In Reading and Writing in Sustainability you will examine theoretical and methodological issues in the study of human culture and social activity in relation to ecological systems and the environment.

This is a cross-listed course, which means some students are enrolled in a sustainability course and others are enrolled in a technical writing course. We will make no distinction between sections in our course content.

We will read widely across humanist, scientific, economic, and social texts. We will explore historical conceptions of sustainability and place, environmental and wilderness philosophies, and conservation psychology and philosophies. We will also practice the writing and communication skills you will need to become competent professionals in sustainability-related fields.

This course requires reading, short reflections, short papers, quizzes, online discussions, and practice assignments. There will also be a group project. Between class, online work, and preparation, 9 hours per week of dedication is expected.

In a F2F & Online course, 50-85% of F2F instruction is replaced by online instruction. In our course, we will have 5 F2F classes (so ~80% of the course is online). However, the preparatory hour expectations remain the same. The course schedule at the bottom of this syllabus highlights our designated F2F classes.

**GENERAL COURSE DESCRIPTION AND UNIT OF CREDIT**

“Surveys a mix of past and present literature, mostly non-fiction, that illustrates concepts in sustainable community development, such as thinking on needs of future generations and simultaneously addressing economy, environment, and society. Topics include biodiversity conservation, climate change, economies, renewable energy, and social justice at local, national, and international scales. Case studies on community development, diversity, and resilience are particularly relevant.”

“The unit of credit is the semester hour, defined as one class meeting per week (or its equivalent) for one semester of 15 weeks. Most courses meet three hours per week and have a credit value of three semester hours. For each hour in class, at least two hours of preparation are expected on the part of the student. Many students should spend more
than this amount of time in study.” – See full explanation in the Undergraduate Bulletin Registration page.

**REQUIRED TEXTS:**
Students must maintain access to SFA websites and applications including Brightspace, the library, email, SFA 360, etc. Students must maintain access to readings posted on Brightspace through a personal laptop or handheld device or by printing out texts. Zoom access will be available in the classroom.

We have no textbook beyond readings linked into the Brightspace.

**ACCOMMODATION INCLUDING MENTAL HEALTH AND WELLNESS**
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit.

Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

**BRIGHTSPACE BY D2L COURSE WEBSITE**
SFA uses Brightspace as its virtual course management system. You can locate our course website through your MySFA login.

Class handouts, reading links, assignment sheets, and important documents such as this syllabus will be posted on Brightspace in the content tab.

We will use the discussion board and other Brightspace features.

Assignments will be submitted electronically. Look in the assessments tab for submission folders.

Locate the site’s gradebook. You are in charge of checking the gradebook for errors throughout the semester.

Dr. Parks will email you from both the Brightspace (for class listserv emails) and the regular Jacks email. So plan to regularly check both!

**ATTENDANCE AND LATE WORK**
In this course we will meet F2F for 5 class sessions. The rest of the course will be held online. However, we will move together through the course content by week. There will be some opportunity to work ahead, but generally you should plan to stick to the schedule.
During a global pandemic some flexibility may be required. We will expect disruptions. Please talk to Dr. Parks if you have concerns. Accommodations can nearly always be found.

In our F2F meetings, you may choose to wear a mask or may choose not to, depending on our situation and university procedures. You may ask to Zoom into class if you are sick or isolating. You may push yourself to Zoom even if you are sick. While doing this is an option and can make your life easier in the short term, you are allowed to take sick days even though Zoom is available. Make sure you Zoom from a place where you can freely speak out loud and resist the temptation to dual task during class. The Zoom link will be posted in our Brightspace.

Please do not push yourself to attend class in person if you are feeling at all unwell.

Please contact Dr. Parks in advance or as soon as possible after you have an extraordinary circumstance that affects your performance in this class. No penalties beyond the natural consequences of missing class meetings will be assigned.

Dr. Parks assigns due dates to keep you on track in the class and to keep herself on schedule in grading. Due dates may be renegotiated. However, do not expect timely grading and feedback on renegotiated submissions.

**ONLINE AVAILABILITY**

Dr. Parks’ office hours are held during the day – which means some students may not be able to attend office hours. If this is the case, you may request to meet outside of these hours. Dr. Parks will send you a Zoom link if you request this.

Dr. Parks strives to maintain a 24-hour response time for email if you have a relatively simple question. Feel free to email her at any time at Sara.Parks@sfasu.edu.

**GRADES**

The purpose of grades in this class is to show you have learned ideas, demonstrated skills, as well as internalized and processed that learning and performance. Therefore the “small” paper and reflection assignments as a group are the most important grade in this class.

- **30% - Short Papers** (one creative piece, one non-fiction piece)
- **20% - Short Reflections** (reflections over the reading)
- **15% - Quizzes** (quizzes over the reading)
- **10% - Grant Proposal** (teamwork to search for/review grant program & draft proposal)
- **10% - Discussion Board** (reading discussions; initial post and one response to another student)
- **10% - Art** (one poem, one folktale or negotiated art)
- **5% - Teamwork and Meetings** (participation grade)

**ACADEMIC HONESTY**
Work for any course should be newly generated by you or your assigned team for each assignment.

Plagiarism involves using another’s work, words, or ideas without correctly giving credit to the author. It is just as serious to plagiarize the work of another student as it is to plagiarize the work of a published author.

Use a standard documentation style to credit your source. If you have questions about correct documentation, please ask!

In a collaborative class such as this, you may not always fully understand what is and is not plagiarism or what type of collaboration outside of class is and is not allowed. If you have questions, please ask!

We will be discussing how to use generative AI productively in this course. In this course, if you have permission to use AI, you will be submitting all of your process work – including your chats with the tool. Please keep in mind that you should always ask if you want to use generative AI in any course.

General Policy
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.
Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**WITHHELD GRADES**

Ordinarily, at the discretion of the instructor of record (Dr. Parks) and with the approval of the academic chair/director (Dr. Tasker or Dr. Forbes), a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Note: often students who request a withheld grade do not end up passing. Therefore, it is very difficult for you to obtain permission. Please avoid this option if possible. [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**OTHER UNIVERSITY POLICIES APPLY**

See the [SFA Policy Manual](https://www.sfasu.edu/policies/course-grades-5.5.pdf) and the [General Bulletin](https://www.sfasu.edu/policies/course-grades-5.5.pdf) for other university-wide policies and explanations.

**GENERAL SCHEDULE**

Please refer to our full schedule on Brightspace. This is just the required syllabus outline. This course moves on a Thursday-to-Thursday schedule. Every date indicates a class week. The 5 F2F class days are highlighted. Schedule subject to change.

**Historical Perspectives**

**Thurs. Jan. 18** – Origins of Sustainability
Introductory discussion board due Jan. 25.

Thurs. Jan. 25 – Indigenous Voices
Folktale due Feb. 1.

Thurs. Feb. 1 – A Sense of Place
Haiku due Feb. 8.

Thurs. Feb. 8 – Loss of Culture
Historical Perspectives discussion board due Feb. 15.

**Wilderness and Environmental Perspectives**

**Thurs. Feb. 15** – Wilderness Conservation & Preservation


Thurs. Feb. 29 – Chemical Pollution and Wildlife
Thurs. March 7 – Environmental Ethics - Land Ethic, Anthropocentrism, Biocentrism, Ecocentrism
(Note: this module will stay open during Spring Break until March 21.)

March 10-15 – Spring Break
(Note: we are skipping the week that begins the Thursday of Spring Break.)

Thurs. March 21 – Religion and Sustainability

Conservation Perspectives
Thurs. March 28 – Conservation Psychology and Behavior
(Note: March 28 is Easter break, but our week still begins.)

Thurs. April 4 – Promoting Sustainable Choices

Thurs. April 11 – Policy Incentives

Thurs. April 18 – Problem-Solving Challenges & Frameworks, Unintended Consequences

Thurs. April 25 – Systems Thinking & Resilience, Sustainable Development Goals

Dead week May 2 – left blank for schedule shifts.

May 9 – Final available from 8 a.m.-midnight