Building a Certified Sustainable Campus
(LRNCLSTR 200.22) Winter 2017

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A. **Class Meetings** Pauling 439 Monday to Friday 10:00 am to 1:00 pm or as scheduled

B. **What is Campus Sustainability?**

Sustainability is the capacity to endure. In contemporary usage, sustainability may be defined as meeting the economic, environmental, and social needs of the present, without compromising the ability of future generations to meet their own needs. Campus sustainability is the ability of university or college campuses to conduct their operations: instructing, feeding, and housing students, in a manner that promotes the long-term economic, environmental, and social sustainability of the earth and humanity, the societies of which they are a part, and of themselves. In this course, you will assess SUA's present and future sustainability activities using independently-developed assessment standards.

C. **What are the Course Learning Objectives?**

At the conclusion of the course, you should:

- understand and be able to describe in speech and writing the fundamentals of campus sustainability.
- be able to describe and discuss the past and present sustainability activities of SUA.
- be able to evaluate SUA's sustainability activities relative to other universities and relative to the STARS campus sustainability assessment tool.
- have developed a deep understanding of an area of campus sustainability of your choice through a block-length project analyzing SUA's sustainability activities and making proposals for future development.

D. **How to Get in Touch With Me:**

Stop by any time, to talk about class, your studies, careers, or any other subject.

Professor: Dr. Robert Hamersley

Email: rhamersley@soka.edu

Phone: 949 480 4409

Web page: http://www.soka.edu/about_soka/staff/Faculty-Full-Time/M-Robert-Hamersley.aspx

Office: Pauling 436

Laboratory: Pauling 316B

Class Times:

Monday to Friday, 9:00-12:00, or as scheduled

Classroom: Pauling 439

Office hours: I am usually available to meet with at least 24-hours' notice after class every day from about 1:00 to 4:00.

E. **What Books and Materials will be Required?**

Brightspace Class Site (soka.brightspace.com): This is where you will find the Course Guide, Course Calendar, reading assignments, and other course resources.

F. How will the Course be Graded?

Overview

- You must become very familiar with this Course Guide in order to succeed in this course.
- There are strict attendance and tardiness rules which you must follow.
- You will have to do independent, self-motivated work to perform at the “A” level.
- All work you do for this course must meet high academic standards as described in this Guide.
- Success in this course will require significant work outside of class meeting hours.

Grading System

	Points	Total
Reflective Portfolio		80
Learning plan	5	
Field Trips	10	
Assigned Readings	15	
Independent Readings	10	
Individual Project	30	
Final Reflection	10	
Instructor Evaluation (Participation and Effort)		20
Total		100

Your final grade will be determined by adding up all of your scores and dividing by 100 (see Grade Scale below).

Grade Scale

Percentage	Letter Grade	Grade Points	Description
90-100%	A	4.0	Outstanding
85-89%	A-	3.7	Excellent
80-84%	B+	3.3	Superior
75-79%	B	3.0	Very Good
70-74%	B-	2.7	Good
65-69%	C+	2.0	Satisfactory
60-64%	C	1.7	Acceptable
55-59%	C-	1.3	Just Acceptable
50-54%	D	1.0	Marginal
<50%	F	0.0	No Pass

G. How will the Course be Taught?

During class, we will explore the subject of campus sustainability through field trips, lectures, discussions of readings, presentations of progress on individual projects. Homework will consist of reading and writing assignments, research, and self-guided learning. Your work in the course will be evaluated primarily through your “*Reflective Portfolio*”, which you will use to plan and document your learning efforts and their results over the course of the Learning Cluster.

Reflective Portfolio

The **Portfolio** will be your record of your learning activities during this course. It will form the basis for the assignment of grades, and allow you to plan and carry out your own learning and reflect on how well you have succeeded. Your **Portfolio** should be a record you can be proud of. It represents your own learning efforts and accomplishments, both in and after class. The grade of “A” will be only given for *outstanding* work. Meeting the minimum requirements of the **Portfolio** will be considered *satisfactory*, or “C” level work. Below you will find some suggestions for “A”-quality work. Be aware that simply completing these suggestions does not guarantee a grade of “A.”

Portfolio Format

- You will need a 1½ inch white binder with a clear pocket on the front cover. The front cover should be labeled in a large Times New Roman font with:

Reflective Portfolio
Green SUA
Learning Cluster YEAR
Your Name

The *spine* should be labeled with *your name* and the words: “**Learning Cluster YEAR Reflective Portfolio.**”

- All written work should conform to the *Guidelines for Written Work (Appendix A)*

Portfolio Structure

The portfolio will include the following 6 sections, which you should organize with labeled tabbed dividers. You can place the Course Guide and Calendar before the first tab.

A. **Learning Plan** (see Calendar for due date)

Your **Learning Plan** should be well-written and specific. It should chart out your learning goals within the framework of the course as laid out in this Course Guide. It should describe your proposed **Individual Project**. It will be between 25 and 75 lines (1 to 3 pages) long and written in a narrative (sentence and paragraph) form. You should describe:

- your overall learning goals at the start of the course,
- your proposal for your individual project (see *Section E*),
- how you plan to use the framework of the course and the 6 sections of your **Portfolio** to achieve your learning goals.

B. **Field Trips** (see Course Calendar. Due with **Portfolio**).

Basic Level:

This section will include your **Field Trip Assignments** (posted on **Brightspace**).

“A” Level:

Include, in addition to your **Field Trip Assignment** any or all of the following:

- Notes (may be handwritten) taken during field trip.
- Photographs from field trip (must have descriptive captions).

- c. Documentation (i.e. notes and/or reflections) of further independent reading on questions brought up by the field trip that interest you (see *Assigned Readings*, below, for suggestions on how to do this).

C. **Assigned Readings** (*complete according to the Course Calendar*)

Basic Level:

Before the date the **Reading Assignment** is due to be completed, read the assignment and document your learning in the following ways:

- a. Begin with a bibliographic reference to the reading using Council of Science Editors (CSE) citation style (see the attached *Guide to CSE Referencing [Appendix C]*).
- b. Write a 1 to 2 page summary of the reading and your reflections on it (see *Appendix A*).

“A” level:

- a. Include an outline of the reading. Prepare outline *before* writing your summary and reflection (see the attached *Guide to Outlining [Appendix B]*).
- b. Include a vocabulary list with definitions.

Be sure to organize these sections carefully so that it is clear which reading you are documenting.

D. **Independent Readings** (*due with **Portfolio***)

You should select 3 to 6 additional readings related to sustainability in general, or university sustainability. Save readings directly related to your **Individual Project** for Section E. Readings should:

- a. be scholarly in nature (i.e. no personal web pages, news, or popular periodicals),
- b. have identified authors (persons or institutions),
- c. be in Adobe pdf format,
- d. be found in the library, the **Brightspace** class site, on the internet, or via a database. Ask a librarian or your instructor for advice if you are unfamiliar with searching or reading academic or scholarly literature.

You may document your learning in the same way as for the **Assigned Readings**.

Be sure to organize these sections carefully so that it is clear which reading you are documenting.

E. **Individual Project** (*due with **Portfolio**. See Course Calendar*)

The class will be divided in to four teams, one for each of the STARS campus sustainability assessment framework credit categories. Within that category, each student will choose one or more credits of interest to them. Describe your proposed project in your **Learning Plan** (see Calendar for due date.)

The completed **Individual Project** is due with the notebook (see Calendar for due date.)

Teams should consider how they want to present their work at the Learning Cluster Fair (see Calendar.)

Your written project should include the following four components:

1. A description of the scope of your project. Describe the credit(s) are you are examining? Why are these important? (25 to 75 lines)
2. A description of SUA's past and present sustainability activities related to your credit(s). (25 to 75 lines)
3. A description of the activities other universities are engaging in. (50 to 100 lines)
4. A proposal aimed at SUA's attainment of the Silver level of STARS certification. (25 to 75 lines)

Resources and references for your **Project**:

Required:

1. Read 5 or more readings or references that are directly related to your topic. Choose sources and document your reading as described above under **Assigned Readings**.

Should include some or all:

2. Records of postings in AASHE or other discussion boards or blogs relating to your topic.
3. Records of interviews or email correspondence with SUA staff or faculty.
4. Photographs (must have numbered [Figure 1, Figure 2, etc.] descriptive captions, and be cited and discussed in your **Project** text.
5. Databases.

- G. **Final Reflection** – A 2 to 4-page (50 to 100 lines) narrative evaluation of your progress through the course including statements addressing all of the following:
- a. How did your learning goals change during the course from your initial *Learning Plan*?
 - b. Which original and new goals did you meet and how did you demonstrate that you met them?
 - c. Which goals did you not meet and why?
 - d. Describe three things that you learned in this class that you expect will be valuable for you in the future.
 - e. Final Summary: Summarize the work you produced for this class. Give your honest assessment of both your *efforts* and your *accomplishments*. What did you do well and what did you not do well? What and where could you have improved? What would you do different in a class of this nature in the future?

H. What are the Standards of Responsibility?

You are responsible for knowing and understanding all of the material in the Course Guide and Calendar.

Attendance and Tardiness:

Both **attendance** and **punctuality** are **required** for this course. You can miss up to **four hours** of class during the semester without penalty. However, each additional two hours you miss **for any reason** may result in the **loss of 5%** from your course grade.

At my discretion, I will excuse students with planned sports or other events, providing notice is given to me in advance and a plan made for how to make up lost work. I will also excuse absences for medical emergencies. However, excessive absences for any reason will affect your course grade, potentially causing you to fail the course. To qualify for an excused absence you must:

1. for each sports other planned event absence, provide written evidence of the event, and obtain my permission for absence at least one week in advance.
2. provide me a copy of the nurse's note explaining that you were not able to attend class, or arrange to have a note sent to me from a medical doctor on letterhead *within two weeks*
3. for planned absences of more than one consecutive class periods, **apply to the Dean of Students for a Leave of Absence**.
4. make up for missed class time according my direction.
5. have a record of otherwise responsible attendance behavior.

It is your responsibility to get any required notes or documentation. I will not ask you for them. I will simply deduct points from your grade.

Being late means entering the classroom after the scheduled or agreed meeting time. Arriving late to class or returning late from breaks twice counts as one absence (2 hours). After you have used your combined allowance of absences and late arrivals, I will deduct 2.5% from your final grade for each additional time you are late.

If you do miss class for any reason, including sleeping in, you can demonstrate responsibility by **emailing me immediately** with an explanation. I will treat you fairly if you behave responsibly. But I reserve the right to make my own decisions about your attendance patterns.

Late Assignments:

Assignments must be turned in at the beginning of class (see Course Calendar for due dates.) 10% will be deducted for each 24 hours or portion thereof for a late assignment. I will only excuse late assignments for the reasons listed under Attendance. **Portfolios** or notebooks must be submitted on time or will receive a grade of zero. You are expected to keep up to date with your Portfolio and to bring it to each class. I will begin to inspect portfolios and give feedback after the date indicated in the Calendar.

Academic Honesty:

Everyone, both professors and students, is bound by the SUA code of academic honesty. This code is described in the SUA Undergraduate Catalog. It is your responsibility to understand this code. Your future professional life depends on it. Academic dishonesty includes but is not limited to: plagiarism, misuse of source citations, submission of the same work in different courses, and cheating. I will treat any violations of this code **very seriously**. In most cases the minimum action I will take is to give you a failing grade for the assignment and to write a letter to the Dean of Students. I also have the option of issuing a failing grade for the entire course. SUA policy also provides penalties up to expulsion from the University.

Electronic Devices:

Electronic devices are not very useful during class time and are likely to be a source of distraction both for the user and for class mates. Laptops in particular form a sort of shield which isolates students from engagement with each other and the professor. I generally do not permit the use of electronic devices during lecture or discussion. Please turn all sound and vibration off on your device and put it out of sight and out of reach.

When electronic devices *are* approved for use during class, for example, for photography, data analysis or research, you must use them only for class work. If you are unable to resist using your electronic device inappropriately, you will have to put it out of reach.

Appendix A. Guide to Written Work

All written work submitted for this class must have the following characteristics:

1. It is word-processed
2. The title section of the first page should be single-spaced, right-justified and begin with:
 - a. The assignment title
 - b. Your full name (you can include your nickname in parentheses)
 - c. The date (month/day/year)
 - d. The course name and number (EOS 280 100)
3. Pages are stapled or bound together if submitting a paper copy
4. Pages are 8½" x 11" and have exactly 1" margins around text. Be careful when you number paragraphs! You can adjust margins when using outlines, but please minimize empty margin space.
5. 12-pt. Times New Roman font is used throughout
6. Paragraphs are indented by ½" and are left-justified
7. Answers to questions are numbered as in the assignment, and question text is not included
8. Lines are double-spaced
9. Pages are numbered on the lower center footer
10. Punctuation, spelling, and grammar meet college-level standards throughout

Grading:

- C. **Satisfactory** assignments (C level) must conform to the following guidelines:
 - a. Meet the requirements for written work described above.
 - b. Include A *minimum* of the specified lines of text, excluding titles, assignment questions, pictures, or extraneous material. 49 lines is not 50 lines!
 - c. Use complete and grammatical English sentences (not point form). Do not make lists unless instructed to do so.
 - d. Do not quote directly from sources.
 - e. Address the assignment prompt directly, completely and clearly.
 - f. Show some development of skills seen at the B level (next).
 - g. Assignments that do not meet requirements a. through d. may be returned for revision (late penalties apply).
- B. **Good** assignments (B level):
 - a. Meet all the requirements at the C level.
 - b. Are written in clear and grammatical English sentences.
 - c. Show evidence of careful reading and comprehension.
 - d. Use a range of credible and recent sources.
- A. **Outstanding** assignments (A-level): meet all of the requirements at the C level and show exceptional levels of development of the skills seen at the B level.

Appendix B: Guide to Outlining

An outline helps you read carefully, to understand what you read, and to summarize for later study. Outlines for course credit must have the following characteristics:

1. Contain at least three nested levels of organization, labeled A, B, C..., 1, 2, 3... a, b, c..., etc. In the example below from a chapter in the book Biogeochemistry, there are 4 nested levels of organization. What alphanumerics are used to label the fourth level?
2. Each level of organization must have at least two instances. For example, for every A, there must be at least a B., for every 1, there must be at least a 2., etc. If you can only think of one point to make under an entry, then make it within the entry, for example, instead of the following:

- A. *Pets*
 - 1. *Dogs*
 - a. *Descended from wolves*
 - 2. *Cats*
 - a. *Descended from wildcats*

You should write:

Pets (overall title of outline)

A. *Dogs - descended from wolves*

B. *Cats - descended from wildcats*

3. Each entry should be a *maximum* of two sentences. Single words or short phrases are often best.
4. Be specific. Make sure your entries contain clear information, not vague references.
5. Make sure your outline is labeled with clear bibliographic information to identify the reading you are outlining. Label also with your name and date.
6. Further tips:
 - a. Use the reading's subheadings to organize the first levels of organization in your outline.
 - b. Define unfamiliar words
 - c. Double-space lines
 - d. Entries should be directly related in subject to the entry within which they are nested.
 - e. In general, outlines might cover one page for every 5 pages of textbook text, or for every 2 pages of two-column text. Make your outline detailed enough to cover all of the important information, but not so detailed as to simply rewrite the entire reading. You should be *summarizing*.

Sample Outline

Schlesinger WH. 1997. *Biochemistry: An Analysis of Global Change*. San Diego: Academic. 588p.

A. Introduction: Why do we begin with the atmosphere?

1. Coevolved with life on earth
2. Changing as a result of human activities
3. Controls climate and environment
4. Well mixed so reflects changes in the entire biosphere

B. Structure and Circulation

1. Pressure:
 - a. The force of the column of air pressing down on the surface of the earth is a function of the mass of atmosphere above it.
 - b. Atmospheric pressure decreases logarithmically with altitude A, as approximated by the equation: $\log P = -0.06(A)$
 - c. Atmosphere is denser at lower altitude (Fig 3.1)
2. Solar radiation and heating
 - a. The atmosphere absorbs about half of the sun's radiation at particular wavelengths according to the absorption spectrum of the constituent gasses.
 - b. The surface of the earth absorbs sunlight and re-radiates short-wave radiation so the atmosphere is heated from the bottom. (Fig 3.2)
3. The troposphere
 - a. However, since warm air rises, the troposphere is well mixed.
 - b. Accounts for 80% of the atmosphere's mass
 - c. Extends to 10-15 km – defined by end of temperature drop (Fig 3.1)
 - d. Temperature at top is -60 °C
 - e. Mixing accounts for climate and global atmospheric circulation
 - f. Global circulation
 - (1) Warm moist air rises at equator, circulates away from equator.
 - (2) As it rises, it cools, water condenses, causing precipitation.

Appendix C: Guide to Council of Science Editors [CSE] Referencing Style (name-year system)

Referencing in writing has two distinct purposes. The first is to acknowledge your sources. Unless you acknowledge the source of any information you use, you run the risk of representing the thoughts, ideas, or work of others as your own, which is plagiarism. The second is to allow readers to access your sources for their own research purposes, or to check the accuracy of your statements.

Citation: an abbreviated reference to a published work that is embedded within an intellectual work to indicate the source of facts, ideas, or quotations used in that work. Citations must uniquely identify complete bibliographic references within the list of references at the end of the work.

Name-year citations contain the last name of the author and the year of publication or access (for web pages) enclosed in parentheses, e.g. (Smith 2004).

1. For works with two authors, use both authors' names, e.g. (Smith and Wesson 2004).
2. For works with three or more authors, use the first author's name, followed by et al (the Latin abbreviation for *et alia* [and others]), e.g. (Smith et al 2004).
3. For multiple works published in the same use lower case letters to distinguish between the citations according to the order they are found in your reference list, e.g. Smith 2004a, Smith 2004b, etc.
4. In the case of an institutional author, you may cite using an acronym enclosed in brackets for institutions with long names, for example, AWRA for the American Water Resources Association, e.g. ([AWRA] 2011)

In-text citations occur within any sentence in your writing where that work has been used as a source.

1. Cite the source or sources of any statements you make in your writing at the end of the sentence in which they are found, but before the period, e.g. (Smith 2004).
2. In general, cite any information that is not common knowledge, for example, what might be found in a high-school-level textbook.
3. In a sentence with two or more distinct pieces of information (Wallace 2012), you may place in-text citations immediately in the sentence after the information, as in this sentence (Grommet 2010).
4. In some cases, more than one citation may be used to support a single statement, and so may appear within a single set of parentheses, thus: (Smith 2004; Wesson 2006). In these cases, place the citations in chronological order.
5. When more than one statement is made in sequential sentences within a paragraph that are all from a single source, you may place the citation after the first sentence, but do not have to place it after the following instances, as long as it is clear that the sentences follow a common theme or otherwise that is apparent that they have the same source.
6. In general, you should avoid basing entire paragraphs on single sources. By doing so, your writing may be insufficiently original to present as your own work. Paragraphs should have themes and cite at least two sources that relate to or support that theme.

Personal communications: Information that is based on unpublished communication (e.g. emails or conversations) may be cited using the full name of the person followed by the abbreviation “pers. comm.”, e.g. (John Smith, pers. comm.)

References: A list of the sources used in a work that are each identified by in-text citations. The reference list must provide enough information to enable a reader to find the work cited. References should not be used for works which are not publically available.

1. The reference list should be sorted alphabetically by the last name of the first author, then by the last name of the second author, etc.
2. Works published by the same authors should be sorted chronologically.
3. References should be double-spaced and the first line should overhang by ½”.
4. Institutional authors cited using acronyms should be sorted alphabetically by the acronym used (enclosed in brackets), followed by the full institutional name, e.g. [AWRA] American Water Resources Association.
5. Remember that just because you found something on the internet does not mean it is a “web page” or “internet resource.” In most cases, internet resources should be cited as one of the other categories. Avoid referencing sources found on the internet as web pages (see examples below). Ask your instructor or a librarian if you do not understand how to cite internet sources.
6. CSE referencing style is a specific way of organizing the bibliographic information in a consistent way. Pay close attention to the use of periods, capitalization, and italics in the examples given below. This is an important part of using the system correctly.
7. Different types of sources each have their own specific referencing format. Follow the examples below closely.

Book, single author:

Last Name Initials. Date. Title of Book. City: Publisher. Number of Pages.

Smith JA. 2004. Great Dogs of North America. Toronto: Dog Press. 214p.

Book, multiple authors:

Last Name Initials, Last Name Initials, Last Name Initials, Last Name Initials. Date. Title of Book. City: Publisher. Number of Pages.

Smith JA, Jones CP, Campbell DH, Hall E. 1999. Great Dogs of North America. Toronto: Dog Press. 358p.

When there are 11 or more authors, only the first 10 are listed, followed by “et al.”

Periodical or journal article, single author:

Last Name Initials. Date. Title of article. Title of Periodical volume number (issue number): page number range.

Smith JA. 2004. Unusual dogs of the world. Dogs for All 14 (2): 12-50.

Periodical names are written out in full. Do not use abbreviations.

Periodical or journal article, multiple authors:

Last Name Initials, Last Name Initials, Last Name Initials. Date. Title of article. Title of Periodical volume number (issue number): page number range.

Smith JA, Jones CP, Campbell DH. 2002. Unusual dogs of the world. *Dogs for All* 12 (3): 9-16.

When there are 11 or more authors, only the first 10 are listed, followed by “et al.”

Entire edited book:

Last Name Initials, editor. Date. Title of Book. City: Publisher. number of pages.

Smith JA, editor. 2004. *Great Dogs of North America*. Toronto: Dog Press. 214p.

Chapter in edited book:

Last Name Initials. Date. Title of Chapter. In: Initials Last Name, editor. Title of book. Edition. City: Publisher. page number range.

Smith JA. 1999. Dogs of Canada. In: Jones P, editor. *Everything You Wanted To Know About Dogs*. Toronto: Dog Press. p 25-37.

Technical report, institutional or government author (use this category for many internet resources that do not fall into other categories)

[Abbreviation] Name of Agency (including Country if government agency). Date. Title of Report. City: Publisher or Sponsoring organization. Report Number.

[NIH] National Institutes of Health (USA). 2005. Report of Infant Diabetes Study. Bethesda: NIH. #ID5847.

Abstract from conference proceedings:

Last name Initials. Date. Title [abstract]. In: Title of Conference Proceedings; Year Month days (of conference); Location of Conference. City: Publisher; page number. Abstract number.

Smith J A. 2002. Dog training [abstract]. In: 14th Annual Meeting of the Dog Lovers Association of America Proceedings; 2001 Apr 14-16; New York. Toronto: Dog press, 2002. p 28. Abstract #C17.

Thesis or dissertation:

Last Name Initials. Date. Title [type of publication]. City: institution granting degree; Date of degree. Number of pages.

Smith J. 2002. The digestive system of the Chihuahua [dissertation]. Toronto: University of Toronto. 134p.

Web page or other internet resource (these are sources that may not have identifiable authors, are formatted in html, or for other reasons do not fall into any of the preceding categories (use only when there is no other way to cite the article. You are unlikely to need to use this format, so please consult with me first!)

Last Name Initials (or Name of Agency). Date. Title of Document. Host [type of medium] (omit if same name of agency used as author). Available from: <URL>. Accessed year Month day.

Smith J A. 2005. Guide to All the Dogs of Canada. Dog Breeders Association [online]. Available from: <http://www.dogs.com/library>. Accessed 2006 January 17.