



## Course Information

Semester & Year:	Spring 2023
Course Title:	Sustainable World
Course Prefix & Number:	SUS110
Section Number:	32871
Credit Hours:	3
Start Date:	March 20, 2023
End Date:	May 12, 2023
Room Number:	Online using Canvas
Meeting Days:	NA
Meeting Times:	NA

## Course Format

The course format for this course is On Your Time Online.

## Instructor Information

Instructor:	Lisa C. Young, Ph.D.
Email:	<a href="mailto:Lisa.Young@scottsdalecc.edu">Lisa.Young@scottsdalecc.edu</a>
Phone:	(480) 389-6864
Office Location:	Virtual
Office Hours:	By appointment only.

## Course Description

Introduction to the field of sustainability and exploration of the interaction between human and natural global systems. Framework for analyzing and investigating the

global challenges such as land use change, competition for water and other natural resources, and renewable energy concerns and crises.

## Prerequisites

None

## Course Competencies

1. Identify biogeochemical cycles (carbon, nitrogen and phosphorus) most relevant to sustainability.
2. Describe the water cycle and explain its relevance to sustainability
3. Explain the energy flow and relate it to current issues in sustainability
4. Outline the basic concepts of ecosystem science
5. Define and give examples of ecosystem services (benefits)
6. Outline the state of the world's renewable and non-renewable resources
7. Discuss the role of human values, aesthetics, preferences, and patterns of consumption in understanding and making decisions about sustainability
8. Discuss the relationship among poverty, inequality, and security
9. Identify the impact of globalization and development on sustainability

## Texts and Course Materials

There are no required texts or course materials to purchase for this course. All materials are provided via the Canvas Learning Management System.

## Course Technologies

View the [Accessibility Statements & Privacy Policies](#) of technologies used in this course.

## Maricopa Systems

This course uses key Maricopa systems for course management and communication.

- Canvas Learning Management System
- Student Maricopa Gmail Account
- Maricopa Open Educational Resource Learning System (MOER)

# Grading Standards & Practices

## Grade Scale

Letter Grade	Points Range
A	90 – 100%
B	80 – 89%
C	70 – 79%
D	65 – 69%
F	0 – 64%

## Assignments

Assignment Name	Points	Percent of Grade
8 Discussions	800	23%
8 Investigative Activities	800	23%
8 Writing Assignments	800	23%
8 Knowledge Checks	800	23%
1 Final Assessment Assignment	300	8%
Extra Credit	30	Extra Credit
<b>TOTAL:</b>		<b>100%</b>

## Rubrics

### Deep Dives/Writing Rubric

Assignment	
Excellent	The essay contains the following: 1. Essay Structure: The essay follows all directions and every paragraph contains what it's supposed to contain (thesis, arguments, counter arguments, replies). 2. Essay Style: The essay is clear so that everything is understandable, and shows economy of expression, without padding or rambling; everything is necessary for the arguments contained. 3. Essay Content: The essay presents good ideas and a good understanding of the relevant issues, without logical errors. The assigned author's arguments are interpreted correctly. The essay demonstrates high-quality thinking: a unique response with original thoughts on the topic, and doesn't rely on repeating the assigned author's arguments or arguments from class.

Assignment	
Good	<p>The essay contains the following: 1. Essay Structure: The essay mostly follows all directions and most of the paragraphs follow the necessary requirements. (thesis, arguments, counter arguments, replies). Some paragraphs contain elements prescribed for another paragraph. 2. Essay Style: The essay is mostly clear so that the majority is understandable. One point or one or two sentences are unclear and may include some needless repetition or irrelevant arguments. 3. Essay Content: The essay mostly presents good ideas and an understanding of the relevant issues, but may contain a major logical error. The assigned author's arguments are misread on an important point. The essay attempts high-quality thinking: a unique response with original thoughts on the topic, but doesn't always fully flesh out points or arguments. The essay relies on repeating the assigned author's arguments or arguments from class.</p>
Fair	<p>The essay contains the following: 1. Essay Structure: The essay does not follow all directions and is missing some of the necessary requirements. (thesis, arguments, counter arguments, replies). Some paragraphs contain elements prescribed for another paragraph, or may be from the wrong perspective. Counter Arguments may be missing or not true counterarguments. 2. Essay Style: The essay is written so that the argument or paragraph is unclear. The paragraph descends into rambling or is full of padding or repetition. 3. Essay Content: The essay attempts to present good ideas and an understanding of the relevant issues, but contains a major logical error that undermines the argument. The assigned author's arguments are misread on an important point. The essay has insufficient or no argumentation for an important claim or uses a strawman argument. The essay doesn't stay focused on the issue.</p>
Poor	<p>The essay contains the following: 1. Essay Structure: The essay is missing critical elements or is not relevant to the course, and paragraphs do not follow the organizational plan (thesis, arguments, counter arguments, replies). The argument cycle is missing or the second argument is the same as the first. 2. Essay Style: The essay is hard to understand and the substance of the argument cycle is unclear. The essay is written as a stream of consciousness. 3. Essay Content: The essay does not demonstrate an understanding of the relevant issues. The assigned author's arguments are misread on an important point. The essay has insufficient or no argument for an important claim, the second argument is essentially the same as the first or uses a strawman argument. The essay doesn't stay focused on the issue.</p>

## Response Time

Students can expect a response time of 24-36 hours for the instructor to respond to messages sent via the Canvas Learning Management System. Students can expect assignments to be graded within one week of the assignment's due date.

## Attendance Policy

At Maricopa Community College schools, students must be engaging in some type of academic activity each week of their online course. Faculty must report a student's last date of attendance and withdraw the student within fourteen (14) days of identifying the last date of academic attendance. Simply logging into an online class will not count as academic attendance. The following is a list of activities that constitute online class academic attendance:

- Submitting an academic assignment (assignment required in the course, regardless of whether it is graded or not), paper, or project.
- Taking an exam, quiz, computer-assisted instruction, or an interactive tutorial required by the course.
- Attending an online or in-person study group (where there is assigned attendance/participation as part of the course).
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

## Instructional Contact Hours (Seat Time)

This is a three (3) credit-hour course. Plan to spend at least three hours on course content or seat time (direct instruction) and six hours on homework weekly. Accelerated courses will require additional time per week.

## Online Tutoring

SCC's tutors are available online to help with your courses. You may work with an SCC tutor remotely using Google Meet, your phone, or email. Visit the [SCC Tutoring & Learning Centers](#) page for detailed information on the five learning center's hours and procedures.

As much as possible, it is highly recommended that you utilize SCC tutors since they are more familiar with SCC coursework, instructor expectations, and assignments; however, if you need to work with a tutor outside regular hours, online and hybrid students now have access to a 24/7 online tutoring service called Brainfuse. Brainfuse provides online tutoring in a variety of academic subjects. Each student may utilize up to 6 hours of online tutoring through Brainfuse per semester, and has the option of requesting additional time if needed.

To access Brainfuse and begin working with a tutor:

1. Visit the [SCC Online Tutoring Services Through Brainfuse](https://www.scottsdalecc.edu/students/tutoring/online-tutoring) page (<https://www.scottsdalecc.edu/students/tutoring/online-tutoring>)
2. Click the **Visit a tutor online** button
3. Enter your MEID and password
4. Choose your topic and subject
5. Click the **Connect** button

Please use your time effectively and be prepared with your questions before you connect to a tutor. Tutors and students communicate in real-time so whatever you type, draw, or share on the screen, the tutor sees, and vice versa. You may also want to have screenshots ready if applicable. All Brainfuse sessions are recorded for review later.

## Learning Tools and Your Privacy and Security

SCC utilizes a variety of software applications and web-based tools operated by third party vendors to support student learning. To allow student access to the application, site or tool, certain identifiable information may be required to establish a user name or password, and submit work and/or download information from these tools. Inherent with all internet-based tools, there is a risk that individuals assume when electing to use these tools, as they may place information at risk of disclosure.

To use learning tools responsibly, please observe all laws and the Maricopa Community College District [Student Conduct Code](#), such as copyright infringement, plagiarism, harassment or interference with the underlying technical code of the software. As a student using a learning tool, you have certain rights. Any original work that you produce belongs to you as a matter of copyright law. You also have a right to the privacy of your educational records. Your contributions to learning tools constitute an educational record. By using the tool, and not taking other options available to you in this course equivalent to this assignment that would not be posted publicly on the internet, you consent to the collaborative use of this material as well as to the disclosure of it in this course and potentially for the use of future courses.

Students are responsible for the information contained in this syllabus, the Syllabus page in your Canvas course and the **College Policies & Student Services** page found in the First Steps module of your Canvas course. Students will be notified by the instructor of any changes in course requirements or policies.