

ENV 497: Senior capstone course
Spring 2019, W: 10.00-12:45

Professor Brack W. Hale
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Office hours: *by appointment* **OR**
M: 14.30 – 16.30
W: 13:30 – 15:30

COURSE DESCRIPTION AND GOALS

This course is a required course for all ENV majors. It serves as the final synthesis experience for students majoring in ENV and should ideally be taken in a student's final semester at Franklin. Students are expected to demonstrate the knowledge and skills they have gained during the major courses through the successful completion of an original group research project. The course description is available in Franklin's 2018-2020 Academic Catalog.

STUDENT LEARNING OBJECTIVES

By the end of the semester, you should demonstrate the ability:

- To synthesize previous coursework, outside literature study, and original research to complete project successfully;
- To identify important known and unknown aspects of climate change adaptation and mitigation strategies;
- To complete relevant tasks independently;
- To work successfully and efficiently in group and individual settings;
- To identify necessary sources of data for research;
- To carry out necessary, disciplinary and interdisciplinary research;
- To perform a carbon footprint analysis consistent with current practices in the sustainability field;
- To develop, as a group, a relevant, institution-specific climate action plan based on findings;
- To communicate findings in professional-quality oral and written formats using a formal scientific style.

REQUIRED TEXTS AND MATERIALS

- Initial readings on Moodle. Students responsible for identifying and acquiring additional literature to complete project successfully.

COURSE EXPECTATIONS AND STRATEGIES FOR SUCCESS

- All assignments handed in on Moodle before the beginning of class.
- As a senior-level course, you are expected to behave as an individual ready to handle the responsibilities of a professional or graduate career. As such, unexcused absences and immature behavior will lead to failure of course very quickly. Further, sloppy work will be returned with an F—any eventual regrades will carry a late-penalty of no less than one letter grade per day.
- This course is a seminar, so participation is essential. Arriving to class ill-prepared or repeated tardiness will lower final grades.
- Cell phone use is not allowed in class; computers are only allowed for official class activities.
- Effective group work is essential to success in this course (and in most future jobs). Students should attempt to solve issues as a group before approaching professors. Poor group participants risk failing this course.
- Bear in mind, future reference letters will use your performance in this class as a primary basis for its assessment of you.
- Students with exceptional circumstances that may limit performance in class or on assignments should discuss their situation with professor ASAP.

Table 1: Participation rubric

Grade	Attendance	General behavior	Group/discussion behavior
Excellent (+ 10%)	No absences	Acts professionally at all times; constructively interacts with others. Respects policies.	Readily engages in discussion, asks relevant questions, employs concrete examples, integrates previous material, and provides thoughtful insights. Shows leadership where needed. Pulls own weight but does not dominate.
Good (+5 %)	1 absence	Often acts professionally, generally interacts with professor and group constructively.	Often engages in discussion, alludes to readings to support comments. Comments are less thoughtful and more spontaneous. Pulls own weight, rarely shows leadership.
Satisfactory (0)	2 absences	Needs to be occasionally reminded to behave appropriately.	Only engages when called upon, does not connect comments to readings, but provides some insights. Effort not enough to justify alphabetical order of authors.
Poor (- 10% or more)	3+ absences*	Student's behavior often disrupts/disrespects group. Ignores class policies.	Student silent, makes irrelevant comments, or is unable to engage in conversation about class topics OR attempts to dominate. Does little group work and does not try to be a team player.

* Except in extraordinary circumstances, **after five absences, student fails course**. Exceptions made for documented illnesses or emergency situations.

MAJOR ASSIGNMENTS AND GRADING

This final product of this course will be the development of a **climate action plan** for Franklin University Switzerland that is informed by a **campus carbon footprint analysis** completed by the capstone, consistent with the guidelines published by Second Nature and the American College and University Presidents' Climate Commitment, and in the spirit of the climate commitments of Franklin's accreditors, the United States and Switzerland, to the Paris Protocol and UN Sustainability Development Goals. The plan's written report should follow guidelines for a research paper in the *International Journal of Sustainability in Higher Education* and will be submitted to the AASHE database as well as the administration of Franklin. It should derive from the academic literature and should contain no fewer than 40 scholarly sources. You will also make a professional presentation of the plan to a public audience at the end of the course. Your analysis should integrate your coursework and educational experiences from your time as a Franklin student. Please note:

- Peer evaluation of group performance will take place at mid-term and at the end of the semester. Individuals not carrying their own weight will have their grade reduced significantly.
- I grade all course activities on a letter scale (A- F). I use intermediate grades for all coursework. (e.g. AB, BC); plus/minus grades only for the final course grade. Your grade derives from:

Graded Activities	Percent
Participation See Table 1; students with "Poor" could fail course.	variable
Presentations (final 75%) <ul style="list-style-type: none"> • includes in-class presentations, Uni Day presentation, and any other necessary presentations. 	25
Written assignments (final report 75%) <ul style="list-style-type: none"> • Includes intermediate assignments, peer-review, rough drafts. • The assessment of the final report will follow standard journal decisions: <ul style="list-style-type: none"> o Accept as is: A o Minor revisions necessary: BC* o Major revisions required: D* o Rejection: F* 	75

* Appropriate revisions can improve these grades if completed before 12 May.

TENTATIVE SCHEDULE

NB: the following schedule is meant to be preliminary. The actual schedule will be set by the class so as to meet the deadlines as indicated below.

Week of:	Topics	Assignments
21-Jan	Introduction, Case study, Sustainable Literacy	
28-Jan	Overview of SIMAP tool Review of background literature Project scoping	Complete initial reading summaries Draft outline of project and tasks
4-Feb	Student defined	As decided by group
11-Feb	Student defined	As decided by group
18-Feb	Student defined	As decided by group
25-Feb	Student defined	As decided by group
4 March	In-class presentation of carbon footprint	Interim report with carbon footprint analysis due
Academic Travel Period		
25-March	Progress check	As decided by group
1-April	Student defined	As decided by group
8-April	No formal class BUT possible presentation at University Day	As decided by group
15-April	Student defined Wed. evening talk from Protect our Winters	As decided by group
22-April	Review of rough draft Preparation of presentation	Rough draft of final report due at beginning of class
29-April	Final presentation in class	
6 May		Final paper due 6 May at noon

ACADEMIC INTEGRITY

Please refer to Franklin's *Statement on Cheating and Plagiarism* in the *Academic Catalog* for the full version, but to summarize here: **you are to do your own work.** Behaviors such as copying the work of others, using third-party services, or any other circumvention of doing your own work are dishonest and not acceptable in this class or at this institution. **For testing situations, this includes the use of unpermitted materials or copying off a classmate; for papers and presentations, this includes improper use of references and citations. Copying text without the use of quotations or paraphrasing the ideas of others without proper citations are both examples of plagiarism and thus unacceptable. In a case of suspected use of third-party services, the burden of the proof is on the student to demonstrate how the assignment is his/her own work.**

The first case of academic dishonesty will result in an automatic grade of a zero on the assignment and a report to the Dean. The second case will result in immediate failure of the course and recommendation to the Dean for expulsion from the college.