The School for New Learning, DePaul University
Truman College, City Colleges of Chicago
Adult Bridge Program

SNL: Environmental Sustainability and Advocacy
S-1-A; S-3-C; S-4; L-3

CCC: Environmental Studies 101

Course Syllabus: Subject to change at any time
Winter 2017

Faculty:

Mahesh K Gurung, PhD
Assistant Professor, Harry S Truman College
E-mail: mgurung1@ccc.edu
Phone: 773-907-4689
Office: Truman College, Rm 2624, 1145 W Wilson Ave, Chicago 60640

Raymund Torralba, PhD
Visiting Faculty, School for New Learning, De Paul University
E-mail: rtorralb@depaul.edu
Phone: 773-907-4691
Office: SNL, DePaul University

The first two sessions (will be held at Truman College (Main Bldg. Room 3136) and the rest will be held at DePaul (Room TBA).

About the Bridge Program

The Bridge program is a result of a shared commitment to the success of adult students held by Wilbur Wright College, Harry S Truman College and DePaul University’s School of New Learning (SNL). The bridge program offers students a unique learning experience that couples the City Colleges of Chicago (CCC) and DePaul resources, allows students an opportunity to experience the university environment at their own pace, and help adult students transition smoothly to SNL. Bridge classes are team taught by professors from the CCC and SNL. Bridge students receive extensive advising from both institutions. CCC students pay CCC tuition and earn both CCC and DePaul credit hours.

Dr. Mahesh Gurung obtained a PhD in evolutionary ecology from the Department of Biological Sciences, University of Illinois at Chicago. He has done research in non-lethal predatory behavioral responses in large mammalian systems in the US and around the world. His interests lie in animal behavior, its role in communities, and its conservation. He is a Climate Reality leader (sponsored by Al Gore), have gone through leadership workshops with Chicago Conservation Corp (C3), and volunteer with the Cook County forest preserve prairie restoration projects. He is former chairperson and currently a faculty member of the Department of Biology at Truman College, One of the City Colleges of Chicago. He is also involved in research in innovative teaching techniques such as Science Education for New Civic Engagement and
Responsibilities (SENCER) and Learning communities “LC”, adopting service learning, and mentoring undergraduate students in independent research in the biological sciences.

**Dr. Raymund Torralba** earned a PhD in Chemistry at Texas A&M University. While he continues to mentor undergraduate students interested in conducting authentic independent research in the chemical sciences, he is now also focusing his energy on Science, Technology, Engineering, and Math (STEM) education research and infusing sustainability into the curriculum. He has gone through leadership training with the Chicago Conservation Corps and is a team leader in the Alliance for the Great Lakes’ Adopt-a-Beach® program. He and his students continue to volunteer in city activities that apply course material to current issues related to the environment. His interests in innovative teaching techniques include the application of SENCER ideals in his classes, collaborating with faculty from other disciplines in linked courses and learning communities, process-oriented guided inquiry learning (POGIL), and the use of technology in improving student learning.

**Course Description:**

This course focuses on the interdisciplinary study of humans, the environment, and their interrelationships. It includes natural resources and processes, growth and change, values, and individual responsibility and civic engagement. It will explore the complex relationship of the individual to urban systems and of urban systems to the world environment. Emphasis will be given to the ecology of metropolitan Chicago, engaging and challenging students to propose - or advocate for - programs and policies that bring about a more sustainable city --- "What could a sustainable metropolitan Chicago look like? What are you willing to do to achieve that ideal?" Writing assignments and field work, as appropriate to the discipline, are part of the course.

**Learning Experiences:**

In this course, we will explore the complex relationship of the individual to urban systems and of urban systems to the world environment. We will evaluate the environmental impact of anthropogenic energy harvest and consumption in light of new scientific knowledge, and the role each of us plays in it. Learning experiences include lectures and class discussions, small group dialogues, brief written reflections on assigned readings, and preparing and presenting posters of projects/research aligned with the choice of competencies.

**Prerequisites:**

**Truman:** A grade of “C” or higher in English 100.

**DePaul School for New Learning:** This class is open to any SNL student including those who may not yet be fully admitted, degree-seeking students.

**No textbook is required. The following are recommended references:**

3. *Pathways to Urban Sustainability: Perspective from Portland and the Pacific Northwest: Summary of a Workshop*, Dominic A. Brose, Rapporteur; Committee on Regional Approaches to Urban Sustainability: A Focus on Portland; Science and Technology for Sustainability Program; Policy and
http://www.nap.edu/download.php?record_id=18704

http://www.nap.edu/download.php?record_id=18730

http://www.nap.edu/catalog.php?record_id=12794

ISBN 9781449031688

ISBN 9781420046670

http://www.nap.edu/download.php?record_id=13378

http://www.nap.edu/download.php?record_id=12597

http://www.nap.edu/download.php?record_id=13303


http://www.unep.or.jp/ietc/focus/melbourneprinciples/english.pdf

**Recommended Journal Articles**

http://www.mdpi.com/2071-1050/1/1/5

http://www.mdpi.com/2071-1050/2/6/1742

http://www.mdpi.com/2071-1050/2/6/1784


http://www.scientificamerican.com/article.cfm?id=costs-of-power-production

http://www.nytimes.com/2013/05/20/us/high-plains-aquifer-dwindles-hurting-farmers.html


Recommended Online Resources

2. IPCC – Intergovernmental Panel on Climate Change www.ipcc.ch
4. US Energy Information Administration www.eia.gov/state
5. Global Warming and Climate Change Skepticism Examined http://www.skepticalscience.com/
6. We’re Building a Global Movement to Solve the Climate Crisis www.350.org
7. ThinkProgress www.thinkprogress.org/climate
11. Sustainable Man: There are other ways of doing things http://sustainableman.org/
**Course Competencies:**

SNL students select and register up to three (3) competencies separately. Bridge students need to choose two (2) specific competencies by the end of second week, and tailor the assignments accordingly. Before selecting competencies the Bridge students need to have the Bridge Advisor at Truman go over previous courses they have taken in order to identify the competencies they would transfer into when “bridging over” to SNL. They want to select two of the competencies offered in this course that are not duplicating any prior courses taken at Truman (or other non-SNL colleges).

**S-1-A:** Can explore natural phenomena or the world of everyday experiences using scientific methods, and can use theories to interpret observations.
1. Identifies aspects of the natural world or everyday experiences that spark interest or curiosity or that pose problems.
2. Applies a generally accepted model(s) of scientific inquiry to (1).
3. Uses or develops a theory, model, or set of principles to interpret observations and experience.

Students demonstrate this competence by experiencing science as a systematic and reflective process. Spurred on by curiosity or a perceived problem (e.g., current environmental issues on a locale --- Chicago area, national, or global scale), students make observations and draw well-supported, justified generalizations. Wondering, getting familiar with the phenomena, posing questions, hypothesizing answers, observing, testing, gathering and interpreting facts/data, framing conclusions, revising hypotheses — this is the process of scientific reasoning.

**S-3-C:** Can understand the scientific and social dimensions of an environmental issue.
1. Uses environmental science to understand a local, regional, or global environmental concern.
2. Demonstrates an understanding of the economic or social elements contained in an environmental problem.

Students demonstrate this competence by gaining an appreciation for the methods, models, and principles of environmental science or ecology. As humans strive to shape the environment, our actions have both beneficial and deleterious consequences, and some are unintended. In the most general sense, this competence directs the student to explore the relationship between society’s actions (e.g., energy production and management; environmental policies enacted; recreation; manufacture and consumption of goods; waste management; advocacy and civic action) and their impact on the environment (e.g., climate change; threat to endangered species and humans; improved sustainability).

**S-4:** Can describe and explain connections among diverse aspects of nature. REQUIRED
1. Describes one or more natural systems.
2. Explains how parts of the system are interconnected.
3. Demonstrates how such connections are found elsewhere in nature.

Students demonstrate competence by articulating how exchange occurs among seemingly disparate parts of nature (e.g., humans and other animals, energy resources, plants, air, water, land, etc.) and how interconnection among systems is basic to nature and results in an integrated whole. “Connections” is the most important word in this competence. All seemingly distinct parts of nature are integrally connected to all other parts.

**L-3:** Can assess the social and personal value of civic engagement for achieving change.
1. Critically analyzes national or local civic issues from a systemic perspective.
2. Explains the impact an engaged citizen can make to improve the effectiveness of a society.
3. Articulates a strategy for personal civic engagement.
4. Engage in an activity that positively contributes to the civic life of a community.

Students demonstrate this competence in this course by analyzing an environmental issue relevant to the Chicago area (e.g., economic or environmental impact of invasive species; water quality --- drinking water, Chicago River, Lake Michigan; energy production, use, and management) or to the global community (e.g., climate change, energy resources) and proposing well thought-out solutions or policies that may help to resolve the issue and achieve a more sustainable system. Based on this proposal, students present a strategy to advocate for change or support a current initiative in their community. Students are required to participate in an Adopt-a-Beach cleanup and restoration event, any of the volunteer opportunities provided by the Chicago Conservation Corps, or an instructor approved volunteer event related to the areas considered by the City of Chicago as critical to its sustainability.

Criteria for Assessment and Grading:
Each competency will be assessed and graded according to the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Overall Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
<td>A 90 above</td>
</tr>
<tr>
<td>Assigned essays due on Session 4 (Oct. 7)</td>
<td>15%</td>
<td>B 80-89</td>
</tr>
<tr>
<td>Journal entries</td>
<td>25%</td>
<td>C 70-79</td>
</tr>
<tr>
<td>Group Research project/poster presentation/final essay(s)</td>
<td>50%</td>
<td>D 60-69</td>
</tr>
</tbody>
</table>

Assessment Criteria Relevant to all Competencies

While most basic assignments will be completed by all students, projects and final presentations need to address the specific competencies they selected.

SNL students are required to complete by session 4 a short (3 pages, size 12 font, double-spaced) paper for each of the competencies for which they are registered. Each student will produce a poster about a project to be presented in a poster session near the end of the term (tentatively scheduled for Week 12). In addition, SNL students taking the course for two competencies must produce a paper for one of their competencies. SNL students taking the course for 3 competencies must follow the same requirements as those registered for two, but must submit an additional paper OR poster for the 3rd competence. In some cases it may be possible with instructor approval to combine two competencies into one project/poster.

Truman students must focus on 2 of the competencies offered and must complete a short (3 pages, size 12 font, double-spaced) paper for each competency by session 4. Each student will produce a poster about a project to be presented in a poster session near the end of the term (tentatively scheduled for Week 12). They must also complete a final paper/project for the other competence.
Common coursework: (completed by all students)
- Active and consistent participation in class discussions
- Careful reading of selected articles
- Weekly entries to class journal on Blackboard or D2L
- One short essay for each competence due session 4
- Final paper/projects and poster presentation due before the final week of the course

Class participation - This class is designed to be interactive. It helps you learn by discussing course material together. It is important to promptly complete all assigned tasks and participate in all small group and class discussions to get maximum credit.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (90% and above)</td>
<td>Regular contribution to discussions that show high level of comprehension of assigned readings; thoughtful and well-supported response to the contribution of others</td>
</tr>
<tr>
<td>B (80%-89%)</td>
<td>Regular contribution to discussions (at least 80% of the time) that exhibit a solid grasp of the assigned readings, and an ability to listen and respond to the contribution of others</td>
</tr>
<tr>
<td>C (70%-79%)</td>
<td>Infrequent contribution to discussion and show only superficial understanding of assigned readings, and responses to contribution of others are not always relevant to the course material</td>
</tr>
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</table>

Assigned essays due on Session 4 – See instructions on previous page

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (90% and above)</td>
<td>Demonstrates work of excellent quality; reflects thorough and comprehensive understanding of the specific competence and how the student plans to demonstrate it specifically in the course. Less than 5 typographical, grammar, and spelling errors.</td>
</tr>
<tr>
<td>B (80%-89%)</td>
<td>Demonstrates work of very good quality; shows good understanding of the specific competence and how the student plans to demonstrate it specifically in the course. Five to ten typographical, grammar, and spelling errors.</td>
</tr>
<tr>
<td>C (70%-79%)</td>
<td>Demonstrates work which minimally meets requirements; reflects satisfactory understanding of the specific competence and how the student plans to demonstrate it specifically in the course. More than 10 typographical, grammar, and spelling errors.</td>
</tr>
<tr>
<td>D (60%-69%)</td>
<td>Demonstrates work of poor quality and inattention to development of ideas, grammar, and spelling. Poor understanding of the competence and how it can be demonstrated in this course.</td>
</tr>
</tbody>
</table>
Class journal – Write weekly journal entries on Blackboard or D2L. The entries will describe what you gained or learned from discussions in or out of class, and from assigned and personal readings; demonstrating progress in achieving each registered competence. The final journal entry should be a no longer than a two-page summary of your learning gains during the autumn term.

<table>
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<tbody>
<tr>
<td>A (90% and above)</td>
<td>Consistent, thoughtful weekly entries that show critical reflection and thorough understanding of the material as it relates to your competence</td>
</tr>
<tr>
<td>B (80%-89%)</td>
<td>Weekly entries that show valid reflection and solid understanding of the material as it relates to your competence</td>
</tr>
<tr>
<td>C (70%-79%)</td>
<td>Weekly entries that show some valid description of class discussion and readings but with limited connection drawn to your competence</td>
</tr>
<tr>
<td>D (60%-69%)</td>
<td>Primarily personal reflection that lack critical understanding of class material and readings, and poor connection drawn to your competence</td>
</tr>
</tbody>
</table>

Research Project and Poster Presentation – Individual project is required. A poster presentation will be held on Dec. 2 (location TBA). Project topics will be carefully chosen within the first 3-4 weeks of the course. One-third of the project’s grade is based on the poster presentation score. The remainder of the grade will be based on instructor evaluation based on the rubric below. Part of the poster presentation score will be based on peer-evaluation. Projects should be under the following categories, which the City of Chicago believes are critical to its sustainability.

- Economic Development and Job Creation
- Energy Efficiency and Clean Energy
- Transportation Options
- Water and Wastewater
- Parks, Open Space, and Healthy Food
- Waste and Recycling
- Climate Change

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<tbody>
<tr>
<td>A (90% and above)</td>
<td>Demonstrates work of excellent quality. Reflects thorough and comprehensive understanding of the issues of environmental sustainability and how social change might be influenced through civic engagement and advocacy. Reflects a clearly identifiable thesis that is supported by logical arguments.</td>
</tr>
<tr>
<td>B (80%-89%)</td>
<td>Demonstrates work of very good quality. Reflects substantial understanding of the issues of environment sustainability and how social change can be effected through advocacy and civic engagement. Presents substantive thesis and arguments to support the ideas proposed</td>
</tr>
<tr>
<td>C (70%-79%)</td>
<td>Demonstrates work which minimally meets requirements and does not fully support the ideas proposed. Reflects some or incomplete understanding of the issues of environment sustainability and how social change can be effected through advocacy and civic engagement.</td>
</tr>
<tr>
<td>D (60%-69%)</td>
<td>Demonstrates work of poor quality and inattention to development of ideas, grammar, and spelling. Lacks satisfactory understanding of the issues of environmental sustainability and how social change can be effected through advocacy and civic engagement.</td>
</tr>
</tbody>
</table>
“No Show” Withdrawal (NSW) Policy: A student who does not attend the first class period of a course that meets only once a week and failed to notify the instructor of his or her intentions to continue in the class will be withdrawn from the course by the instructor and issued an NSW (Student Policy Manual, p. 43) [http://www.ccc.edu/menu/Documents/Student%20Policy%20Manual/2015_May_CCC_Student_Policy_Manual_APPROVED.pdf](http://www.ccc.edu/menu/Documents/Student%20Policy%20Manual/2015_May_CCC_Student_Policy_Manual_APPROVED.pdf)

Active Pursuit of the Course and Administrative Withdrawals (ADW): A student may be given an ADW at midterm if, in the instructor’s opinion, the student is not actively pursuing course requirements, including attendance and submission of all course work. In line with this policy, you will be dropped from the roster (i.e., given a grade of ADW) at midterm if up to that point at least two of the following apply:
1. Less than 70% of the assigned work (i.e., class journal, group project updates) have been completed
2. Less than 70% of the administered quizzes and response papers have been attempted
3. Class attendance is less than 70%
(Student Policy Manual, p. 43)

Student-Initiated Withdrawal (WTH): It is the CCC student’s responsibility to officially withdraw from courses by Monday, Nov. 16, 2015. Failure to withdraw may result in mandatory payment of tuition/fees, forfeiture of financial aid eligibility, and/or a failing grade (Student Policy Manual, p. 44)

Academic Integrity: The City Colleges of Chicago is committed to the ideals of truth and honesty. In view of this commitment, students are expected to adhere to high standards of honesty in their academic endeavor. Plagiarism and cheating of any kind are serious violations of these standards and will result, minimally, in the grade of “F” by the instructor (Student Policy Manual, p. 67-68)

Plagiarism: In college, knowing why, when and how to cite sources is vital. By using sources appropriately, you participate in the scholarly community as you relate your ideas and experiences to those of others. When citations are lacking or incorrect, you weaken your paper by failing to clearly make those connections. You also leave yourself open to charges of plagiarism which can have serious academic consequences.

Student Conduct: City Colleges of Chicago students are expected to conduct themselves in a manner that is considerate of the rights of others and does not impede the educational mission of the College. Misconduct for which students are subject to College discipline (e.g. expulsion) may include the following: (1) all forms of dishonesty, such as stealing or forgery; (2) obstruction or disruption of teaching, research, administration, or disciplinary proceedings; (3) physical or verbal abuse, threats, intimidation, harassment, and/or other conduct that threatens or endangers the health or safety of any person; and (4) carrying or possession of weapons, ammunition, or other explosives (Student Policy Manual, p. 68).
Academic Support Services:

Tutoring Center. For students who need help with their assignments: Student Service Building, Suite 162, 773-907-4785.

Student Success and Leadership Institute (SSLI). For students who need various other support services to achieve their educational goals: 773-907-4714, www.trumancollege.edu/studentservices/ssli.

TRIO Student Support Services. For low-income students, first generation college students, or students with disabilities who need academic support: Student Service Building, Suite 162, 773-907-4797. Registration is required at the start of each semester.

Disability Access Center. The Center verifies needs pursuant to the American Disabilities Act (ADA). It determines student academic accommodations, and issues accommodation letters. Registration is required at the start of each semester. Student Service Building, Room 165, 773-907-4725

Your success in this class is important to us. If you have any concern about participating or accomplishing the required course work because of a disability or medical condition, please contact us and the Disability Access Center as soon as possible. The center at Truman College was created to meet the needs of students with disabilities. The short-term goal is to help you develop learning techniques that ensure your success at Truman College. Long-term, Disability Access Center services are designed to help you make the transition from college to work. Students must obtain written permission from this office before any specific accommodations for disabilities are afforded.

DEPAUL UNIVERSITY/SCHOOL FOR NEW LEARNING POLICIES

DePaul University Plagiarism Policy: “DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university’s academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Refer to the Student Handbook or visit http://academicintegrity.depaul.edu/Index.htm”

DePaul University Incomplete Policy: Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college based Exceptions Committee.
Note: Any SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

Protection of Human Subjects: For more information see: http://research.dePaul.edu/. Demonstrating the acquisition of competencies in this course can involve “interactions”—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). These activities qualify as “research” with “human subjects” and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning’s Local Review Board only under the following conditions:

1. The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
2. You assess and ensure that no “harm”—physical, mental, or social—does or could result from your interviews and/or observations or your discussion and/or reports.
3. The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
4. If you want to use real names and relationships, they must sign an “informed consent” document. For information on creating an “informed consent document” see, for example, http://www.research.umn.edu/consent.

For Students Who Need Accommodations Based on the Impact of a Disability
Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. Please contact your instructor as early as possible in the quarter, preferably within the first week or two of the course. All discussion will remain confidential. Please be sure to contact the following office for additional information:

Center for Students with Disabilities (CSD)
Lincoln Park Campus: Student Center 370. (773) 325-1677
Loop Campus: Lewis Center 1420. (312) 362-8002
csd@depaul.edu

Writing Help
For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the Writing Guide for SNL Students at http://snl.depaul.edu/writing/index.html. For on-campus and online tutoring, see the DePaul University Writing Centers at http://condor.depaul.edu/~writing/.
**Tentative Course Schedule:**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Learning Activities</th>
<th>Assignments/Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Overview of Environmental Science:</td>
<td>Lecture View clips from “Six Degrees Can Change the World” Adopt-a-Beach cleanup (Sept 18; voluntary)</td>
<td>Journal reflection Attendance in an Adopt-a-Beach cleanup event</td>
</tr>
<tr>
<td>2</td>
<td>The delicate balance of nature: threats to ecosystems</td>
<td>Lecture/Class Discussion Small Group Discussion: Is Sustainability a Realistic Objective for Society?</td>
<td>Journal reflection Group report out</td>
</tr>
<tr>
<td>4</td>
<td>Global Climate Change: Essays on competencies are due</td>
<td>Lecture/Class Discussion Small Group Discussion: Is Limiting Consumption Rather than Limiting Population the Key to Sustainability?</td>
<td>Journal reflection Written project proposals Competence essays Group report out</td>
</tr>
<tr>
<td>5</td>
<td>Energy: Clean energy Project proposals are due</td>
<td>Lecture/Class Discussion Small Group Discussion: Is Global Warming a Catastrophe That Warrants Immediate Action?</td>
<td>Journal reflection Current individual carbon footprint Group report out</td>
</tr>
<tr>
<td>6</td>
<td>Energy: Efficient Transportation</td>
<td>Lecture/Class Discussion Small Group Discussion: Should Sustainability in Energy Resources be Based on Conservation?</td>
<td>Journal reflection Written project update Group report out</td>
</tr>
<tr>
<td>7</td>
<td>Adopt-a-Beach cleanup</td>
<td>Adopt-a-Beach cleanup</td>
<td>Journal Reflection Attendance in an Adopt-a-Beach cleanup event</td>
</tr>
<tr>
<td>8</td>
<td>Water and Waste Water</td>
<td>Lecture/Class Discussion Small group discussion: “The water wars—blue gold”</td>
<td>Journal reflection Written project update</td>
</tr>
<tr>
<td>9</td>
<td>Waste and Recycling</td>
<td>Lecture/Class Discussion Small Group Discussion: “Chicago and recycling— a critical overview”</td>
<td>Journal reflection Current individual carbon footprint Group report out</td>
</tr>
<tr>
<td>10</td>
<td>Urban Ecology: Parks, open space and food</td>
<td>Lecture/Class Discussion Small Group discussions: Are Cities Sustainable?</td>
<td>Journal reflection First draft of poster</td>
</tr>
<tr>
<td>12</td>
<td>Group Projects: Presentation</td>
<td>Poster Session</td>
<td>Poster Presentation</td>
</tr>
<tr>
<td>13</td>
<td>Group Projects: Feedback from Poster Session</td>
<td>Class discussion</td>
<td>Final competence essays</td>
</tr>
</tbody>
</table>