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 site for enrolled students and may be more current than this sample syllabus. Summer term courses may be accelerated – please check the Ecampus Schedule of Classes for more information.

GEO 300
Sustainability For The Common Good – 3 credits

COURSE CREDIT:
(3) This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
Upper-division standing.

COURSE DESCRIPTION:

GEO 300. SUSTAINABILITY FOR THE COMMON GOOD (3).
Geography of human relationships to earth’s systems with an emphasis on individual impacts and collective efforts to achieve environmental sustainability. Lec/rec.

Baccalaureate Core Course Attributes: Core, Synth, Global Issues, Sci/Tech/Soc, Liberal Arts Social Core

CONTACT INFORMATION:
For more information, contact: MELINDA JENSEN, 104 WLKN, 541-737-1238.

Sample syllabi may not have the most up-to-date information. For accuracy, please check the ECampus Schedule of Classes to see the most current instructor information. You can search for contact information by name from the OSU Home Page.

LEARNING RESOURCES:
There is no textbook required for this course. Weekly readings and web videos will be posted on Canvas.

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.
COURSE SPECIFIC MEASURABLE STUDENT LEARNING OUTCOMES:

This course is designed to familiarize you with the biological, ecological, physical, economic, and socio-cultural factors which impact our lives on this planet. We trace the foundational principles of science through ecosystems and climate change to evaluate contemporary global environmental challenges and efforts to sustainably solve them. Our individual carbon footprint and global impact are addressed and ideas of sustainability introduced and reviewed. By the end of this course, the student should have an advanced understanding of environmental challenges, global efforts to reduce them, and a keen awareness of how and why one should live sustainably.

- Learn to Rethink personal impacts upon Earth's resource
- Learn how to make life style changes to reduce personal impact
- Learn how to engage in community service
- Learn how to assimilate lecture material and respond immediately
- Learn how to use critical thinking techniques to synthesize information

Successful completion of this course fulfills OSU's Baccalaureate Core course requirements for Core, Synth, Global Issues; Core, Synth, Sci/Tech/Society and Liberal Arts Core.

Oregon State University has the following learning outcomes in the Synthesis Baccalaureate Core category:

**Contemporary Global Issues**
1. Analyze the origins, historical contexts, and implications of contemporary global issues.
2. Explain the complex nature and interdependence of contemporary global issues using a multi-disciplinary approach.
3. Articulate in writing a critical perspective on contemporary global issues using evidence as support.

**Science, Technology, and Society**
1. Analyze relationships among science, technology, and society using critical perspectives or examples from historical, political, or economic disciplines.
2. Analyze the role of science and technology in shaping diverse fields of study over time.
3. Articulate in writing a critical perspective on issues involving science, technology, and society using evidence as support.

COURSE CONTENT AND POLICIES:

Students in GEO 300 work through Weekly Modules which covers several theme-based sustainability topics. These include Drivers of Sustainability, Population, Consumption, Biodiversity, Food, Water etc. Each week includes the following; reading the assigned readings; review of the posted lectures presentations and videos; completion of weekly
discussion board postings; completion of weekly quizzes. Students will also complete two viewing guides, a critical thinking paper, and engage in one hands-on active sustainability project in their respective local neighborhoods.

**EVALUATION OF STUDENT PERFORMANCE:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Percentage</th>
<th>Grading Scale in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes 10@10 points</td>
<td>100</td>
<td>20%</td>
<td>A = 93 and above</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B-= 80 - 82.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D+= 67 - 69.9</td>
</tr>
<tr>
<td>Discussion Board posts 10 @10 points</td>
<td>100</td>
<td>20%</td>
<td>A- = 90 – 92.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C+= 77 - 79.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D = 63 - 66.9</td>
</tr>
<tr>
<td>Critical Thinking Paper 1 @ 100 points</td>
<td>100</td>
<td>20%</td>
<td>A- = 90 – 92.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B+ = 87 - 89.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C = 73 - 77.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D- = 60 – 62.9</td>
</tr>
<tr>
<td>Viewing Guides 2 @ 25 points</td>
<td>50</td>
<td>10%</td>
<td>B = 83 - 86.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C- = 70 – 73.9</td>
</tr>
<tr>
<td>Volunteer Field Work 1 @ 150 points</td>
<td>150</td>
<td>30%</td>
<td>F= &lt;60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>500</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**Quizzes**

Each week there will be an open-book quiz available via Canvas. The quiz will contain material from the weekly readings, videos, and PowerPoints, so make notes as you read along. Once you begin, you cannot stop and return to the quiz, so be prepared before you begin. You will have 15 minutes to complete the quiz. Due dates are listed in the schedule.

**Discussion Boards**

You can find the current weekly discussion board by entering the Week’s folder. Participation in the weekly discussion board is **required** every week. In each weekly discussion board you need to (a) post an original contribution by midnight, **Wednesday**, and (b) respond to someone else’s postings by midnight, **Saturday**. The deadline for participating in each weekly discussion board is listed in the schedule below. **No credit will be earned for contributions to the weekly discussion board after the Wednesday deadline.**

I encourage you to go beyond the required two postings per week. I encourage you to participate much more than simply these two required weekly postings; **students who are working toward a high grade in the course will make at least 4 or 5 postings weekly. Active participation is very important in this course!** Strong participation in weekly discussion boards will significantly enhance your learning.

Discussion board writing tips and a grading rubric for the discussion boards is available online. **The quality of your writing in the discussion boards is important. Spelling, punctuation, and grammar count!** Please keep in mind that a discussion board is a form of academic discourse that is in many ways comparable to a lively classroom discussion. You are invited to freely express ideas and information on the discussion boards, but please remember that a
discussion board is not an everyday chat room so please refrain from texting language and other online acronyms. Also, please check the Student Lounge (Discussion Board) at least a few times per week; that is a place for discussion of everything course-related, which does not fit into the focused weekly discussions. The Student Lounge is an ideal place to discuss the content of the course, including specific questions about the readings and the lecture notes.

Critical Thinking Paper
These papers are designed to help you become better researchers and writers in the process of investigating topics related to the course. They also have the added benefit of reducing stress as there are no exams in the course.

These papers follow a rigid Critical Thinking format; concise writing and exact length; accurate and appropriate use of sources, cited properly, including a complete, properly formatted List of Sources. Finally I require high quality writing. More details about this paper is in a separate document in Canvas accompanied by Sample Critical Thinking Papers.

Viewing guides
Students will complete two viewing guides for two online films to be viewed during the course of the term. The viewing guides are to enable you to dig deeper into some of the concepts presented in the videos and to critically assess their meaning and value.

volunteer field work
Students enrolled in this course will complete 3 (Three) hours of volunteer work in their local neighborhoods in a topic or area related to sustainability and write a one-page summary report of their activity. Field work can be related to, but not limited to, organic farming, composting, installation of rainwater harvesting system, or any other local effort to be sustainable. The fieldwork must be completed with a registered organization and volunteering with a neighbor, friend, or at work will not count for this activity. After completion of the field work, students will write a one-page summary of their activity. This one-page summary must be signed by a supervisor or lead coordinator at the volunteer center. It is the student’s responsibility to locate the volunteer opportunity in their local area. If any assistance is needed from the instructor (in the form of a letter, note about the activity etc.) please contact the instructor well ahead of the due date and time. The volunteer work must be completed in order to successfully complete the course.

COURSE SITE LOGIN INFORMATION
Information on how to login to your course site can be found HERE.
STATEMENT REGARDING STUDENTS WITH DISABILITIES

Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our Getting Started with DAS page.

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

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.

ACADEMIC INTEGRITY AND STUDENT CONDUCT (OSU POLICY)

Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:

- Statement of Expectations for Student Conduct
- Student Conduct and Community Standards - Offenses
- Policy On Disruptive Behavior
PLAGIARISM
You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”
- [Statement of Expectations for Student Conduct]
- [Avoiding Academic Dishonesty]

TECHNICAL ASSISTANCE
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online 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.
- [COURSE DEMO]
- [GETTING STARTED]

TUTORING
For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:
- [Writing Center]
- [Online Writing Lab]

STUDENT EVALUATION OF TEACHING
The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students 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. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

REFUND POLICY INFORMATION
Please see the [Ecampus website] for policy information on refunds and late fees.