San José State University

Department of Environmental Studies
GLST 167, Changing Ecologies of Globalization, Spring, 2022

[Schedule](#)

Course and Contact Information

Instructor:	Ins. Mary Poffenroth
Office Hours:	Monday 11:00 am to 3:00 pm Online or by appointment. We can meet via Zoom, Skype, or FaceTime. Please email for a link to open timeslots. *Office Location: Online*
Telephone:	408-924-4831 (email is best as I rarely check my VM on my office phone)
Email:	mary.poffenroth@sjsu.edu
Email Expectations:	Please refer to me as Ins. Poffenroth. It is best to email me any questions or concerns. For email, **I will respond within a max 2 business days.** Please do not expect a response late at night or on weekends. Your email must be in grammatically correct English, with proper salutations, in order to receive a response. *Contact me if you need to make an appointment outside my office hours.*
Class Days/Time:	T/Th 3:00 – 4:15 pm
Classroom:	Zoom Room (Permanent Link) https://sjsu.zoom.us/j/84955329384?pwd=M2RCdEkvZldvaHE1YzFxNkJWWlZjdz09
Prerequisites:	Passage of the WST or ENGL/LLD 100A with a C or better; 100W is strongly recommended as a prerequisite or co-requisite to all Earth and Environment courses; upper division standing (60 units); completion of Core GE
GE/SJSU Studies Category:	**R**: Students will cultivate knowledge of the scientific study of the physical universe or its life forms. Students will understand and appreciate the interrelationship of science and human beings to each other.

Read the entire syllabus, as it is a contract between you and your instructor.
Your continued enrollment in this course implies that you agree to all terms in this contract.

About Our Course

Catalog Description

This course examines environmental and human issues and challenges focusing on global environmental shifts and their relationship to social, demographic, cultural, and political change. Using scientific principles and investigation, we will explore human interactions with the natural environment in all its complexities, including interaction with nonhuman animals, agriculture and engineered landscapes, contagions and demographic shifts, and industrial pollution.

Course Description – *Welcome to the Anthropocene*

"The Anthropocene cries out for deep inquiry into the peculiar place of the "Anthropos" in the scheme of things. The dawning of the Anthropocene compels us to ask ourselves not only, "What on Earth are we doing?" but even more fundamentally, "What on Earth are we?" Rather than viewing such issues as climate change, mass extinction, world hunger, and political polarization as happening "out there," what happens when we experience them emotionally and somatically as also happening "in here?" Our capacity for self-awareness, integrative thinking, holding multiple perspectives, tolerating uncertainty and ambiguity, and working with difficult emotions will be essential to creatively navigating the Anthropocene. The mind's ability to adopt a meta-position relative to its own contents, thereby consciously integrating somatic, emotional, and mental experience, has profound implications for civic discourse and collective action." (Karen Litfin)

This class is not self-paced. You will have deadlines and they will not be adjusted unless there is an issue that affects the entire class. Online classes, although more convenient for lecture attendance than in-person, are still as rigorous. If you cannot meet the demands and timing of the course, as set forth in the schedule below, please consider taking a different course.

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, notes, or homework solutions without instructor consent. You may not duplicate, screenshot, or save any materials for dissemination to any other parties including any external websites.

Pre-Requisites

Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

Technology Requirements

Minimum Technology & Technology Skills: **You are required to have access to reliable computer technology, internet and up to date software/antivirus.** You must have basic computing skills and know how to use the internet, Canvas, a word processing program (such as MS Word) and a slide deck program (such as PowerPoint). You must also know how to create a short video and upload that video to a video hosting site like YouTube or Vimeo. *All written submissions must be a PDF or .DOC or .DOCX file to canvas. Others will receive a zero.*

This is a technology heavy class since it is in the online environment. You must have a computer that has the most up to date operating system, Microsoft office, up to date web browser and associated media

players, a webcam, microphone, and earphone capabilities. There are computers available on campus, but you will need to search this resource out for yourself if needed. It is your responsibility in an online class to ensure you have the proper technology to view the online curriculum. I cannot provide tech support for your system or software. If you find a video or something is not playing properly, try a different web browser (i.e. instead of safari try to play it in FireFox or Chrome). This usually solves the issue.

Canvas will only read .pdf and .doc or .docx. If you submit any other type of file, you will get a zero and may lose the chance to regain any points from that assignment. This includes links to Google docs and pages. This DOES NOT apply to our oral presentation video. If you are having issues with canvas - try a different browser. Canvas plays nice with Safari and Firefox. It does not play well with chrome.

We will be using Canvas for our learning management system (LMS). Link for Students Regarding Canvas Issues/Questions http://www.sjsu.edu/at/ec/docs/Canvas%20Student%20Tutorial.pdf or http://www.sjsu.edu/at/ec/canvas/index.html You are automatically registered with canvas as a registered student of the course. Only registered students can access our canvas class. I will also be sending out emails through MySJSU periodically. Please ensure you are reading/receiving them.

Faculty Web Page and MySJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas, http://www.sjsu.edu/at/ec/canvas/. **You are responsible for regularly checking with the messaging system through Canvas and MySJSU to learn any updates.** If you have any issues accessing Canvas or MySJSU, you must address these directly with the University HelpDesk – I do not have that level of access to assist you (https://isupport.sjsu.edu/ecampus)

Zoom Classroom Conduct

By continuing in our class, you agree to attend "most" if not all live lectures via Zoom (link on Page 1 and in Canvas). You will not be graded on attendance alone, but we will have activities for credit every class period that can't be made up. Here are the ground rules for our Zoom time:

- **On Time Arrivals & Departures**: Timing of activities for credit will change, so please make sure you sign in on time and stay the entire session. Activities may include multiple parts, so do not assume that you can sign out once you submit an activity.
- **Zoom Name**: Please make sure your Zoom name matches your Canvas/Registered name. I will be screen capturing to match attendance to assignments submitted for credit. Any in class assignments submitted for credit without live attendance will result in a zero. If you are unhappy with your registered name, did you know you can change your preferred name at SJSU?
- **Cameras On**: Please be prepared to have your camera on "most" of the time. Seeing and hearing each other helps to increase engagement, build connection, and strengthen a sense of community for all. I understand that sometimes you just can't for a plethora of reasons, but you must have your camera on ~90% of the time and must always be able to participate via the text chat and submit in class assignments during the session.
- **Class Will Not Be Recorded**: To maintain the sanctity of the live virtual classroom, class sessions will not be recorded.

Consent for Recording of Class and Public Sharing of Instructor Material IS NOT Granted.

- "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. The recordings are the intellectual property of the instructor; you have NOT been given any rights to reproduce or distribute the material."

- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- "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, or homework solutions without instructor consent."

Late Policy

As a rule, I do not accept late work. I expect all work to be submitted on time and in the required format. Do not leave assignments to the last minute, which usually results in poor work and possibly not getting finished on time. Keep in mind that all assignments are available for you to start working on at the beginning of the semester, so do not expect that missing class the day an assignment is due precludes you from turning it in on time. **The in-class exercises cannot be made up for any reason.**

Academic Dishonesty

I maintain a zero-tolerance policy for cheating and plagiarism.

Plagiarism
SJSU "defines plagiarism as the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and submitting it to fulfill academic requirements."

Plagiarism includes (see: http://www.sjsu.edu/senate/docs/F15-7.pdf for more information):
- "Knowingly or unknowingly incorporating the ideas, words, sentences, paragraphs, parts of sentences or paragraphs, or the specific substance of another's work without giving appropriate credit, and representing the product as one's own work;"
- "Representing another's artistic or scholarly works, such as computer programs, instrument printouts, inventions, musical compositions, photographs, paintings, drawings, sculptures, novels, short stories, poems, screen plays, or television scripts, as one's own."

Library Liaison

Peggy Cabrera, peggy.cabrera@sjsu.edu and online

Workload Policy @ SJSU

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Course Requirements

In-class Assignments and Class Participation Overview

In class activities will be conducted throughout the semester. In most cases an assignment (written or otherwise) will accompany the activity. Participation in these activities is essential, and successful completion of them will constitute a significant portion of the total class grade.

- **Attendance**: You cannot participate if you are not in attendance and in class assignments can't be made up for credit. However, attendance alone is not enough – you must be an active participant in class discussion, activities, etc. **Everyone gets two missed days comped automatically entered at the end of the semester** (i.e., I give you full credit for up to two missed lecture activities) to cover for illness or emergency or anything that you need the two days for (which could be used in the same week or separate).
  - *No need to contact me unless* you find you need to miss more than two days due to a documented emergency, then let's chat.
  - The comped points are only for the in class – for everyone assignments. If you miss your presentation, those points will not be comped under any circumstances. If you miss a presentation day you must contact me immediately and no later than 24 hours to discuss the situation.

- **Zoom Name**: Please make sure your Zoom name matches your Canvas/Registered name. I will be screen capturing to match attendance to assignments submitted for credit. Any in class assignments submitted for credit without live attendance will result in a zero. If you are unhappy with your registered name, did you know you can [change your preferred name at SJSU](#)?

- **Participation in Discussions**: Participation does not mean being verbose, nor does it mean just attending class. Provide your insights in an engaging and respectful manner. Statements are always more interesting and informative if they are backed up by logic and evidence. There will be in class assignments that are unannounced and can't be made up.

- **Presentations**: As a presenter it is your job to make your subject informative and enjoyable. Please be professional, but get creative!

- **Respect and Decorum**: All class participants will behave in a manner that provides a positive and comfortable learning environment for everyone.

- **Camera On Expectations:** As this is a synchronous class you are expected to have your camera on "most" of the time. I absolutely understand that is not always possible, but if you feel you can't have your camera on for nearly every class, please schedule time to chat with me.

Required Texts/Readings

Textbooks (in the order we will read): These are available as audiobooks and paperback

Jukes, H. (2020). A Honeybee Heart Has Five Openings: A Year of Keeping Bees. Pantheon, 2020.

Kassinger, R. (2019). Slime: How Algae Created Us, Plague Us, and Just Might Save Us. Boston: Houghton Mifflin Harcourt.

Harvell, D. (2019) Ocean Outbreak: Confronting the Rising Tide of Marine Disease. Oakland: University of California Press. (Get your free eBook copy here)

We will be reading Jukes and Kassinger in their totality and using Harvell in our end of term project.

Other Readings

Other readings (as listed on the course schedule) will be available on Canvas or library reserve in MLK.

Exams

There are no exams in this course (Woohoo!), because I believe that most exams are obsolete in the age of the internet … except driving exams… those need to stay!

Assignments

I have created our class to be about actively learning content and skill building for your future in equal measure. I look forward to co-creating with you!

In Class Activities

Points vary per submission, up to 250 points for the entire term
In-class activities will be announced and executed during class time and can't be made up. Details and submission of in-class activities will be shared during class, will take place at different/multiple points throughout class, and will be submitted at a designated time during class.
- **Everyone gets two missed days comped automatically entered at the end of the semester** (i.e., I give you full credit for up to two missed lecture activities) to cover for illness or emergency or anything that you need the two days for (which could be used in the same week or separate).
- *No need to contact me unless* you find you need to miss more than two days due to a documented emergency, then let's chat. The comped points are only for the in class – for everyone assignments.
- **If you miss your presentation**, those points will not be comped under any circumstances. If you miss a presentation day you must contact me immediately and no later than 24 hours to discuss the situation.

Written Reading Reflection: Submitted to Canvas Before the Start of Every Class Session by All Students

10 points per submission
Twice each week, before class begins for each assigned reading, students will submit a reflection on the assigned reading. Please see the schedule/Canvas for dates and details.

Use the following headings (include the headings, but not the information in parentheses):

- Citation in CSE Name Year Style with chapter titles
- Summary of the central argument: (150 word minimum)
- What is the significance of this week's reading? (100 word minimum)
- Favorite/Most Significant Quote: (yes, this is one time it is totally acceptable to copy and paste direct from the source).
- What characters, stories, or ideas from the reading most stood out to you? Why? Can you draw any similarities or conclusions to your own life/popular culture / cultural zeitgeist? (50 word minimum)
- What was most surprising, intriguing, or challenging to you about the reading? (50 word minimum)

This is an "all or nothing" assignment. There is no partial credit for including only some of the required elements. Occasionally I will respond directly to your submission, but not always.

Share to Class Reading Reflection: Once Per Student, Per Semester

20 points
On a date of your choosing, chosen in Canvas/Google Docs (link in Canvas), you will present the above information from that day's reading reflection to the class during class time. The presenting student will upload their notes / outline / script / slides into canvas for credit before the start of class. If you are scheduled and miss your assigned date, there is no makeup session. You will need to contact me immediately and for documented emergencies we will discuss your options.

- You can present with it without slides but needs your presentation needs to be live and cover the requirements restated below
- You must present (which means practice) and you may not read your notes/slides verbatim. You can refer to your notes now and again, but do not read word for word to the class.
- Your presentation should be at least 5 minutes and no more than 10. I will signal you when you are at 9 mins.

Your presentation should cover these topics:
- Summary of the central argument
- What is the significance of this week's reading?
- Favorite/Most Significant Quote
  - What characters, stories, or ideas from the reading most stood out to you? Why? Can you draw any similarities or conclusions to your own life/popular culture / cultural zeitgeist?
  - What was most surprising, intriguing, or challenging to you about the reading?

Literature Review Paper

100 points. Late work is accepted at minus 10 points per calendar day.
Students will prepare a literature review paper (750 words) that examines an important global ecologies topic. The paper should address one of the topics listed in the guidelines that explain the requirements and grading criteria for this assignment, using the specified academic format (*see Literature Review Paper Guidelines in Canvas for details*). All submitted papers will be scanned by the Turnitin service (http://turnitin.com/) for online plagiarism evaluation before being graded. You must paraphrase all cited sources. Absolutely no "copy & pasting" directly from resources. Any paper over 30% unoriginal material will be closely examined by the instructor and a meeting may need to be held with the student.

Oral Presentation

100 points. Sign up for presentation dates in Canvas.
Students will prepare and deliver in class an oral presentation with a slide deck that examines the broader interdisciplinary implications of the same global topic that they addressed in their Literature Review Paper. The oral presentation should be prepared according to the guidelines and grading criteria for this assignment, using the specified academic and digital format (*see Oral Presentation Guidelines in Canvas for details*). Students have some creative freedom over how to deliver their oral presentation, but at minimum, it must be in real time/live, must show a slide deck and the audience can clearly see and hear the student present on their topic. Missed presentation dates will result in a penalty of up to 100% of your oral presentation grade depending on circumstances. If you miss your presentation date, you must contact me within 48 hours to discuss your options.

Ocean Outbreak: Problem Based Learning Group Project

200 points. Group sign up and dates in Canvas.
Based on the book Ocean Outbreak (Harvell, 2019), the class will be split up into groups based on one of the four iconic species explored in the book: corals, abalone, salmon, and starfish. You will sign up for the species you wish in order to create the groups and avoid the dreaded "*hey stranger… wanna be my friend*" aspect of group work in school. There will be various activities leading up to the final deliverable: a short video presentation created by the entire group and presenting their findings and recommendations for addressing the rising tide of global marine disasters. Additional details found in Canvas and class time will be allotted for support from faculty and so that groups can work together…. and don't worry – there will be built in safeguards to prevent a few people from doing all the work.

Grades

Grading will be based on evidence of mastery indicated by accuracy, originality, and effort. 80-90% of the points allocated will be for content, 10-20% of the points reflect careful and accurate use of English prose. Use https://www.grammarly.com or another electronic service to check your writing. All papers will be submitted through Canvas and will be vetted by Turnitin.com.

Assessment will always be part of our academic and professional lives. Grades earned in this class reflect the instructor's assessment of the student's quality of work. A grade of A+ is typically reserved for exceptional or distinguished work that significantly exceeds the instructor's expectations. My firm expectation is that your work reflects the fact that you are advanced students in a top university. Please be sure your effort is equal to the task. I expect correct format, spelling, grammar, punctuation, and citations. If you have any concerns about your writing, please visit the writing center early and often!

- Use inclusive language (i.e. be conscious of your use of gender pronouns and referents).

- Use "people" or "humankind" instead of "man" and "he or she" or "they" instead of simply "he".
- Be honest. Use your own words and express your own thoughts. Don't fall into the habit of using others' words without giving them the proper credit. Avoid long quotes in your writing; work to express your understanding of an author's ideas in your own words.
- All work must be your own with work from others paraphrased and cited using CSE Name Year Style https://www.marypoffenroth.com/cse
- Get regular writing support: here are some of my favorite resources that I use myself! https://www.marypoffenroth.com/writing-resources

Requests for Re-Grading

I will make every effort to provide you with a grade that best reflects the quality of your work, and re-marking will be conducted at my discretion. If you wish to have your work (assignment or exam) re-marked, you will be asked to explain in writing, within at most 1 week after the work is initially returned, the reasons why it should be reviewed, and the mark changed. Specifically show and defend where you think you lost points you should have received. I will respond to your request within 48 hours during the normal work week. Please note that re-marking may result in a higher or lower grade and you will not be able to choose. The re-marked score will be the final score.

Tips for Success

- ✓ Read the syllabus carefully and write down due dates for assignments in your calendar.
- ✓ Take good notes in lecture and discussion.
- ✓ Keep up with the readings. Lecture and discussion will not make sense unless you have done the readings. You should expect to spend about 4-5 hours outside of class each week on required reading, ideally in a couple of uninterrupted sessions.
- ✓ Use a dictionary and an encyclopedia when you need them to gain understanding of words, phrases, and concepts that are unfamiliar to you. You can find free dictionaries and encyclopedias online.
- ✓ Take advantage of my office hours. I am there to help! I want to help! I love talking with students!

Grade Scale

A+ = 100%	A = 99-95%	A- = 94-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

Grades will be based on the following:

Assignment	Points
In Class Activities (*up to*)	250
Reading Reflections (10 points each)	220
Student Presented Reading Reflection	20
Oral Presentation	100
Literature Review Paper	100
Ocean Outbreak Problem Based Learning Project	200
Total	**890**

SJSU Policies & Procedures

Campus Policy in Compliance with the Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of their disability.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/". Make sure to review these university policies and resources.

GE Learning Outcomes (GELO) & GE Area R (Earth & Environment) Goals

Students will cultivate knowledge of the scientific study of the physical universe or its life forms. Students will understand and appreciate the interrelationship of science and human beings to each other.

Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of the methods and limits of scientific investigation.
   - Response/reflection essays or in-class writing, and discussion will ask students to synthesize ideas, arguments, and information from a diverse set of readings, demonstrating critical thinking and analysis skills.
2. Distinguish science from pseudo-science.
   - Writing assignments will ask students to reflect on, analyze, and interpret the social and political consequences of counternarratives constructed by skeptics and doubters of scientific evidence.
3. Apply a scientific approach to answer questions about the earth and environment.
   - They will demonstrate the ability to answer questions about their findings and conclusions through an oral presentation of their research.
   - Problem based learning group project

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Critically evaluate social scientific, historical, and ecological theories and how they help us understand that "nature" is an agent of history.
   a. The critical analysis of course readings. Final Project.
   b. Student presentation of key ideas and questions from the assigned readings.
2. Explain how the environment shapes human society and culture and how humans shape the environment.
   a. Student presentation of key ideas and questions from the assigned readings.
   b. Group project will require students to demonstrate attainment of the CLO

3. Assess the broad array of cultural and scientific issues facing state and non-state actors in the contemporary era of globalization.

    a. Student presentation of key ideas and questions from the assigned readings.

    b. Reading reflections

Our Schedule is on the Following Page

GLST 167 / Changing Ecologies of Globalization

Course Schedule

The following schedule is subject to change with notice posted on Canvas and/or through notification in class.

Week / Module Number	Date of Class Meeting/Due Date by 3:00 pm PST	Readings/Topics
		Assigned readings are meant to be completed by the date in the schedule below & will be used in class activities.
		Reading reflections for the assigned pages below are due no later than the start of class time to Canvas (3:00 pm PST).
		Any other Canvas homework is due no later than 11:59 pm PST on Friday of the week scheduled.
0	Jan 27	Course introduction, expectations, logistics, etc. *Procure your required books*
1A	Feb 1	**← When is the stuff in this square due to Canvas? No later 3 pm on the date to the left.** What defines an epoch? When did the Anthropocene Begin? Is the Anthropocene geologically significant? *Everything you need for this day provided/due in Canvas*
1B	Feb 3	*Slime* Chapters 1 & 2 (Poffenroth will cover/present, just make sure to have your books and start reading ahead for next week). *Everything you need for this day provided/due in Canvas*
2A	Feb 8	**Oral Presentation Dates & Topics Released for Student Selection** <u>Read, Reflect & Submit Before 3 pm PST</u> *Slime* Chapters 3 & 4: Algae Get Complicated and Land Ho, Going Once.
2B	Feb 10	<u>Read, Reflect & Submit Before 3 pm PST</u> *Slime* Chapters 5 & 6: Land Ho, Going Twice and Looking for Lichens
3A	Feb 15	<u>Read, Reflect & Submit Before 3 pm PST</u> *Slime* Chapters 7 & 8: Brain Food and Seaweed Salvation
3B	Feb 17	<u>Read, Reflect & Submit Before 3 pm PST</u> *Slime* Chapters 9 & 10: On a Grand Scale and Welshmen's Delight
4A	Feb 22	**Oral Presentations Begin! Student # 1** <u>Read, Reflect & Submit Before 3 pm PST</u> *Slime* Chapters 11 & 12: A Way of Life and Flash!

4B	Feb 24	Oral Presentation Day: Student # 2 Read, Reflect & Submit Before 3 pm PST *Slime* Chapters 13 & 14: Spirulina and Feeding Plants & Animals
5A	Mar 1	Oral Presentation Day: Student # 3 Read, Reflect & Submit Before 3 pm PST *Slime* Chapters 15 & 16: In the Thick of It and Land Ho, Going Thrice
5B	Mar 3	Oral Presentation Day: Student # 4 Read, Reflect & Submit Before 3 pm PST *Slime* Chapters 17 & 18: Seaweed Stuff and Algae Oil
6A	Mar 8	Oral Presentation Day: Student # 5 Read, Reflect & Submit Before 3 pm PST *Slime* Chapters 19 & 20: The Algae's Not for Burning and Ethanol
6B	Mar 10	Oral Presentation Day: Student # 6 Read, Reflect & Submit Before 3 pm PST *Slime* Chapters 21 & 22: The Future of Algae Fuel and Gadzoox
7A	Mar 15	Oral Presentation Day: Student # 7 Read, Reflect & Submit Before 3 pm PST *Slime* Chapters 23 & 24: Saving the Reefs and A Plague Upon Us
7B	Mar 17	Oral Presentation Day: Student # 8 Read, Reflect & Submit Before 3 pm PST *Slime* Chapters 25 & 26: Cleanup and Making Monsters
8A	Mar 22	Oral Presentation Day: Student # 9 Read, Reflect & Submit Before 3 pm PST *Slime* Chapters 27 & 28: Geoengineering and Epilogue
8B	Mar 24	Oral Presentation Super Day: Student # 10-13
-		**SPRING BREAK March 28 – April 1** **Campus Closed**
9A	Apr 5	Oral Presentation Day: Student # 14 Read, Reflect & Submit Before 3 pm PST *A Honeybee Heart Has Five Openings* (Chapter 1: Doorway)
9B	Apr 7	Oral Presentation Day: Student # 15 Read, Reflect & Submit Before 3 pm PST *A Honeybee Heart Has Five Openings* (Chapter 2: Hive)
10A	Apr 12	Oral Presentation Day: Student # 16 Read, Reflect & Submit Before 3 pm PST *A Honeybee Heart Has Five Openings* (Chapter 3: Bee)
10B	Apr 14	Oral Presentation Day: Student # 17 Read, Reflect & Submit Before 3 pm PST *A Honeybee Heart Has Five Openings* (Chapter 4: Orientation)

11A	Apr 19	Oral Presentation Day: Student # 18 <u>Read, Reflect & Submit Before 3 pm PST</u> *A Honeybee Heart Has Five Openings* (Chapter 5: Losing Sight)
11B	Apr 21	Oral Presentation Day: Student # 19 <u>Read, Reflect & Submit Before 3 pm PST</u> *A Honeybee Heart Has Five Openings* (Chapter 6: Swarm)
12A	Apr 26	Oral Presentation Day: Student # 20 <u>Read, Reflect & Submit Before 3 pm PST</u> *A Honeybee Heart Has Five Openings* (Chapter 7: Honey)
12B	Apr 28	A Global Threat to Marine Biodiversity Group Activity Time: Planning
13A	May 3	A Steady Path to Extinction Group Activity Time: Execution
13B	May 5	Food From the Ocean Imperiled Group Activity Time: Execution
14A	May 10	Ecological Domino Effects Group Activity Time: Finalize
14B	May 12	**Group Videos Due to Canvas No Later Than Noon PST** *To Be Viewed in Class* **Last Day of Instruction**
	May 17	Study Day *No Class*
	May 18	Final Exam Day Wednesday May 18, 2:45 – 5:00 pm PST