EVST 215: Environmental Policy
Fall 2024
Course Syllabus.

Instructor Information	Course Information
Dr. Ernest Nkansah Dwamena *-Call me Dr. END* -Pronouns: he/him/his **How to Contact Me** - Office: 224 RISC - Phone: 610-330-3048 (office) - Email: nkansahe@lafayette.edu Office (Student) Hours: - Tue & Thur: 3:30-4:30 pm - Or by appointment	**Class meeting days:** - Tuesday & Thursday **Class time:** - EVST 215-01: 09:30 - 10:45 am (RISC 262) - EVST 215-02: 11:00 am - 12:15pm (RISC 262) **Collaborating Librarian:** Kylie Bailin - Email: bailink@lafayette.edu - 126 Skillman Library - Office hours: email for an appointment

About Your Instructor

Welcome to Environmental Policy! I'm excited to be your guide on this journey. I come from Ghana, where my passion for natural resource management began with my BS degree. My academic journey has fueled my commitment to addressing environmental issues. I've worked with the governments of Ghana and Tanzania, contributing to impactful collaborations. Join me as we explore Environmental Policy together. Your enthusiasm and dedication will shape our discussions and solutions. I'm here to support your success, so feel free to reach out with any questions. Looking forward to an enriching semester!

Recent Events

In the past few years, global events like the COVID-19 pandemic and the Russian-Ukraine have caused fear, stress, and pain within our community, impacting us in various ways throughout this term. It's understandable if you're feeling overwhelmed or having trouble concentrating. If recent

events affect your well-being or schoolwork, please utilize Lafayette College's resources (see resources section). Your success matters, so please contact me with any concerns or questions.

COURSE DESCRIPTION

Discover the intricacies of contemporary environmental policy as we delve into the decision-making landscape. Navigating this complex terrain, we'll analyze policy actors, strategies, and processes, dissecting their impacts on environmental change. We'll unravel the philosophies and principles underlying environmental policy frameworks by exploring diverse scales, from local to global. Real-world case studies will bring concepts like the policy process model, tragedy of the commons, limits to growth, and the Gaia Principle to life.

Prepare for engaging discussions, illuminating guest lectures, thought-provoking debates, and immersive field trips. Through collaborative projects and reflective journals, we'll tackle complex challenges like climate change, biodiversity loss, energy use, and environmental justice. As you navigate these critical topics, you'll grasp the forces shaping environmental behavior and cultivate a comprehensive understanding of environmental politics and policy. Get ready to explore, discuss, and influence the forces shaping our world's ecological landscape in EVST 215.

To support your holistic development, each class will begin with a five-minute meditation and conclude with a closing reflection. These practices have been intentionally integrated into the course to help you center your thoughts, manage stress, and enhance focus. The meditation will allow you to start each session with a clear and calm mind, ready to engage fully with the material and your peers. The closing reflection will offer a space to consolidate your learning, connect your experiences to broader goals, and foster a deeper understanding of how your work contributes to sustainability and environmental citizenship.

Why Environmental Policy? In the unfolding 21st century, this is a crucial juncture to grapple with environmental challenges and study the policies needed for our desired communities and world. Delve into how policies shape our well-being and sustainability.

What does this course offer you? Embark on a transformative journey that equips you with the tools and insights to drive meaningful change in our ever-evolving world. By enrolling in this course, you'll gain:
1. *Critical Insight and Holistic Understanding:* Unpack social practices, moral considerations, and economic dynamics that underpin environmental decisions.
2. *Interdisciplinary Exploration*: Immerse yourself in diverse coursework that bridges disciplines, providing a well-rounded perspective essential for addressing complex environmental challenges.
3. *Learner-Centered Approach:* Embrace a learning journey where you're in control. Navigate the course according to your interests, fueling curiosity and ensuring growth takes center stage.

Prerequisite: EVST 100: Introduction to the Environment or permission of instructor.

Course Objectives
1. Foster lifelong learning, critical thinking, and holistic growth for purposeful living.
2. Develop interdisciplinary thinking skills to navigate environmental policy and decision-making.
3. Cultivate a positive mindset for addressing global environmental challenges, complex planning, and social policy issues.

Student Learning Outcomes (SLOs)
Upon completing this course, you will be able to:

1. *Assess* dominant policy strategies entrepreneurs use for environmental change and policy analysis frameworks.
2. *Critique* the environmental policymaking processes and approaches through the actions of specific actors, interest groups, and institutions.
3. *Formulate* environmental policy to address specific environmental problems through an interdisciplinary approach.
4. *Evaluate* the effectiveness of critical environmental policy frameworks in improving environmental, social, and economic well-being.

Method of Instruction
This class involves reading and watching learning materials and attending class to engage in guided discussions. Other learning activities include guest lectures, debates, concept maps, journal reflections, collaborative group projects, individual research projects, field trips, and the Connected Classroom Program.

MATERIALS:

1. **Required Textbook:** "Environmental Policy and Politics" (8th edition, 2021) by Michael E. Kraft.
   - **Why this textbook?** This book captures the changing nature of environmental problems and policy proposals made through 2020. Drawing from work within environmental science, policy analysis, and political science, this text continues to help readers think critically about how best to address problems through various public policy tools and strategies at all levels of government.
2. Supplementary Materials: Additional readings and resources will be posted on Moodle.
3. Access Moodle using your Lafayette Network ID and password: http://moodle.lafayette.edu.

REQUIREMENTS

Please see Moodle for details of the requirements, but here's the breakdown of the four requirements/components of the course:

Requirement 1: Environmental Policy Group Project
This requirement entails a semester-long group project developing an environmental policy proposal. In groups of three, you will collectively address a specific environmental problem within a defined context. The project will follow a systematic interdisciplinary approach and include five distinct sections due on different days:
1. Introduction: Set the context, define the problem, and provide a rationale for the policy proposal.
2. Assessment/Evaluation of Alternative Policies: Analyze existing policies and propose viable alternatives, assessing their strengths and weaknesses.
3. Policy Recommendations: Formulate well-researched and justified policy recommendations based on your analysis.
4. Policy Implementation and Monitoring: Detail how your proposed policy would be implemented and monitored for effectiveness.
5. Conclusion and Executive Summary: Summarize your findings, reiterate critical recommendations, and provide an executive summary for policy stakeholders.

The project will culminate in a final presentation (25 minutes followed by 10 minutes of questions and answers), where you will collectively present your policy proposal and findings. The dress code for the presentation is formal attire, such as business attire, to convey professionalism and respect for the occasion. Show respect for fellow presenters and audience members by listening attentively during all presentations. *The final paper should be 15 pages (7,500 words) single-spaced, excluding the title page and references (use APA citation style).* Submit all project sections in Moodle (see Moodle for more details). *Only the group leader should submit on behalf of the group.*

Requirement 2: Weekly Journal Reflections
This assignment requires you to write a weekly journal, engaging critically with course readings, lectures, discussions, and current environmental issues. Approximately 500 words each, entries should encompass synthesizing key points from the readings, offering critical analysis, connecting to current events, and applying theoretical concepts to real-world scenarios. Submissions are due via Module by Sunday at 11:59 PM, with selected (about 4) entries receiving detailed feedback throughout the semester. Assessment criteria include depth of engagement, originality, ability to connect concepts, and clarity of writing.

Requirement 3: Class Engagement
Active engagement in the classroom is essential for this course. Attendance is mandatory, so please remember to sign in. This requirement has three parts.
- Contribution in Class: Attending every class without speaking up does not count as participation. T*herefore, I expect you to actively participate in every class session and aim to speak at least twice (do your best to get sticky notes). You are required to do the assigned readings. Watching the videos is optional but highly encouraged.* Your performance will be evaluated based on the quality and quantity of your contributions.
- Discussion Leadership (DL): Your task in this assignment is to apply the course content to real-world events (news, events, etc.). *You should not summarize the readings but inject new knowledge, ideas, or information into the discussion*. You will work alone or with a partner to lead a 10-minute class discussion based on the day's materials. Please submit your presentation in Moodle 24 hours before your discussion and share it with me

on Google Drive at nkansahe@lafayette.edu. I will meet with you 1-2 weeks before your discussion to check in and again afterward to provide feedback. *It's your responsibility to contact me to schedule our meeting. Each of you will write a one-page (500-word) reflection about the discussion and submit it in Moodle before the next class*.

- Interdisciplinary Thinking: For this in-class assignment (about 300 words), you will reflect on an environmental problem discussed during the course. Describe how you integrated insights and approaches from multiple disciplines to address the issue comprehensively.

Suggested Grade Breakdown/Distribution of the Course Requirement

Requirement	Points	Percentage
1. Environmental Policy Group Project		30%
2. Weekly Journal Reflections		30%
3. Class Engagement		
• Contribution in Class		20%
• Discussion Leadership and reflection paper		10%
• Interdisciplinary Thinking		10%
Total		**100%**

POLICIES

Grading:
EVST 215 promotes a student-centered learning environment emphasizing intrinsic motivation, holistic growth, student agency, and a deeper understanding of course content. In line with this philosophy, I have implemented an Ungrading Course Policy based on the following principles:

1. *Focus on Learning:* The primary goal is mastering course objectives and fostering intellectual, professional, and personal growth rather than assigning traditional letter grades.
2. *Intrinsic Motivation:* Ungrading encourages engagement with the subject matter out of genuine interest by removing the external pressure of grades.
3. *Self-Assessment and Reflection:* You will actively assess your progress, reflect on achievements, identify areas for growth, and set personal learning goals through activities like reflective journals.
4. *Growth Mindset and Mastery:* Mistakes are viewed as opportunities for growth. The focus is on continuous learning and personal development.
5. *Continuous Feedback and Dialogue:* Regular, personalized, and constructive feedback will be provided to support your learning journey. You will have opportunities to revise and refine your work. I will meet with you individually three times during the semester to discuss your performance and progress in the course. Ensure you sign up for an appointment (more details in class). *Use the guiding questions in the appendix to prepare for our 1-On-1 meeting:*

6. *Authentic Assessment:* Assessments will reflect real-world applications of knowledge and skills, including projects, presentations, portfolios, reflective essays, group work, and case studies.
7. *Professional and Personal Development:* The course integrates professional and personal development in environmental science and studies into assessments.
8. *Equity and Inclusion:* Ungrading aims to create an inclusive and equitable learning environment, recognizing and valuing diverse learning styles, backgrounds, and experiences.
9. *Criteria-based Evaluation:* Assessments will be aligned with clearly defined criteria or rubrics provided in advance to foster transparency and fairness.
10. *Final Grade:* The final grade will be determined through a transparent, collaborative process. During midterm and the final week of classes, you will meet with me to discuss your performance/progress in the course. You will justify the grade you believe you have earned with substantial evidence. We will collaboratively determine a grade supported by the evidence of your performance. Use the guiding questions in the appendix to prepare for our 1-On-1 meeting:

If ungrading causes more anxiety than it alleviates, please get in touch with me at any point to discuss your progress. If you are worried about your grade, your best strategy is to join discussions, do the reading, and complete all assignments.

Here is Lafayette College's grading policy. A grade of "A" reflects consistent and outstanding work, a grade of "B" reflects good work, a grade of "C" reflects satisfactory work, a grade of "D" reflects poor but passing work, and a grade of "F" indicates a failure to meet course requirements. What can you do to earn an "A" in this course? Achieving an "A" requires consistently demonstrating progress and mastery across all concepts. Unlike a scenario where poor performance in one area can be offset by excellence in another, achieving an "A" demands consistent improvement and proficiency in every aspect of the course.

Attendance
Class attendance is required. You are allowed up to two unexcused absences without penalty. Exceeding this will negatively impact your grade; every two unexcused absences result in a grade reduction (e.g., from A to B). Despite absences, assignments must be submitted on time unless you provide valid reasons in advance. If unexpected challenges arise, you can use an "Oops Token" once with my permission to extend an assignment deadline by a week. Oops Tokens do not apply to drafts, peer reviews, or debates. If you need to use an Oops Token or catch up on missed work, contact me before the assignment deadline. Late assignments are not accepted, and you will lose all points for that assignment.

Criteria for Success: Paying Attention in Class
Distractions are ever at hand, but the classroom is a space in which we can do our best to put them aside and focus on learning. Every moment of this experience might not be a joyful one, but the more you can give your attention to your peers and the course content, the more pleasure and satisfaction you will gain from the time we spend together. I pledge my attention to you, and I hope you will pledge it back to me and your peers. Please refer to the criteria for success for the

different assignments in their respective documents. Throughout the semester, I will give you feedback on assignments, engaging you in a virtuous improvement cycle.

Assignment Submission
All assignments must be submitted in Moodle. *Please only email me your assignment if I specifically ask you to do so.*
Course Conduct Expectations
- I am committed to creating a respectful, engaging, and diverse learning environment in this course. I will assess your work promptly, apply course policies fairly, and maintain consistent standards for all students. Let's build a class culture based on open communication, mutual respect, and inclusion, valuing everyone's unique experiences and perspectives.
- We will treat each other as whole individuals, recognizing our physical, emotional, spiritual, and mental dimensions. Academic debates are encouraged, but personal attacks are not acceptable. Our classroom is a space for constructive discourse. – If you encounter any issues, feel free to talk to me. Through dialogue, we will address concerns such as late assignments, limited participation, and inattentiveness during lectures. Let's embark on this learning journey together, creating an environment where we all thrive.

Communication
- Feel free to reach out with questions anytime. While in-class interaction is preferred, I'm available during office hours and by appointment. If you email me and don't receive a response within 48 hours (2 business days), kindly send a follow-up. For some discussions, in-person conversations may work better, and I might suggest meeting during drop-in hours. If you have assignment challenges, connect during office hours or schedule an appointment before the deadline. Remember, it is your responsibility to seek assistance; I won't pursue you for missed classes or assignments.
- If you're a student-athlete managing studies and sports, I respect your dedication. Reach out if class conflicts arise due to college-related sports events.
- If your preferred name differs from the name on the university-provided roster, please let me know so I can use your preferred name.

Classroom Expectations
To ensure a focused and respectful learning environment, please adhere to the following guidelines as they create a positive, focused, and inclusive classroom environment. Your cooperation is appreciated.
1. *Cellphone Use: Please refrain from using cell phones during class unless it's for emergency purposes. Please adhere to this policy to ensure your class engagement grade is not negatively affected.*
2. Engagement: Maintain active participation by refraining from sleeping or eating during class. Your attention contributes to a vibrant class atmosphere.
3. Punctuality: Arrive on time for each class. Timeliness respects everyone's commitment to learning and minimizes disruptions.
4. Attire: While comfort is essential, please avoid wearing hoodies in the classroom to maintain a professional and inclusive atmosphere.

5. Respectful Dialogue: Engage in discussions respectfully and courteously towards the instructor and your fellow students. Differing viewpoints are valuable; express them constructively.
6. Technology Use: Use laptops and tablets only for course-related activities, such as note-taking or accessing course materials. Avoid distractions from unrelated online content.
7. Confidentiality: Respect the privacy of fellow students and the instructor by refraining from sharing personal class-related matters outside the classroom.

TENTATIVE SCHEDULE

WK	DATE	READINGS & OVERARCHING TOPICS	ACTIVITY/WHAT'S DUE
1	Tue, 8/27	Icebreaker and Course Policies	
	Thur, 8/29	Eccleston and March (pp. xxix-xlviii, 20 pages) Introduction: Ignore the environment. It'll go away.	
2	Tue, 9/3	Kraft: Chapter1: Environmental problems and politics (pp. 1-14)	Guest Lecture in Skillman Room 004. Bring your laptop.
	Thur, 9/5	Kraft: Chapter 1: Environmental problems and politics (pp. 15-28)	
3	Tue, 9/10	Kraft: Chapter 2: Judging the state of the environment: major environmental problems in America (pp. 36-56)	
3	Thur, 9/12	Kraft: Chapter 2: Judging the state of the environment: major environmental problems in America (pp. 56-70)	Introduction of policy paper due by 11:59 pm.
4	Tue, 9/17	Kraft: Chapter 3: Making environmental policy (pp. 79-96)	
4	Thur, 9/19	Kraft: Chapter 3: Making environmental policy (pp. 97-109)	
5	Tue, 9/24	Eccleston & March: Chapter 2: Environmental policy concepts and principles (pp. 15-37)	
5	Thur, 9/26	Eccleston and March: Chapter 2: Environmental policy concepts and principles (pp. 37-51)	
6	Tue, 10/1	Kraft: Chapter 5: Environmental protection policy: controlling pollution in the US (pp. 155-178 and 185-203)	Assessment of alternative policies due by 11:59 pm.
6	Thur, 10/3	Kraft: Chapter 6: Energy-climate change policies (pp. 213-235)	
7	Tue, 10/8	Kraft: Chapter 7: Natural resource policies (pp. 241-274)	Visit to Jacobsburg Environmental Education Center
7	Thur, 10/10	Project updates, midterm check-ins and midterm course evaluation.	Group presentation of project updates and feedback in class.
8	Tue, 10/15	Fall Break	
8	Thur, 10/17	Chasek & Downie: Chapter 2: Actors in the environmental arena (pp. 1-26)	
9	Tue, 10/22	Hayley Stevenson Chapter 7: Transnational governance experiments: (pp. 140-166):	Policy recommendations due by 11:59 pm.
9	Thur, 10/24	Eccleston & March: Chapter 10: The coming water wars (pp.277-297)	
10	Tue, 10/29	Eccleston & March: Chapter 12: Peak food or peak everything: An era of bounty or begging? (pp.319-335)	LaFarm visit
10	Thur, 10/31	Eccleston & March: Chapter 14: The global population paradox (pp.373-395):	

11	Tue, 11/5	Eccleston & March: Chapter 3: Sustainability and environmental policy (pp. 55-77, and 86)	Policy implementation and monitoring due by 11:59 pm.
11	Thur, 11/7	Eccleston & March: Chapter 4: Environmental policy treaties and their implementation (pp. 89-106):	
12	Tue, 11/12	Eccleston and March: Chapter 5: Environmental impact assessment, and decision making (pp. 111-131)	
12	Thur, 11/14	Paehlke, Robert C. "Ethical challenges in environmental policy." (2012). Pp. 93-113	
13	Tue, 11/19	Kraft Chapter 9: Environmental policy and politics for the 21st. century pp. 331-367)	
13	Thur, 11/21	Chasek and Downie: Chapter 7: The future of global environmental policy. (pp. 1-27).	Conclusion and executive summary due by 11:59 pm.
14	Tue, 11/26	Course closure: Interdisciplinary thinking assignment, overview of final presentation and preparation.	Interdisciplinary thinking (in-class assignment)
14	Thur, 11/28	Thanksgiving	
15	Tue, 12/3	Final project presentation	
15	Thur, 12/5	Final project presentation	Final policy paper due by 11:59 pm.

Assignments Due Dates (Tentative)

Course Requirement	Due Date
Environmental Policy Group Project	
Introduction	Thursday, 9/12 by 11:59 pm
Assessment/evaluation of alternative policies	Tuesday, 10/1 by 11:59 pm
Policy recommendations	Tuesday, 10/22 by 11:59 pm
Policy implementation and monitoring	Tuesday, 11/5 by 11:59 pm
Conclusion and executive summary	Thursday, 11/21 by 11:59 pm
Final policy document	Thursday, 12/5 by 11:59 pm
Weekly Journal Reflections	
500-word journal entries	Sundays at 11:59 pm
Class Engagement	
Attendance	Class sign-in sheet
Contribution in class	Sticky notes
Discussion leadership (DL)	Check your DL date in Moodle
Interdisciplinary thinking (in-class)	Tue 11/26

Note:
- All assignments should be submitted in Moodle.
- *Only the group leader should submit the group project for each section.* Put the project title and group members' names on the front page.

RESOURCES

Research: Go to this page for research tools for environmental sciences and studies at Lafayette. https://library.lafayette.edu/researchtools/environmental-sciences/

Strategies for Success:
These strategies will enhance your academic journey and contribute to a successful semester. Remember, I'm here to support your progress, so don't hesitate to seek guidance.

1. *Self-Care:* Prioritize your well-being through sufficient sleep, regular exercise, balanced meals, and positive connections. Engage in daily activities you enjoy and seek professional help when needed. Additional resources are available on Moodle.
2. *Class Attendance:* Aim to attend every class possible for a comprehensive learning experience.
3. *Clarification***:** When uncertain, ask for clarity rather than assuming. Approach information with a positive mindset.
4. *Preparation:* Complete assigned readings and take notes before class. Record critical concepts, learn new vocabulary, and formulate questions to bring to discussions.
5. *Participation:* Contribute actively in class discussions by sharing thoughts and asking clarifying questions.
6. *Assignment Approach:* Initiate writing tasks at least one week ahead. If you encounter difficulties, seek assistance from peers or me.
7. *Presentation Preparation:* Develop presentation outlines and rehearse before presenting to the class.
8. *Consistent Journaling:* Maintain up-to-date journal entries to prevent falling behind.
9. *Group Collaboration:* Collaborate effectively on group assignments. Leverage each member's strengths, hold in-person discussions, and synthesize information cohesively.
10. *Timely Communication:* Reach out for assistance early if you face challenges. Timely action leads to effective resolution.

Career Services
Career readiness involves building lifelong competencies for successful career management. Connecting your undergraduate experiences to sought-after skills can be tricky. The NACE Career Readiness Competencies – including Career/self-development, Communication, Critical Thinking, Equity and inclusion, Leadership, Professionalism, Teamwork, and Technology – offer a framework to express how your experiences align with employer expectations. Environmental career readiness competencies are integral to this course. For further guidance, explore the Lafayette Gateway Career Center. Visit the Lafayette Gateway Career Center.

Student Academic Resource Site:
There are several resources available to support your learning and well-being at Lafayette. Enroll on the following site to gain access to a variety of resources. Please go to the Student Academic Resources to self-enroll on the site.

Gender and Sexuality Resource Center
Located in the Farinon College Center, room 124, Lafayette's Gender and Sexuality Resource Center (https://gsp.lafayette.edu/gsrc/) is a central hub of activity for students and student organizations on campus, including:
– Nia: Women of Purpose (Women of Color social, support, and educational group)
– QPOC (Queer People of Color, Lafayette's LGBTQIA+ Students of Color social, support, and educational student organization)
– PALM (Lafayette's Pride Association for Leadership & Mentoring, our LGBTQIA+ mentor/mentee program)
– Brothers of Lafayette (Lafayette's Men of Color social, support, and educational group)
– Planned Parenthood Nextgen
– PASA (Lafayette's **P**ards **A**gainst **S**exual **A**ssault Student Organization)
– Quest (Lafayette's LGBTQIA+ and Ally education and social group)

Counseling Services
Faculty acknowledges the impact of health and well-being on your academic journey. College life can bring stress, compounded by personal and environmental factors. If challenges affect your progress, contact me, your academic advisor, or the class dean promptly for support. Lafayette offers various resources to help during tough times. Below is a list of available support options.
– Counseling Center: Free, confidential counseling services as well as after-hours and weekend crisis support | 2nd Floor, Bailey Health Center | 610-330-5005
– Academic Resource Hub: Peer tutoring, supplemental instruction, study skills, academic counseling, and accessibility services | 3rd Floor, Scott Hall | 610-330-5098
– Class Deans: 3rd Floor, Scott Hall | 610-330-5080
– Together: Anonymous, peer-to-peer mental health support, 24/7, 365 days
– Health Center: 1st Floor, Bailey Health Center | 610-330-5001
– Financial Aid: 202 Markle Hall | 610-330-5055
– One Pard: Centralized resources to help students support themselves and their peers

WELLNESS STATEMENT

Your well-being is my priority. College can be demanding, and your mental health is crucial to your success. You are not alone; I care about your physical and emotional health. If you ever feel overwhelmed, stressed, or simply need a break to focus on your mental well-being, please don't hesitate to contact me. I am here to support both your academic pursuits and personal growth.If you encounter challenges, need accommodations, or wish to discuss concerns, don't hesitate to reach out. Together, we can create an environment where you can thrive academically and emotionally.

STATEMENT OF ACCOMMODATION

If you have specific classroom or testing requirements due to special needs, please contact me promptly to arrange suitable accommodations. At Lafayette, we're dedicated to providing support and reasonable adjustments for students with disabilities. If you identify as such, contact the

Accessibility Services Office in the first two weeks of the semester. This step verifies your disability and determines appropriate accommodations. The office is located in the Academic Resource Hub (resourcehub@lafayette.edu). After registration, request accommodation letters each semester to notify your professors of your needs. Should you have concerns about accommodations for this course, please contact me to discuss them. Your comfort and success are important.

DIVERSITY, EQUITY, & INCLUSION STATEMENT

Welcome to an inclusive learning space. Every student's background and perspective is valued, irrespective of race, ethnicity, gender, social class, orientation, faith, ability, or learning style. I am committed to fostering equity and removing educational barriers. In building our scholarly community, I ask you to:
– Share your experiences openly without any fear.
– Embrace diverse viewpoints and respect your colleagues' uniqueness.
– Recognize the value of learning from each other.
– Communicate opinions respectfully.
– Keep personal reflections in discussions confidential.

Your suggestions for improvement are welcomed. Please notify me of any conflicts with religious events so that suitable arrangements can be made. Lafayette College is dedicated to an inclusive, diverse, and supportive environment. We strive to embrace differences, including race, gender, identity, and more. Our goal is to prepare you for a diverse world. Everyone in our community plays a role in fostering an environment of equity and inclusion.

ACADEMIC INTEGRITY

Integrity is essential. Academic dishonesty includes cheating, using others' work without credit, and fabricating information. If unsure, refer to the "Principles of Intellectual Honesty" in the Student Handbook or discuss concerns with me or reference librarians. By staying in this course, you agree to this policy. Note: baseball caps, and electronic devices are restricted during exams and quizzes. Adherence to the Student Code of Conduct, including academic integrity policies, is expected in-person and online. Please review the Code.

The Use of Artificial Intelligence
To maintain a cohesive approach to technology usage, you must seek my permission before using artificial intelligence (AI) tools in your coursework. Complete each assignment without AI tools unless explicitly stated.
1. Permissible Use: If AI use is permitted, it will be stated in the assignment instructions on Canvas or other course management systems. Assume AI use is disallowed unless specified otherwise.
2. Acknowledgment and Citation: When using AI tools in permissible assignments, acknowledge and cite them properly:
   o For work generated by AI: Include a note such as, "I generated this work using [AI tool] and edited the content for accuracy."
   o For paraphrasing or quoting smaller samples, Follow the required citation style.

- o Example citation for text generated using ChatGPT: "ChatGPT. (2024, July 28). 'Text of your query.' Generated using OpenAI. https://chat.openai.com/"
3. Transparency and Accuracy**:** Provide a brief explanation (2-3 sentences) of how you used the AI tool in your assignments to ensure transparency and acknowledge the source of AI-generated content. You are responsible for the accuracy and applicability of AI-generated content.
4. Compliance and Violations: Academic Integrity: Deviations from this policy will be considered violations of the course's academic integrity policy, including passing off AI-generated work as your own without proper acknowledgment and citation.
5. Disciplinary Actions**:** Violations may result in disciplinary actions, including loss of credit for the assignment, academic probation, or more severe penalties determined by the institution's academic integrity policies.

RIGHTS

Proper Use of Course Materials & Recordings
Course materials, including posted lectures, worksheets, and discussions, are exclusive to class use at Lafayette College. Sharing or reposting is not allowed. You must request my permission before creating your own recordings of class materials, and any recordings are not to be shared or posted online, even when permission is granted to record. Questions? Ask about material use. Are you worried about being recorded? Let me know.

Federal Credit Hour Compliance Statement
The student work in this course complies with the federal definition of a credit hour course as a four *[two or one as appropriate for half and quarter unit courses]*. Please see the Registrar's Office website (http://registrar.lafayette.edu/additional-resources/cep-course-proposal/) for the full policy and practice statement.

Privacy Statement
Moodle contains student information protected by the Family Educational Right to Privacy Act (FERPA). Disclosure to unauthorized parties violates federal privacy laws. Courses using Moodle will make student information visible to other students in this class. Please remember that these federal privacy laws protect this information and must not be shared with anyone outside the class. Questions can be referred to the Registrar's office.

DISCLAIMER

The instructor reserves the right to change the syllabus and course policies at any time, with or without your notice.

APPENDIX

Guiding Questions for Final 1-On-1 Meeting:

Regarding Ungrading
1. <u>Focus on Learning</u>: Describe how you mastered the course objectives. Provide evidence of your intellectual growth.
2. <u>Intrinsic Motivation</u>: Explain how you pursued learning out of genuine interest.
3. <u>Self-Assessment and Reflection</u>: Describe how you assessed your progress and demonstrated learning.
4. <u>Continuous Feedback and Dialogue</u>: How did you seek and use feedback to refine your work and show learning progress? Provide specific examples of improvements based on feedback.
5. <u>Professional and Personal Development</u>: How did the professional and personal development contribute to your academic journey and personal growth? What personal learning goals did you set and achieve?

Regarding Class Policies:
6. <u>Class Engagement</u>: How effectively did you set aside distractions during classes to engage meaningfully with course content and peers?
7. <u>Attendance</u>: Did you adhere to the attendance policy? If not, explain.

Social Presence:
8. <u>Participation in Group Discussions & Projects</u>: How did your contributions to group discussions foster collaboration? Provide examples of active engagement with classmates.

Teaching Presence:
9. <u>Preparation and Organization</u>: How did your class preparation contribute to effective learning? How did you facilitate learning for yourself and others? Share examples of creativity in approaching tasks.

Cognitive Presence:
10. <u>Problem-Solving Abilities</u>: How have you applied course knowledge in various contexts?