

Course Information

Semester & Year:	Summer 2025
Course Title:	Sustainable World
Course Prefix & Number:	SUS 110
Section Number:	10833
Credit Hours:	3
Start Date:	27 May 2025
End Date:	26 June 2025
Room Number:	Online in Canvas
Meeting Days:	Online
Meeting Times:	Online

Course Format

The course format for this course is online with no scheduled meeting days or times. Assignments are due weekly as given in Canvas. All assignments are open and available, and you may work ahead as long as you submit each assignment by its posted due date (for full credit; see late policy below).

Instructor Information

Instructor:	Jennifer McCulley
Email:	jennifer.mcculley@scottsdalecc.edu *Preferred contact method is by Canvas message
Office Location:	NS107 Tutor Center
Office Hours:	By appointment. Contact me to schedule.

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

Texts and Course Materials

None. All readings are supplied in Canvas or as a link to an external website.

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)

Streaming Media/Audio/Video Tools

This course uses webcasting, lecture capture systems, YouTube, and/or other streaming media services.

- YouTube

Student Assignment Tools

This course requires students to participate in or submit assignments using desktop or cloud-based applications.

- Google Products
- Microsoft Office 365
- Adobe pdf

Exam Proctoring Tool

None.

Plagiarism Checker Tool (Turnitin)

Turnitin is a plagiarism check tool that matches text to a vast database of sources including the internet, published works, commercial databases and student work submitted to Turnitin in institutions internationally. Students must submit designated papers to Turnitin when instructed. Information and instructions for Turnitin are provided in the course. For your reference, read the [Turnitin Terms of Service](#).

Course Policies

The following are policies specific to this course. Students are also responsible for the college policies included on the [Student Regulations](#) page of the Maricopa Community College District website.

- **Course completion policy:** Students are required to complete all learning modules for full credit. *Any student who fails to submit at least 1 assignment each week will be withdrawn for lack of participation at the instructor's discretion.* Contact me immediately if you run into difficulties. Generative Artificial Intelligence (AI) Policy

Opening Statement Regarding Generative Artificial Intelligence (AI)

The World Economic Forum defines generative AI as “a category of artificial intelligence (AI) algorithms that generate new outputs based on the data they have been trained on. Unlike traditional AI systems that are designed to recognize patterns and make

predictions, generative AI creates new content in the form of images, text, audio, and more.”

Some examples of generative AI tools include but are not limited to: ChatGPT, Google Gemini, Microsoft Copilot, Stable Diffusion, GrammarlyGo, and Adobe Firefly.

Some Generative Artificial Intelligence (AI) Allowed in Specific Circumstances

There are situations and contexts within this course where you **may** be permitted to use generative AI tools. In these cases, specific guidelines will be provided in the assignment details. If you are unsure if the tool or website you are using is a generative AI tool or if it is permitted on a specific assignment, please contact the instructor for further clarification before submitting your work.

Grading Standards & Practices

Grade Scale

Letter Grade	Points Range
A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Assignments

Assignment Name	Points	Percent of Grade
Introductions	50	2%
Syllabus Quiz	50	2%
Discussions (5, drop lowest 1)	400	18%
Knowledge Checks (7)	700	30%
Investigative Activities (7, drop lowest 1)	600	26%
Writing Assignments (2)	200	9%
Final Assessment	300	13%
TOTAL:	2300	100%

1. **Grading criteria** and formatting requirements are provided in Canvas for written assignments and discussion questions.

2. **Learning Modules:** These are the heart of the course. Assignments are grouped in two parts, the Science of Sustainability and the Socioeconomics of Sustainability. Under each heading, you will be completing 2-3 major topics of sustainability each week of the course.
3. **Reading Assignments:** Each week you will be provided with a series of readings, videos and websites to review. These will be on the theme of the heading and form the foundation of the information you will need to complete the weekly graded assignments.
4. **Discussions:** Discussion questions are worth 100 points each. I drop your lowest score. Discussion questions are graded using the rubrics given and require you to post your response to the question or scenario presented and encourage you to engage other students in discussion. See Course Schedule for due dates.
 - No late discussion questions will be accepted. Discussion is an integral part of this course and your posts need to be timely.
5. **Knowledge Checks:** Each knowledge check is worth 100 points. These activities ask you to answer quiz questions based on the readings, videos and activities provided and are designed to be a substitute for in-person lecture. You will be given three attempts to complete each Knowledge Check by its deadline and your highest score will be recorded.
 - All Knowledge Checks are due by 11:59 p.m. – See the Course Schedule for due dates.
 - Any Knowledge Checks handed in after the given deadline will incur a late penalty of 3% per day late up to June 24th.
 - Because you are given multiple opportunities to improve your score, I do not drop any low grades of the Knowledge Checks.
6. **Investigative Activities:** Each investigative activity is worth 100 points. I drop your lowest score. These activities ask you to answer questions based on your own investigation via websites and readings and videos provided.
 - All Investigative Activities are due by 11:59 p.m. – See the Course Schedule for due dates.
 - Any Investigative Activities handed in after the given deadline will incur a late penalty of 3% per day late up to June 24th.
7. **Writing Assignments:** There are 2 writing assignments, each worth 100 points. Writing assignments are generally 400-500 words in length.
 - See the Course Schedule for due dates.
 - Any Writing Assignments handed in after the given deadline will incur a late penalty of 3% per day late up to June 24th.

8. **Final Assessment:** The final assessment is a 700-2000-word paper detailing your personal environmental world view based on what you learned in each module of the course. This assignment is your final exam.
- The Final Assessment is due by 11:59 p.m. Wednesday, June 25th.
 - Any Final Assessments handed in after the deadline will incur a late penalty of 3% late until 5:00 p.m. June 26th. No Final Assessments will be accepted after 5:00 p.m. Thursday, June 26th. Please plan your time accordingly.

Final notes on assignments:

- No late discussion questions will be accepted after the reply period closes. No exceptions.
- Writing assignments, knowledge checks, and investigative activities may be handed in late for a penalty of 3% per day late up to June 24th. None of these assignments will be accepted after June 24th.
- The Final Assessment is required and due by 11:59 p.m. Wednesday, June 25th, for full credit. No Final Assessments will be accepted after 5:00 p.m. Thursday, June 26th (3% per day late penalty applies).
- The use of AI is not permitted in this course unless expressly stated (see Generative AI Policy section above). All work is expected to be your own.

Student/Instructor Interaction

In this course, you can expect regular and substantive interaction (RSI) that aligns with Scottsdale Community College's mission to provide challenging and supportive learning experiences and the US Department of Education's requirement for regular and substantive interaction (RSI) for online courses. My commitment to your success includes the following:

- Engaging in weekly discussions about course content within discussion boards in Canvas, forums in MOER, or other discussion-based tools.
- Providing group or individual feedback regularly on assignments.
- Promptly responding to student questions about the course sent via email, MOER messaging, or the Canvas inbox.
- Regularly posting announcements about the course content and activities.
- Monitoring your academic progress and communicating concerns, as needed.

Addressing Incidents of Title IX Sexual Harassment

In accordance with Title IX of the Education Amendments of 1972, the MCCCCD prohibits unlawful sexual harassment against any participant in its education programs or activities. Sexual harassment includes quid pro quo (this for that) harassment, hostile environment, sexual assault, dating/domestic violence, and stalking. This prohibition against sexual harassment - including sexual violence - applies to students, MCCCCD employees, and visitors to campus.

The policy of the MCCCCD is to provide an educational, employment, and business environment free of sexual violence, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment as prohibited by state and federal law. Incidents of Sexual Misconduct should be reported to the college Title IX Coordinator, as outlined in policy. MCCCCD will provide on its [Title IX and Preventing Sexual Harassment](#) webpage a link to all [Title IX Coordinators](#) at the MCCCCD. Reports may be filed anonymously at: <https://district.maricopa.edu/consumer-information/reporting>. Discrimination against pregnant and parenting students is also prohibited under Title IX. For more information regarding pregnancy and parenting status, please visit the webpage [Working with Pregnant and Parenting Students](#).

Classroom Accommodations for Students with Disabilities

In accordance with the Americans with Disabilities Act (ADA), the Maricopa County Community College District (MCCCCD) and its associated colleges are committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). Each class/term/semester that a student needs academic adjustments/accommodations, the qualified student is required to work with the Disability Resources and Services Office (DRS) at their individual college(s). College DRS offices may only offer accommodations/academic adjustments for their own college. Contact with the DRS should be made as soon as possible to ensure academic needs are met in a reasonable time. New and returning students must request accommodations each semester through DRS Connect online services. To learn more about this online service process, please contact your local DRS office.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations, you are welcome to

contact DRS by using the information listed on the following webpage: <https://district.maricopa.edu/consumer-information/disability-resources/contacts>. The DRS office offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions qualifying for accommodations/academic adjustments. Reasonable accommodations are established through an interactive process between you, your faculty, and DRS; and only those academic adjustments/reasonable accommodations granted by the DRS are recognized by the college and MCCCDC. It is the policy and practice of the MCCCDC to create inclusive and accessible learning environments consistent with federal and state law.

Response Time

Students can expect a response time of 24 hours during the week and 48-hours on weekends for the instructor to respond to messages sent via the Canvas Learning Management System or email. **Canvas message is strongly preferred and will provide a faster response time than email.** Students can expect assignments to be graded within one week of the assignment's due date.

Attendance Policy

As an online-only course, there are no set meeting days/times. Your attendance is measured by the assignments you hand in. **To remain in the course, you must complete and hand in at least one assignment each week.** Please keep in touch with me.

Instructional Contact Hours (Seat Time)

This is a three (3) credit-hour course. For a 16-week 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. *Since this is a 5-week course, you can expect to spend at least 9 (9) hours on course content and eighteen (18) hours on homework each 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 [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.