**THIS SYLLABUS HAS BEEN REVISED. CLICK HERE FOR THE UPDATED VERSION.**




***To search for content within this syllabus, use ctrl+F;*** **use ctrl+P to download a PDF.**

**Visit me in my office hours! Reserve a meeting for Tuesday: Click HERE.**

## WELCOME TO (THE) CHANNEL ISLANDS!

In this course we are doing something new. As students at **CSU Channel Islands** with an interest in science, the environment, and the health and sustainability of the world around us, we want to provide you with knowledge and skills to make you successful in college and career… AND we want to pay homage to the places, peoples, and ecosystems of our university's namesake islands by teaching you about them and letting you experience them for yourselves.

**The GOAL of this course is to give you concepts, tools, and experiences that will enable your success at CSUCI (and beyond) and to meaningfully connect you with our unique geography and local heritage.**

## SUCCESS IN THIS COURSE

This course is based on the premise that everyone can learn to make a difference in their community, regardless of their major, background, or identity. I am super serious about the course goal and will work hard so that each of you can achieve it. To succeed:

- **Participate Fully:** involve yourself in the work, engage with your colleagues, and turn work in *On Time*. (Students who take these simple steps consistently throughout the semester always earn good grades!)
- **Use Your Resources**, including me, each other, and the support and materials in the course and syllabus.
- **Commit to our Community:** let's build it together!
- **Ask For Support** whenever you need it (or think you do!)

## CRITICAL INFO & TEXTBOOK

Class meets in-person on Tues/Thurs from 9-10:15am in Bell Tower 2572, but we'll also go outside a lot *and* rely heavily on

## YOUR INSTRUCTOR

Hi! I am Dr. D.R. Reineman. *What should you call me?* **Call me Doc.***



**I look forward to connecting!**
**dan.reineman@csuci.edu**
**805-262-7844**
**Learn about my research here.**

**Office Hours:**
**Tuesdays** 12pm-1pm
**Thursdays** by appointment

**CLICK TO SCHEDULE**

Days/Times don't work for you? Email me to set up another time!

*Email is the best way to connect with me!*
*I can usually respond within 24-48 hrs.*

***This course is part of the Island Living Learning Community! Cool!***

* Yes, really, "Doc." This actually *is* what students call me.

Canvas. **Our textbook is called Island Visions**—it's beautiful and can/must be bought here for *only* $40.

## Syllabus Navigation

**Course Structure** - module flow plan
**Learning Outcomes** - plus some themes
**Course Components** - what you'll "do"
**Policies** - on inclusion, community, etc
**Field Trips** - **YES! Check your calendars!**
**Resources** - to help you succeed
**Grading** - how to *earn* your final grade
**SCHEDULE** - when we'll do what &…
what's due when

### A bit more about the textbook

One additional note about the textbook: I promise you it does not suck. Despite being packed with good information, beautiful imagery, and helpful illustrations, it is almost more of a coffee table book than a textbook. True story: I know people who have given copies as gifts during holidays. If you *still* don't want to buy it, there are reserve copies available at the Library.

## The Channel Islands SURF Learning Community

This course is part of a block of courses that are being taught in a coordinated way in order to best support your learning and success! The other courses are:

- UNIV 198 - Introduction to Interdisciplinary Research with **Dr. Matera** (Check out the picture of him before he grew his beard!!!)
- Anthropology 104 - Introduction to Bioanthropology with **Dr. Kuzminsky**

In addition to profs Matera & Kuzminsky, our community will also be supported by:

- **Kimberly Soriano**, your EPM - embedded peer mentor, and
- **Angelina Delatorre**, your RA - resident advisor, and
- **MacKenzie Kuras**, your EMT - embedded multiliteracy tutor from the WMC.
- Wow, so much support! TAKE ADVANTAGE OF IT!

Please note that because this section (ESRM 100-**01**) is being offered as part of the learning community, it will be totally different in form, structure, and content than the other sections of ESRM 100!

## COURSE OUTCOMES

By the completion of this term, students should be able to:

- Identify the ways in which humanity has affected the ecological function of natural environments;
- Critically analyze environmental issues and correctly identify the root causes;
- Identify the role of science in addressing environmental problems; and

- Recognize the need to incorporate socio-economic, political, and cultural considerations into environmental decision making.

To these "official" outcomes, we'll add one more, which is that students should be able to:

- Describe *and personally relate* to the natural and cultural history and management of the California Channel Islands.

## COURSE COMPONENTS

This course will alternate between content days (typically Tuesdays) and skills days (typically Thursdays). Some content will be delivered live and in person through lectures and discussions; some will be delivered digitally/remotely through recorded videos, podcasts, and readings. Skills days will meet in-person or, occasionally, through other modalities and rely heavily on student engagement and participation, which—along with attendance—is *required*. Students will earn their grades through a combination of participation (being present, weighing in, helping out), evaluation (quizzes and a final), and demonstration (showing that you can do what you've learned in a variety of activities/assignments and a final project). You can see the relative weight of each of these components for your final grade in the section on Grading.

### Participation

Attendance is required (one absence will be excused). Whilst attending class, students are expected to participate in the following ways: actively listening, asking questions, answering questions, completing readings or writings or other assignments on time, engaging constructively with your instructor and with each other, and by respecting the ideas and opinions of others. A student who gets full credit for participation is a student who:

- Attends ALL class sessions (one absence will be excused),
- Arrives on time (i.e., by the start of class; arrivals more 10 minutes after start of class will count as absence) *and* turns in work on time,
- Joins discussions with thoughtful, constructive perspectives and ideas,
- Asks and/or answers questions,
- Engages thoroughly in discussions and other classroom activities, and
- During online class sessions, bandwidth permitting, participates through zoom with their video ON—especially during breakout or small group sessions.
- *To receive full credit for participation, students must turn in all work on time.*

If, for extraordinary reasons, a student feels unable to participate verbally in classroom discussion or has other concerns over classroom participation, they should consult with me to explore alternative methods for satisfying the participation component of the course grade. I *strongly* encourage students to make use of my office hours.

### Modules

Our 16 week semester is divided up into five modules—broad groupings of content—each with associated activities and a quiz. These are listed in the Schedule, below.

### Module Activities

Each module, you will be required to complete one or more activities, including discussions, polls, and peer-review, as well as other assignments designed to engage you with the material and with your colleagues. Activities will be graded on a complete/incomplete basis (i.e., credit/no-credit). So, as long as you get something submitted by the deadline, you will get credit for it. If you miss something… don't sweat it too much, as there are lots of opportunities to make up for it. But, don't make a habit of skipping too many: remember, the most successful students in the course are the ones who turn nearly everything in on time, even if it's quality was low! Some module activities will be cumulative towards a final project due in Week 15.

### Final Project

Your final project will be an integrated place assessment—a review and reflection on a place that is meaningful to you—that describes its geology, climatology, ecology, history, and contemporary issues in environmental and social dynamics. The assessment will rely on skills and build on knowledge developed throughout the semester.

### Module Quizzes and Final Exam

Each module will culminate with a quiz, graded on a point/percentage basis and generally comprising multiple-choice questions. Quizzes may be "closed book/notes" and administered in class or may be "open book, open notes, open internet" and administered at home over Canvas; the format of each quiz will be announced in advance. All quizzes must be taken alone without assistance from others and may only be taken once. They are not cumulative of content from prior modules. During finals week, a comprehensive, cumulative final exam will be given in the time and place posted in the university catalog.

### Field Trips

Some field trips will be short and involve walking/hiking around campus. Others will take us further afield to the CSUCI Boating Center and (twice!) to the Santa Rosa Island Research Station. We will talk about these at length: they will involve paperwork and advanced planning but will be totally worth it. Attendance on field trips is *required*. If the timing of the trip causes you to miss other classes with other professors, please let them know at the *beginning* of the term; if those other professors have issues, please do not hesitate to have them contact me for an explanation (this is totally cool to do—it happens all the time). If the field trips will cause other hardships for you (e.g., you don't have a sleeping bag, have concerns about a food allergy, are vision impaired, etc etc etc) *please* do not hesitate to let me know: there are resources and accommodations we can make (this too is totally cool and we work with lots of students to make sure their trip is possible and awesome).

Current (still tentative) Trip Dates this fall are:

- September 14 - Santa Rosa Island Day Trip - hiking, exploration, observation
- October 6 or 13 (TBD) - Channel Islands Boating Center - kayaking
- November 4-6 - Santa Rosa Island Research Station - overnight trip, service to NPS

### Surveys & Paperwork

You will occasionally be required to complete a form, fill out a survey, etc. Getting these turned in on time is a small, but not insignificant part of your grade!

## SCHEDULE

Course schedule subject to change. Changes will be announced via Canvas and reflected in the live, online version of the schedule, available here.

| Wk | T | Th | Module |
|---|---|---|---|
| 1 | 8/23 | 8/25 | **Welcome to the Island(s)**: Islands as a metaphor for Earth |
| 2 | 8/30 | 9/1 | |
| 3 | 9/6 | 9/8 | |
| 4 | 9/13 | 9/15 | **Earth/Island Systems: fundamental concepts in earth systems and processes** |
| 4 | 9/14 | | |
| 5 | 9/20 | 9/22 | |
| 6 | 9/27 | 9/29 | |
| 7 | 10/4 | 10/6 | |
| 8 | 10/11 | 10/13 | **Earth/Island Ecosystems**: energy, interaction, evolution |
| 9 | 10/18 | 10/20 | |
| 10 | 10/25 | 10/27 | |
| 11 | 11/1 | 11/3 | **Earth/Island Social Systems: the human dimension** |
| 11 | 11/4-6 | | |
| 12 | 11/8 | 11/19 | |
| 13 | 11/15 | 11/17 | |
| 14 | 11/22 | 11/24 | **The Future: achieving a just, equitable, and sustainable island planet** |

## COURSE POLICIES

### MASK POLICY

CSUCI is following guidelines from the California Department of Public Health and Ventura County Department of Public Health to promote safety during the COVID-19 pandemic for CSUCI students, employees, and visitors on the campus, to help prevent and protect oneself and others from the spread of the virus. Students are required to adhere to all health and safety requirements outlined on the University's website regarding COVID-19. Failure to do so may result in removal from the classroom, lab, or field and, in keeping with CSU policy, the student may also be denied access to campus/programs.

AS OF THE START OF THE FALL SEMESTER, YOU ARE REQUIRED TO WEAR A MASK DURING ALL IN-PERSON ACTIVITIES THAT HAPPEN WITHIN CSUCI'S INDOOR SPACES. So I -- your professor -- kindly request that you **wear a mask**.

### Inclusion

In this course we will explore and perhaps challenge viewpoints about environmental issues that do not align with your own. I aim to create a learning environment for students that supports a diversity of thoughts, perspectives, and experiences and that honors your identities—including race, gender, class, sexuality, religion, ability, military service, nationality, *etc*. To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official CI records, please let me know.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. If you prefer to speak with someone outside of the course:
    - Toni DeBoni in Student Affairs is an excellent resource: toni.deboni@csuci.edu. She's the Dean of Students and is super awesome.
    - If you would like to speak to a confidential source, you can also *always* contact Counseling And Psychological Services (CAPS): 805-437-2088; *if you reach the voicemail, select option 2 to access 24/7 phone counseling*).
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. Anonymous feedback to me is always an option here.
- As a participant in course discussions, you should also strive to honor the diversity of your classmates.

Students with disabilities will receive reasonable accommodation for learning and evaluation. Students with disabilities should contact our Disability Accommodation Services in BT 1541 or phone them at x3331 anytime between 8:30 AM and 5:30 PM. Anyone interested in being a note taker for Disability Accommodation Services for this or any other class should feel free to contact them.

### Community Ground Rules

**Be open minded.** You may have preconceived notions about certain environmental issues and how to fix them... be ready to embrace new notions if they make more sense to you.

**Be supportive.** The transition to college-level education is a big shift! If you find a way to help someone else out (including me!), even if you don't know them, do it!

**Be intentional.** Don't just "go through the motions!" Engage! Imagine how what you are learning might be useful or relevant for your career. Commit!

**Be patient.** We're doing something new here and coordinating with lots of different folks. It will definitely not work perfectly the first… or even the second time! But with your patience and your candid

feedback… it will get better and better! If you find a problem—like a broken link, a grevious (;-) typo, etc, please see "Be Supportive," above! Thank you!

Additionally, as a student in this community, you agree to:

- Consider yourself a member of a community. A community is a group of individuals who work together to support a common goal or interest. We are working together to support the successful achievement of our learning outcomes.
- Participate regularly in group conversations and activities.
- Make every effort to manage your time and meet scheduled due dates. Not doing so will affect the interactive nature of this program.
- Treat the diverse contributions made by other community members with respect. Absolutely no hateful language will be tolerated in this class.
- Have patience and a sense of humor with technology.
- Be a learner. Keep an open mind when introduced to new ideas that may challenge your perceptions.
- Ask for help when you need it, and assist others when possible.
- Understand that communications shared through written text have a higher likelihood of being misinterpreted than words that are spoken. Therefore, when you type a thought or a comment, read it carefully before you submit it. If you question the way it is worded, read it out loud to yourself. If you still question the way it's phrased, rewrite it.
- Contribute regularly to group dialogue. The contributions of each individual plays a role in the collective strength and diversity of our community.

**If a Ground Rule is Violated**

If, at any time, you feel that any of these ground rules has been violated by a member of our community, you are encouraged to bring your concern directly and immediately to me. In your message, please provide as much detail as possible about which ground rule has been violated and any evidence you can provide (*i.e.,* screenshot or where in the course it has occurred). I will respond to you promptly and in an individualized manner.

### In Case of Disruption

Disruption? Yup: sometimes life/work/the-world get crazy -- so crazy that they can even disrupt college. Disruption is when you or I or all of us are unable to participate in class "as usual" for some reason we can't predict in advance. While we hope to avoid any campus closures due to further COVID-related reasons, disruption still seems to happen every semester. You may get sick, or I may get sick, or campus may close due to a wildfire, or I may not be able to teach because I am busy evacuating my own family due to a wildfire that isn't even affecting campus (which is what happened during my very first semester at CI).

**"As Usual"**

For this course, our goal as a learning community is to do our best to keep teaching and learning with as little interruption as possible, which given our format is mostly in-person but with occasional online activities, plus some cool field trips.

**If I am 'out'**

This shouldn't have too big an impact on you. If my being out means I will not be able to post course content, moderate or grade your work, or meet with you during my office hours, I will make an announcement via Canvas and let you know -- in advance -- what's what.

**If you are 'out'**

Send me an email as soon as you can and we can figure out what to do. I can, for example, extend deadlines for you in Canvas. Otherwise, pace yourself and do your best to stay current with materials and assignments.

For example, I had a student in a prior semester who lost internet for a whole week. They sent me a text message, we made some adjustments, and they were able to eventually get most everything turned in, and still did really great in the course. I had another student actually get covid and after she was fully recovered we met to discuss what work she'd missed and what to make up. We decided that some particular make-up assignments were more important for her than others, and she got some of it done, and still earned a solid grade in the course.

*The sooner we can connect to work out a plan to help you succeed, the better*, though if I notice you've gone a couple weeks without engaging with course materials, I'll usually reach out to you directly to check in. Virtual asynchronous education is not easy for everyone and I am here to support you as best as I can!

**If Campus Closes**

If all of campus closes, which has happened at least once during pretty much every academic year I have taught at CI, we will first and foremost follow the dictates of public officials (health, fire, etc) and our campus admin. Sometimes, when campus closes, courses are expected to "go on." Other times, they are not.

If this happens, I will continue to post announcements over Canvas and -- assuming classes are allowed to continue -- this class will be able to continue in relatively good shape. If we need to shift to an online format, we will do so. If we have to reschedule a field trip, we will do so.

During such a situation, you should feel free to continue to communicate with me via email. If your own situation will make it hard to fully participate in the course, just let me know as soon as you safely can, and we can work out a plan.

**Considering High and Low Bandwidth**

We will occasionally meet online via zoom. I will expect all students to meet with their video ON. If this requires too much bandwidth, or causes other issues, please let me know in… in advance.

**Remember**

We've all been there. Keep in touch, let me know your situation, ask for help -- and I'll do the same.

### Late Work Policy

Assignment deadlines are baked into Canvas and generally do not allow for late submissions. However, *don't sweat it if you miss a deadline or two*: each of the many individual component activities in the course counts for very little towards your final grade. And you can always come talk to me if you're worried and we can figure out how best to support you. Timeliness of work submission is factored into your participation grade.

### Academic Conduct

Each student is responsible for completing his or her own individual assignments and quizzes, but I strongly encourage students to collaborate with their colleagues and to study together and discuss/explore how to approach the assignments. While students are free to discuss assignments, all students must turn in their own work product and may not submit group work or the work of others.

In accordance with the CSU Channel Islands Student Code of Conduct/Policy on Academic Dishonesty, students in this course who submit the work of others as their own (plagiarize), cheat on examinations, help other students cheat or plagiarize, or commit other acts of academic dishonesty will receive appropriate academic penalties, *up to and including failing the course and expulsion from the university*. So do not do this.

Student assignments with plagiarized ideas or language will be significantly docked for points (scaling with degree of plagiarism). The grade of "F" will remain the recorded grade on that assignment. In cases where I have reason to believe the cheating or plagiarism was premeditated or planned, students may receive an "F" for the course. So don't do this either.

Please consult with me on when and how to document sources if you have any possible questions about what might constitute an act of plagiarism or cheating!

### Safety

**In Case of an Emergency on Campus**

- call 911
- If it's non-emergency, the campus Police Department: 805-437-8444

### Grading

The final grade you earn will be calculated as follows:

| *Component* | *Group* | *%* | *Grading Basis* | *Week Due* |
|---|---|---|---|---|
| Module Quiz 1 | Exams | 5 | Graded | 3 |

| | | | | |
|---|---|---|---|---|
| Module Quiz 2 | Exams | 5 | Graded | 7 |
| Module Quiz 3 | Exams | 5 | Graded | 10 |
| Module Quiz 4 | Exams | 5 | Graded | 13 |
| Final Exam | Exams | 20 | Graded | FW |
| Participation | Participation | 15 | Graded | ongoing |
| Module 1 Activities | Activity | 5 | Credit/No Credit | 1/2/3 |
| Module 2 Activities | Activity | 5 | Credit/No Credit | 4/5/6/7 |
| Module 3 Activities | Activity | 5 | Credit/No Credit | 8/9/10 |
| Module 4 Activities | Activity | 5 | Credit/No Credit | 11/12/13 |
| Module 5 Activities | Activity | 5 | Credit/No Credit | 14/15 |
| Final Project | Activity | 15 | Credit/No Credit | 15 |
| Surveys & Paperwork | Admin | 5 | C/NC | ongoing |
| **TOTAL** | | **100** | | |
| *"Graded" Component % of Final Grade* | | *55%* | | |

### Letter Grade Breakdown

100% ≥ A ≥ 90% / 90% > B ≥ 80% / 80% > C ≥ 70% / 70% > D ≥ 60% / 60% > F

+'s and -'s as follows: *e.g.*, 90% > B+ ≥ 86.6% / 86.6% > B ≥ 83.3% / 83.3% > B- ≥ 80%

### Nota Bene

- *Nota Bene*, or *N.B.*, is Latin for "note well," *i.e.*, pay attention to this!
    - *i.e.*, or *id est*, is Latin for "that is, " and might be used, *e.g.*, when providing an additional clarification.
    - *e.g.,* or *exempli gratia*, is Latin for "for example."
    - Now you know!
- This course is evaluated on a 100 point scale: a point is a percent!
- "Extra Credit" is not offered and thus *cannot be counted on*.

### Contacting me; Official course communications; File sharing

- dan.reineman@csuci.edu **is the official communication method for me for this course.** If you message me in Canvas, I will *eventually* respond, but it will not likely be a timely response. If you are in doubt, in need, or in haste, *email me*.
- **Canvas Announcements will be the official method for communicating messages to the whole class.** *Please ensure you receive Canvas Announcements in a format you actually check.*
- If you need to share a document with me via Google Drive, you must share it to: daniel.reineman@myci.csuci.edu. For some reason, this is the only way; I *cannot* (for equally mysterious reasons) receive email at this address.

### Regarding Work/Life Balance

Work/Life Balance looks different for each of us depending on our work, personal, and family commitments; for ME it means:

- Working hard during normal work days (M-Th; I do not usually check email on Fridays) and normal hours (~9am-5pm), but taking occasional breaks to go outside or, if working at home, change a diaper for my toddler (I know, I know… we're *still* working on potty training) or make a snack for my 5yo; and
- Playing hard with my family during evenings and nights and on weekends.
- Therefore, while you may sometimes receive a nearly instantaneous response, you can usually expect a response within 24hrs, unless you contacted me on a Thursday afternoon, in which case I may not be able to respond until Monday morning.
- As a reminder, office hours for this course can occur *virtually* or in-person.
- I encourage you at this early phase of your college career to consider your own philosophy and practices for work/life balance and establish some healthy patterns now!

## RESOURCES

### Santa Rosa Island Research Station & Island Info

**Current Conditions**

("My parents check these constantly when I'm on-island!" - doc)

- Santa Rosa Island Info via NPS
- NWS Santa Rosa Island Weather
- NOAA Santa Barbara Channel Marine Conditions
- Bechers Bay Tides
- Bechers Bay Conditions

**SRIRS POLICIES**

SRIRS Official Policies can all be found here. To participate in the program, you must agree to abide by all of these policies. They boil down to: be smart; be safe; protect the island and its resources; no drinking or smoking or fires or weapons or drugs or pets or invasive species.

**In Case of an Emergency on Santa Rosa Island**

More information on what to do in the event of an emergency is available here.

**SRIRS Instagram Account**

*Check here for regular SRIRS updates!*

**SRIRS WAIVERS & PAPERWORK**

To be passed out:

- Video/Audio/Image Release Form
- Liability Release Form
- SRIRS Covid Form
- pre-SRIRS visit survey

### COVID-RELATED SUPPORT

The covid pandemic is still with us and I acknowledge that this can present challenges to learning and living. I, ESRM, and CSUCI aim to support you through these challenges. Furthermore, we acknowledge that the impacts of covid are affecting some individuals, families, and communities more profoundly than others.

CSUCI continues to follow guidelines from the California Department of Public Health and Ventura County Department of Public Health to promote safety during the COVID-19 pandemic for CSUCI students, employees, and visitors on the campus, to help prevent and protect oneself and others from the spread of the virus. Students are required to adhere to all health and safety requirements outlined on the University's website regarding COVID-19. Failure to do so may result in removal from the classroom and, in keeping with CSU policy, the student may also be denied access to campus/programs.

- If you need specific resources related to covid, visit CI's Health & Covid site.
- Other resources to support health and well-being are available through CAPS here, including for basic needs, sleep, mental health, bodily health, and others.
- If you need (or even think you need) covid-related accommodations to support your learning, please discuss those with me as well.

### Technical Support

Canvas support for students can be found via the CSUCI Website. For technical assistance with your computer or CSUCI access, contact the ITS Solution Center for in person, online, or phone support.

### Writing Support and the Writing & Multiliteracy Center (WMC)

The WMC provides all CI students with FREE support services and programs that help you become more effective writers and communicators. Peer consultants help you at any stage of the composition process in any discipline for writing or speaking (such as slideshow presentations). You are also welcome to bring in other types of non-academic work such as resumes, letters of application, and personal statements to the WMC for their assistance. Their online writing consultants will also work with you if you don't live on campus or if you have trouble physically getting to our Center. WMC tutors can also help those who want to talk about or wish to learn new skills in speaking in academic contexts, whether it's oral presentations, in-class discussions, or talking with professors during office hours. The WMC opens for tutoring around the second week of the semester. Please visit the WMC website to view their current schedule of tutoring this semester; for additional information or questions, please email wmc.tutors@csuci.edu or call them at 805-437-8934.

**Additional Writing Resources and Assistance** are available at ESRM's Writing Tutorials site.

**~ CLICK HERE TO COMPLETE THE CONTRACT DIGITALLY IN ADOBE SIGN ~**

## Syllabus Contract Agreement

**I, the undersigned, hereby acknowledged that I have carefully reviewed the contents of this syllabus for ESRM 100, and in particular the course policies related to safety, inclusion, academic conduct, communication, and grading. I acknowledge that I *understand* the syllabus and its contents and that, where I have questions, I have or will seek clarification from my instructor. I agree to abide by the guiding principles and policies of this course as described in this syllabus.**

**Printed Name:** _____

**Signature:** _____

**Date:** _____