NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Canvas site for enrolled students and may be more current than this sample syllabus.

Course Name: Renewable Energy Policy
Course Number: PS 478 / 578
Credits: 4
Instructor name: Dr. Vijay A Satyal: Courtesy Adjunct Faculty, School of Public Policy
Instructor email: satyalv@oregonstate.edu
Instructor phone: 541-231-7473

Instructor Bio:
Vijay Satyal works as a Sr. Policy Analyst with Western Elec. Coordinating Council (WECC) in the Reliability Planning department and in this role, assist with/leads policy review of federal/state policy issues (or regulations) impacting WECC footprint. In his prior role with Oregon Dept. of Energy (6 years), Vijay conducted policy analyses of renewable energy technologies (performance and transmission planning), review of tax credit programs and served on Climate Change related state legislative initiatives (Oregon delegation to Western Climate Initiative (2008-2010)). Additional work experience includes 3 years with Virginia DEQ to conduct regulatory impact assessment of “air-water-waste” regulations.

Course Description
Gain broader understanding of basic science, markets and regulatory aspects to U.S. Energy Policy and adoption of renewable energy technologies in particular.

Communication
Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

Course Credits
This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

Technical Assistance
If you experience any errors or problems while in your online course, contact 24-7 Canvas Support via chat, phone, or e-mail through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.
Learning Resources
In addition to the course materials online, additional referenced materials should be available through OSU library services and/or copyright access. There is no specific book assigned for this class.

Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll ([OSU Bookstore Website](https://bookstore.oregonstate.edu) or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](https://ecampus.oregonstate.edu). For technical assistance, please visit [Ecampus Technical Help](https://ecampus.oregonstate.edu/technical-help).

Measurable Student Learning Outcomes
Participation in this class will provide you with:

- Familiarity with scientific terms and issues pertaining to energy.
- Understanding of the multi-dimensional role of energy-related products and services in our modern society.
- Ability to synthesize literature and articles involving U.S. energy policies and issues into condensed Memos called “Policy-Briefs”.
- Increased inter-personal communication skills through group project participation and interacting with stakeholders and experts on project of choice.
- Familiarity with major national and regional U.S. energy policies and trends involving the financing of renewable energy.

Verification of these learning outcomes will be accomplished using:

- Regular online group discussions on course modules and assigned reading materials
- Assignments
  - What's In the News?
  - Policy Briefs (5)
- Midterm Quiz
- Group Project

Bacc Core / Slash Course
- Slash Courses
  - PS 478 students would not be required to submit Policy Briefs whereas PS 578 students would be required to complete Policy Briefs.

Evaluation of Student Performance

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Discussions</td>
<td>25</td>
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<tr>
<td>Quizzes</td>
<td>25</td>
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<tr>
<td>Policy Briefs</td>
<td>50</td>
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<tr>
<td>Final Exam or Group Project</td>
<td>100</td>
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<tr>
<td>Total</td>
<td>200</td>
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Grading Scale
An A in this course is earned if a student earns 190-200 points; 180-189 would be a B; and so on… Note that this section will read differently for graded courses vs. those with a pass/fail grading scheme.

This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu    Email: ecampus@oregonstate.edu    Tel: 800-667-1465
## Course Content & Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignments</th>
<th>Learning Activities</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction- Renewable Energy Policy, U.S. Electric Grid &amp; Stability, Load Profiles and Latest Trends</td>
<td><a href="https://courses.ecampus.oregonstate.edu/ps478x/01a/">https://courses.ecampus.oregonstate.edu/ps478x/01a/</a></td>
<td>- Online discussion</td>
<td>First post due Wed., second and third posts due by end of week Policy Brief 1 Due:</td>
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<td><a href="https://courses.ecampus.oregonstate.edu/ps478x/01b/">https://courses.ecampus.oregonstate.edu/ps478x/01b/</a></td>
<td>- Policy Brief 1</td>
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<td><strong>Policy Brief # 1</strong> —“The end of Peak-Oil? Why this topic is still relevant despite recent denials?” – Ian Chapman. <em>Energy Policy</em> (64), 2014, 93-101.</td>
<td>- What’s In the News? # 1</td>
<td></td>
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<td><strong>General Reading Materials</strong> –</td>
<td></td>
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<td>- “Researchers Link Syrian Conflict to a Drought Made Worse by Climate Change” – NY Times: 11/22/2015.</td>
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<td>2</td>
<td>Renewable Energy Policy – Key Variables, Nexus of Environmental Economics and Energy Policy &amp; Historical perspective to Energy Policy</td>
<td><a href="https://courses.ecampus.oregonstate.edu/ps478x/02a/">https://courses.ecampus.oregonstate.edu/ps478x/02a/</a></td>
<td>- Online discussion</td>
<td>Policy Brief # 2 due by: What’s In the News # 2 Due:</td>
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<td><a href="https://courses.ecampus.oregonstate.edu/ps478x/02b/">https://courses.ecampus.oregonstate.edu/ps478x/02b/</a></td>
<td>- What’s In the News? # 2</td>
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<td><strong>General Reading materials</strong> –</td>
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<td>- “It’s getting hotter” – the Economist – 10/5/2015</td>
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<td>- “Clear thinking needed” – The Economist: 12/02/2015.</td>
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<td>3</td>
<td>Laws of Thermodynamics, Various services of the Economy &amp; Role of Prices</td>
<td><a href="https://courses.ecampus.oregonstate.edu/ps478x/03/">https://courses.ecampus.oregonstate.edu/ps478x/03/</a></td>
<td>- Online discussion</td>
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<td><strong>General Reading materials</strong> –</td>
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<td></td>
<td></td>
<td>- Renewable energy- “Puffs of Hope”- The Economist 08/01/2015 (Print ed.).</td>
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<tr>
<td>Week</td>
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| 4    | Group Project Discussion & Basic Concepts of Energy and Reliability Indicators | Group Project Outline and Discussion [https://courses.ecampus.oregonstate.edu/ps478x/04a/](https://courses.ecampus.oregonstate.edu/ps478x/04a/) | • Online discussion  
• Group Project-Phase 1 Outline  
• What’s In the News? # 3 | Phase 1 Outline due: |
| 5    | Fossil-Fuel Technologies: Coal Fired Electricity Generation          | [https://courses.ecampus.oregonstate.edu/ps478x/04b/](https://courses.ecampus.oregonstate.edu/ps478x/04b/)  
General Reading materials –  
• “Europe’s dirty secret: The Unwelcome renaissance” – Europe’s energy policy delivers the worst of all possible worlds. Economist – 10/06/2014 | • Online discussion  
• Midterm Quiz | Policy Brief # 3 due by: |
| 6    | Natural Gas – Uses, Supply, Types of Technologies and Distribution System | [https://courses.ecampus.oregonstate.edu/ps478x/04c/](https://courses.ecampus.oregonstate.edu/ps478x/04c/)  
[https://courses.ecampus.oregonstate.edu/ps478x/04d/](https://courses.ecampus.oregonstate.edu/ps478x/04d/)  
General Reading materials –  
• “An Energy Boom Lifts The Heartland – NY Times-09/08/2014”  
• “Big Oil Companies Try Their Hand at Shale Oil Again” WSJ-08/17/2016.  
• “Bounding the climate viability of natural gas as a bridge fuel to displace coal.” – Jake F. Energy Policy 2015(8). | • What’s In the News? # 4  
• Online discussion |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<th>Learning Activities</th>
<th>Due Dates</th>
</tr>
</thead>
</table>
**General Reading materials** –  
• Review Phase 1- Concept Paper  
• Quiz | Policy Brief # 4 due by: |
| 8    | Wind and Solar Energy | Recordings to be completed -  
**General Reading materials** –  
- “Solar-Power Fight Hits Home in Arizona” – Wall Street Journal – 07/31/2015. | • What’s In the News? # 5  
• Online discussion  
• Research Paper Peer Review | What’s In the News? # 5 Due by: |
| 9    | Geothermal & Biomass | Recordings to be completed  
**General Reading materials** –  
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Finals</td>
<td>Group Project Presentation</td>
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<td>Group Project Presentation</td>
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</tbody>
</table>

**Course Policies:**

**Discussion Participation**
Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our discussions on at least two different days each week, with your first post due no later than Wednesday evening, and your second and third posts due by the end of each week.

**Proctored Exams**
This course ideally desired that you take exams under the supervision of an approved proctor. However, I will waive that under the understanding that you will respect the honor code and take the exam within the time-constraint assigned for the Midterm quiz.

**Makeup Exams**
Makeup exams will be given only for missed exams excused in advance by the instructor. Excused absences will not be given for airline reservations, routine illness (colds, flu, stomach aches), or other common ailments. Excused absences will generally not be given after the absence has occurred, except under very unusual circumstances.

**Exam Time Limits**
Exams in this class are timed; if you exceed the time limit on an exam, you will be assessed a penalty of 10% for every five minute interval beyond the time limit.

**Incompletes**
Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.
Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials

All materials used in this course are accessible. If you require accommodations please contact Disability Access Services (DAS). Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct in this Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility. Student conduct is governed by the university’s policies, as explained in the Student Conduct Code.

Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.
b) It includes:

i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

iv) TAMPERING - altering or interfering with evaluation instruments or documents.

v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Tutoring

NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

OSU Student Evaluation of Teaching

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.