

Life on a Changing Planet Section 03

ENVS 10

Spring 2025 3 Unit(s) 01/23/2025 to 05/12/2025

□ Contact Information

Instructor:	Jagruti Vedamati
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Office Hours:	Online Zoom: Mon/Wed by appointment
Class Days/Time:	TThu 3:00 pm - 4:15 pm
Classroom:	Zoom
GE/SJSU Studies Category:	B2

□ Course Description and Requisites

An introduction to basic knowledge and theory in the life sciences, focusing on the theme of environmental change. Examines challenging issues in biology and methods for evaluating conflicting data and claims. Develops students' analytical and writing skills. GE Area: B2

Prerequisite: As required for Core GE courses in B2.

Letter Graded

Classroom Protocols

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](http://www.sjsu.edu/senate/docs/F15-7.pdf) at <http://www.sjsu.edu/senate/docs/F15-7.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that University Academic Integrity Policy F15-7 requires approval of both instructors.

Plagiarism, intentional or not, will not be tolerated in this course. This course is designed to provoke critical thought and writing, and plagiarism will not help you to become a better thinker or writer. For an extensive read of the University guidelines for dealing with plagiarism, see the [University Academic Integrity Policy F15-7](http://www.sjsu.edu/senate/docs/F15-7.pdf) at [sjsu.edu/senate/docs/F15-7.pdf](http://www.sjsu.edu/senate/docs/F15-7.pdf). *The first incidence of plagiarism will result in a zero (0) for the assignment and a report filed with the Office of Student Conduct and Ethical Development as required by SJSU. A second incidence of plagiarism may result in a failing grade for the course and a second report filed.* Cite the source for any fact not understood to be common knowledge.

Here is an idea of what plagiarism looks like – this does not replace the definition of plagiarism found at the above link to the Academic Integrity Policy:

You are plagiarizing or cheating if you:

- For written work, copy anything from a book, article, or website and add or paste it into your paper without using quotation marks and/or without providing the full reference for the quotation, including page number.
- For written work, summarize/paraphrase in your own words ideas you got from a book, article, or the web without providing the full reference for the source (including page number in the humanities).
- For an oral presentation, copy anything from a book, article, or website and present it orally as if it were your own words. You must summarize and paraphrase in your own words and bring a list of references in case the professor asks to see it.
- Use visuals or graphs you got from a book, article, or website without providing the full reference for the picture or table.

- Recycle a paper you wrote for another class.
- Copy from a classmate or use someone else's work as if it were your own.
- Use technology or smuggle in documents to obtain or check information in an exam situation.

In writing a paper, it is always better to include too many references than not enough. When in doubt, always err on the side of caution. If you have any questions or uncertainty about what is or is not cheating, it is your responsibility to ask your instructor.

AI (Artificial Intelligence) in the Classroom

The proliferation of AI programs means that we are on the cusp of potentially great changes to our academic world. The following information was put together by our ENVS department technology in education expert, Mary Poffenroth, and is a beginning to engaging with these unfolding technologies.

From Mary Poffenroth, ENVS Department:

“The crux of the problem with AI in education is threefold:

1. Submitting work as your own that you did not create is defined as academic dishonesty under [our current university guidelines](#) and has a sliding scale of consequences, from failing the assignment to failing a class to being removed permanently from the university, depending on the severity and number of occurrences.
2. AI content creation engines, like OpenAI, are not always correct, and for general education classes like ours, you don't always have the content area expertise to know when things are wrong.
3. The act and practice of writing are official requirements of our class, as set forth by the university. If you have an external source - whether another person or tech - complete your writing requirement, then you can't be said to have mastery over the writing requirements of our class.

So, you may ask yourself where the line is drawn between an assistive tool that uses AI machine learning and NLP-Natural Language Processing like Grammarly or Packback (which is 100% approved for usage) and an AI content creation engine like OpenAI (which is not approved for use in our class). The best way I can describe the difference would be to use the analogy of building a house. Whether you have the best hammer or the cheapest, if you are hammering the nails into the wood itself, you can say to have built the house yourself. However, if you just gave a work crew the address and some general guidelines and then left, you can't claim to be a house builder. Grammarly is a tool, like having a really nice hammer. OpenAI (Jasper, ChatGPT, GPT-3, GPT-4, etc) leaves a work crew with just some basic guidelines and an address while you're on the other side of town having lunch.

In our class, the process is part of the point. The process of researching and writing with low stakes now will better equip you to navigate higher-stakes, more complex problems in the future.

Whether a paid ghostwriter or an AI, using any person or service to create work for you that you submit for credit as if it were your own goes against our academic integrity policy. Additionally, ensure you feel confident in understanding the [SJSU Academic Integrity Policy](#), and please let me know if any questions come up!

Like the calculator, AI is here to stay. It will just be up to us as ethical members of the academic community to discern how, when, and where it's appropriate to use.”

Resources for Students

There are many resources on campus available to you. Some examples include: SJSU Peer Connections Center, the College of Social Science Access Center, SJSU Writing Center, SJSU Computing Services, SJSU Counseling and Psychological Service, SJSU Student Health Center, the Academic Success Center, and many places to use or get help with technology. See the [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/> for more info or come see me.

In person/On Campus class: Turn off and put away cell phones when you enter the classroom. The use of laptops during class time will be restricted to in-class activities and note taking. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day. Any use of electronic devices while taking online (Canvas) or in-class quizzes and exams is considered cheating and will result in a failing grade.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>, relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>”. Make sure to visit this page, review and be familiar with these university policies and resources.

COVID

All students are expected to comply with campus/CSU policies regarding covid precautions. Review the University policies and directives and the resources below to ensure that you understand and follow current policies and guidelines.

□ Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global

communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sisu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sisu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

□ Course Goals

□ Course Learning Outcomes (CLOs)

GE Learning Outcomes (GELO)

This is a Category B2 General Education course, and as such, students will develop and demonstrate the following objectives:

- Demonstrate knowledge of scientific theories, concepts, and data used in the physical and life sciences
- Apply scientific principles and communicate in ways appropriate to the discipline about the process and results of scientific discovery
- Access, critically evaluate, and represent scientific information in various forms and draw appropriate conclusions
- Use methods derived from current scientific inquiry to form evidence-based opinions about science-related matters of personal, public, and ethical concern.

Program Learning Outcomes (PLO - Environmental Studies)

- Students obtain the skills to write a logical analytical paper using good writing style and construction, supported by appropriate Assignments will require students to understand and summarize materials in relevant scholarly/technical articles, and to identify basic solutions from an interdisciplinary standpoint.
- Students are able to determine, apply, and interpret appropriate basic statistical or other quantitative analyses of environmental Students will be able to articulate and test. hypotheses, and read and understand graphs and basic statistics.

Information Literacy Learning Outcomes (ILLO)

- ♦ An information literate student determines the nature and extent of the information The information literate student defines and articulates the need for information, as well as identifies a variety of types and formats of potential sources for information.
- ♦ An information literate student evaluates information and its sources critically and incorporates selected information into his/her knowledge base. Students summarize the main ideas to be extracted from the information gathered, articulates, and applies criteria for evaluating both the information and its sources and synthesize main ideas to construct new concepts.
- ♦ The information literate student understands the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

— Course Materials

Textbook

Simon, Eric J. 2019. Biology: The Core. Third edition. Pearson Publishing. ISBN10: 0-134-8915-11.

This book is available through the bookstore or from online retailers.

Other Readings and Materials

Additional readings, videos, and other course materials will be available on Canvas.

Other technology requirements / equipment / material

You will need access to a computer with an internet connection, Microsoft Word, Powerpoint, Canvas, YouTube and Zoom for both in-person and online classes. Canvas will be used extensively for all aspects of class: assignment submission, discussions, testing and communication. Lectures for online classes will typically be

synchronous, however may be recorded asynchronously and posted on Canvas as needed. During in-person class time, always bring paper, a pencil and/or pens to class.

WiFi hotspots are available to check out locally through the San Jose Public Library System, which has 25 branches throughout San Jose. For more information on Wi-Fi hotspots check <https://www.sjpl.org/hotspot/> *If you have challenges with computer equipment or internet service, please let me know as a variety of help is available.*

Library Liaison

Peggy Cabrera (peggy.cabrera@sjsu.edu) is the Library Liaison for the Department of Environmental Studies. She is a great resource, available for helping with research projects and scientific reference searches.

Consent for Recording of Class and Public Sharing of Instructor Material

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private study purposes only.

Additionally, course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share, or upload instructor generated material for this course such as exam questions, lecture notes, homework solutions, in-class audio/video recordings, etc. without instructor consent.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (about 9 hours per week per 3 unit class) for instruction, preparation/studying, assignments or other course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Class Attendance and Communication

You must attend class to achieve a good grade in the class. It is your responsibility to check Canvas and your email daily for announcements about class activities and assignments. Quiz and exam questions will be based on the information covered during the lecture, and important class information about tests and assignments will be given during the lecture. *If you miss class and you do not have a university sanctioned absence excuse, you will not be able to make up any quizzes, exams, participation points, or assignments on that day.* If you are absent, it is your responsibility to find out what you missed by checking Canvas for any announcements and class assignments and then asking another student what you missed in class that day. Do not email me asking what you missed or what you need to do until you have first followed both these steps.

Canvas Instructions

For this class, all assignments are to be completed by the individual student unless otherwise specified. All written take home assignments are to be submitted in electronic form through Canvas unless otherwise noted. If you have trouble with Canvas submissions, please discuss with me *before* the due date and time. All assignments are due on the due date and time listed in the course calendar.

Lecture Materials

PowerPoint slides and other materials provided during lectures will not always be posted on Canvas. You are expected to attend class, take notes during lectures and work outside of class.

Quizzes and Exams

Two exams and several quizzes will be given to test your understanding of the material presented in the lectures, readings, and in-class activities. For in-person classes all exams and quizzes will be given in class. Please do not miss an exam as you will not have the opportunity to make it up. Make-up exams may be considered for university sanctioned legitimate and documented circumstances only (i.e., medical emergency, death in the family).

Exams and quizzes are individual activities and are not to be taken with other classmates. *No make-up quizzes will be given.*

Assignments

There will be varying types of assignments throughout the semester. These assignments are designed to aid in your understanding of the course material, as well as develop skills in evaluating, analyzing, and communicating information about environmental issues. All assignments are expected to be typed and submitted through Canvas unless otherwise noted. Cumulatively, the assignments will make up a major portion of your grade for this course.

Field Trips

This course requires a field trip, which is self-directed and in-person. This will be done outside of class time, but you will have most of the semester to visit and learn about one of the field trip locations and complete a write-up. Details will be given in class. We may also have optional group field trips that might be held on a weekend.

Class Participation

This is a lecture course with a strong participation component. Students are expected to review all assigned lecture slides and videos, complete the assigned readings before class, take good notes, attend question and discussion sessions, turn assignments in on time, read book chapter assignments and class handouts, and participate in class discussions and group activities. You will receive participation points for contributing to discussions and participating in activities. A thoughtful solid question shows that you not only understand the material but are thinking about it on a deeper level; as such, credit will be given for thoughtful questions. You must be present and prepared to receive participation points; there are no make-up points for a missed class.

Formatting

Please note that all assignments need to be formatted as follows: 12-point font, 1-inch margins, doubled spaced, include a header with name and date, and uses Turabian/Chicago author-year citation style where applicable.

All documents must be submitted in Word, PPT or PDF format. A 10% deduction will occur for not following these guidelines. Put your name and section number on every document you submit. Cover pages are not necessary.

Grading Information

Your grade will be based on your quizzes, exams, assignments, and class participation. Total points possible may change based on progress of the semester.

Penalty for Late or Missed Work

Assignments are due on the date given on your course schedule and in Canvas. Assignments turned in later than the due date/time will have 10% subtracted from the score per day for each day late. *Exceptions may be considered for legitimate and documented circumstances only (i.e. medical emergency, death in the*

family).

There will be no make-up quizzes or exams. Please plan accordingly and consider submitting extra credit activities to make-up for missing a quiz (see extra credit policy).

Extra Credit

Life happens (illness, family emergencies, car issues, etc) and missing a class or deadline may happen too. To help students make up points from a missed quiz or assignment, extra credit is offered periodically. Students are responsible for recording the details of any offered extra credit assignments that may be offered.

Grading Overview and Assessment of Learning Objectives

<i>Assignment</i>	<i>Points</i>	<i>Learning Objectives</i>
Discussions & assignments	35%	GELO #1, 2, 3; PLO #2
Exams	30%	GELO #1, 2; PLO #2
Field Trip Write-Up	10%	GELO #1, 3, 4
Participation/Class Activities	25%	GELO #1, 2, 3, 4; PLO #2; ILLO #2, 3
TOTAL	100%	
Grade Scale		
100% = A+	93% - 99% = A	90% - 92% = A-
87% - 89% = B+	83% - 86% = B	80% - 82% = B-
77% - 79% = C+	73% - 76% = C	70% - 72% = C-
60% - 69% = D	less than 60% = F	

□ University Policies

Per [University Policy S16-9 \(PDF\) \(http://www.sjsu.edu/senate/docs/S16-9.pdf\)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

S Course Schedule

Course Schedule: ENVS10_Sec03 - Life on a Changing Planet

Tue/Thu 3:00pm - 4:15pm

(Note: May be changed based on course progress) - last update 01/18/2025

Week	Date	Class Topics/Activities	Readings/Viewings
1	Thu Jan 23th	Intro/syllabus	Syllabus & SJSU Academic Integrity Policy
Week	Date	Class Topics/Activities	Readings/Viewings
2	Tue Jan 28th	Scientific Data and information	C1: 1.4-1.10
2	Thu Jan 30th	Scientific information and Scientific Papers	

3	Tue Feb 4th	Foundations of Biology: Cells & Chemistry	C1: Sec 1.1-1.3 C2	
3	Thu Feb 6th	Foundations of Biology: Cells & Chemistry		
4	Tue Feb 11th	Foundations of Biology: Cells and Chemistry cont:	C3	
4	Thu Feb 13th	Foundations of Biology: Photosynthesis & Respiration	C4	
Week	Date	Class Topics/Activities	Readings/Viewings	
5	Tue Feb 18th	Biogeochemical Cycles: Water & Nutrients	C12: Sec 12.15-16	
5	Thu Feb 20nd	Biogeochemical Cycles: Water and Nutrients		

6	Tue Feb 25th	Ecology 1: Populations, Interactions, Energy Flow	C12: Sec 12.1-12.6
6	Thu Feb 27th	Ecology 2: Populations, Interactions, Energy Flow	C12: Sec 12.7-12.8
7	Tue Mar 4th	Ecology 3: Populations, Interactions, Energy Flow	C12: Sec 12.9, 12.14
7	Thu Mar 6th	Case Study: Sea Otter class activity	
Week	Date	Class Topics/Activities	Readings/Viewings
8	Tue Mar 11th	Ecology: SOCS complete	
8	Thu Mar 13th	Ecology: Ecosystems & Biomes	C12: Sec 12.11-13

9	Tue Mar 18th	Ecology: Biomes activity	
9	Thu Mar 20st	Ecology: Finish Biomes/Exam Review	
10	Tue Mar 25th	EXAM 1	
10	Thu Mar 27th	Genetics & Heredity	C5, C6

SPRING BREAK

11	Tue Apr 8th	Evolution & Diversity of Life	C7
Week	Date	Class Topics/Activities	Readings/Viewings
11	Thu Apr 10th	Evolution & Diversity of Life cont:	C8 - C10 (select sections)
12	Tue Apr 15th	Biodiversity & Response to Change: Habitat Loss	C12: Sec 12.17-18

12	Thu Apr 17th	Biodiversity and Response to Change: Invasive Species	C12: Sec 12.11
13	Tue Apr 22rd	EARTH WEEK! Habitat Loss cont:	
13	Thu Apr 24th	EARTH WEEK! Biodiversity and Response to Change: Pollution	C12: Sec 12.10
14	Tue Apr 29th	Biodiversity & Response to Change: Climate Change	C12: Sec 12.19
14	Thu May 1st	Biodiversity & Response to Change: Climate Change Contd.	
Week	Date	Class Topics/Activities	Readings/Viewings
15	Tue May 6th	Sustainability Concepts	C12: Sec 12.17
15	Thu May 8th	Environmental Ethics and Social Justice	

Final Exam Period: Thur May 14th – Tue May 20th

17	Final Exam	Thu May 15th, 3:15 - 5:15 pm	
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