# COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tr>
<td>SUS 101</td>
<td>Introduction to Sustainability</td>
<td>3</td>
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<tr>
<th>Hours:</th>
<th>Pre-requisite</th>
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<tr>
<td>3/0/0</td>
<td>ENG 024/ENG 034</td>
<td>Fall 2015</td>
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**Catalog description (2015-2016 Catalog):** [Note: All revisions to the course description in the catalog require the submission of a memo to the Curriculum Committee.]

Examination of the fundamental concepts and principles supporting long-term preservation and availability of natural resources and ecological balance. Factors of sustainability explored include global population growth and consumption, climate change, energy, ecosystems, and community design.

**Is course New, Revised, or Modified?** [Modified courses are those which have a new prefix or course number]

New

**Required texts/other materials:**

Students enrolled in this course will be following a list of suggested readings. They will also be watching several videos. As of right now, there is no standard textbook used for Introduction to Sustainability courses.

**Revision date:** Course coordinator:  (Name, telephone number, email address)  
Amy Ricco, riccoa@mccc.edu, 609-570-3372

**Information resources:** (Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc. To request new materials for your course, use the library request form at: www.mccc.edu/student_library_course_form.shtml)

Students will be required to read books like “America’s Environmental Report Card” by Harvey Blatt and “Eaarth: Making a Life on a Tough New Planet” by Bill McKibben”. Videos will include National Geographic’s “Could Just One Degree Change the World?” and videos from free on-line resources like TED talks.

**Other learning resources:** (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)

A course shell in Blackboard will be requested to supplement the lecture.
**Course Competencies/Goals:** [List the most important 5-8 overall student learning outcomes for your course. Course-level student learning outcomes (or Course Competencies/Goals) are statements that describe the specific, measurable knowledge, skills, and/or values that the student is expected to demonstrate, perform or exhibit after completion of the course. Student learning outcomes should focus on what the students will learn (rather than what the instructor will teach) and must include verbs (explain…, demonstrate…, analyze…) that reflect lower-order and higher-order learning goals.]

The student will be able to:

1. Describe the concept of sustainability and explain how it relates to their everyday lives.
2. Explain the primary causes of climate change, and analyze the validity of current and possible solutions to climate change.
3. Discover an understanding of the ecological consequences of climate change.
4. Analyze the social impact of climate change both locally and globally.
5. Evaluate the role that New Jersey, the United States and the world has played in contributing to climate change, and differentiate between what they are doing to perpetuate the problem and what they are doing to become part of the solution.
6. Identify possible careers in the different areas of sustainability.
7. Formulate and implement a plan to improve a sustainability related issue in their community.

**Course-specific General Education Knowledge Goals and Core Skills.** [To an extent consistent with its primary purposes, each course in every program is expected to reflect the college's commitment to general education, as affirmed in the 2005 General Education Policy. A General Education Course is one whose primary purposes and overall design coincide strongly with one or more of the approved general education goals and objectives. For any approved (or proposed) General Education Course, the General Education Goals and Objectives form (the form identified as the “Gen Ed Attachment”) should be completed and attached to the course outline. Below is a complete list of Mercer’s General Education Knowledge Goals and Core Skills. Retain on this course outline the Goals and Skills that pertain to your course and delete those that are not a central part of the course.]

**General Education Knowledge Goals**
- **Goal 1. Communication.** Students will communicate effectively in both speech and writing.
- **Goal 2. Mathematics.** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
- **Goal 3. Science.** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
- **Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
- **Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.
- **Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

**MCCC Core Skills**
- **Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
- **Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.
- **Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.
- **Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
- **Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.
- **Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.
Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail. [Each unit should center around a topic, theme or skill that supports the Course Competencies/Goals (the course-level student learning outcomes [SLOs]) and general education student learning outcomes. For each unit, identify specific student learning outcomes that focus on content knowledge or process skills. Units of study are not simply the chapters of the textbook; they are independent of the selected textbook. Unit-level student learning outcomes should state (in terms that can serve as the frame of reference for ongoing assessment of both student achievement and of the course’s effectiveness) what successful students will be able to demonstrate, perform or exhibit at the end of the unit. Connect the unit-level SLOs back to the course-level SLOs and the General Education and Core Skills SLOs either by cross-referencing them by number or by explaining the connections in a brief narrative. It is not expected that every unit-level SLO will connect to the General Education and Core Skills SLOs; each unit-level SLO, however, must connect to at least one course-level SLO. See the attached examples.]

Unit I Fundamental Concepts and Theories Behind Sustainability

Learning Objectives
The student will be able to...
- Determine the most critical issues, both locally and globally, related to Sustainability today. (Course Competency 1; Gen Ed Goal 9)
- Identify the various career paths within the study of sustainability. (Course Competency 6)
- Analyze the concept of climate change along with the causes of climate change. (Course Competency 2; Gen Ed Goal 3; Core Skill D)
- Recognize and evaluate the major ecological impacts of climate change. This includes issues such as air and water pollution; invasive species; endangered species; and loss of biodiversity. (Course Competency 3; Gen Ed Goal 3)
- Recognize and evaluate the possible social impacts if climate change. This includes a discussion of topics such as culture and values; environmental ethics and environmental justice. (Course Competency 4; Gen Ed Goal 5&9; Core Skill G)

Unit II Global Population Growth and the Related Consumption Issues

Learning Objectives
The student will be able to...
- Compare and analyze the various models used in determining Carrying Capacity. (Course Competency 1 and 2; Gen Ed Goal 2 and 3; Core Skill B)
- Discuss the causes and ramifications of consumerism and green consumerism. (Course Competency 1 and 2; Gen Ed Goal 5 and 9; Core Skill C)
- Identify and evaluate the areas of concern related to world-wide population growth. (Course Competency 1, 2 and 5; Gen Ed Goal 8; Core Skill C and G)
- Categorize the various kinds of wastes produced locally and globally, and evaluate techniques used in waste reduction. (Course Competency 2, Gen Ed Goal 3; Core Skill D)
- Evaluate the natural resources we depend upon for survival, and determine why they are scarce and/or being depleted. (Course Competency 2 and 3; Gen Ed Goal 8; Core Skill C and G)

Unit III Sustainability Solutions and Conflicts

Learning Objectives
The student will be able to...
- Evaluate current energy use and generation, and then assess alternative energy sources and ways to reduce energy usage. (Course Competency 1, 2 and 5; Gen Ed Goal 3)
• Analyze options in green building, sustainable communities and sustainable city planning. (Course Competency 4 and 5; Gen Ed Goal 3)
• Demonstrate ways to conserve resources to reduce pollution and wastes. (Course Competency 2; Gen Ed Goal 3)
• Examine how climate change has impacted how we grow and produce food. (Course Competency 2 and 5; Gen Ed Goal 3)
• Review and criticize current policies and laws in place, and determine their efficacy is solving the larger local and global problems related to sustainability. (Course Competency 4 and 5; Gen Ed Goal 5; Core Skill C)

Unit IV Experiential Learning

Learning Objectives
The students will be able to...
• Devise a plan to lessen the impact of climate change in their own community by identifying a problem and then employing tactics to solve the problem. (Course Competency 7; Gen Ed Goal 3 and 9; Core Skills B and F)

Evaluation of student learning: [Describe general guidelines for examinations, required work, course work, assignments, and tests. Explain how assignments evaluate student achievement of course competencies/goals (course-level SLOs). Multiple measures (quizzes, tests, essays, projects, portfolios, practicums, etc.) are recommended.]

Grades will be based on a point system. Students will earn points through exams, quizzes, opinion papers, and active class participation with discussion and project work. The quizzes and exams will be based on the material covered in lecture. The class discussions will reinforce the readings and videos. The opinion papers will require the students to utilize critical thinking skills along with what they learn through the lectures, readings and discussions in order to answer questions like “Is a sustainable society achievable?” and “What should be our first priority in our efforts to define a more sustainable future?”. Overall, this course will be an effective reinforcement of MCCC Core Skills A through G because of the subject matter and assignments.

Academic Integrity Statement: [Include a statement affirming the college’s Academic Integrity policy and any specific implications for the course. See http://mlink.mccc.edu/omb/OMB210.pdf]

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

Academic Integrity is violated whenever a student:
A. Uses or obtains unauthorized assistance in any academic work.
B. Gives fraudulent assistance to another student.
C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.
D. Inappropriately or unethically uses technological means to gain academic advantage.

Consequences for Violations of Academic Integrity
If a student is caught cheating on any exam or assignment for this course, they will be given a score of 0 for the assignment.
Example 1: HIS 101, Western Civilization to 1648 (Excerpt)

Course Competencies/Goals:

The student will be able to:
1. read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context.
2. analyze and interpret primary sources and use them as evidence to support historical arguments.
3. identify and describe the significance of major figures, ideas, and events of western civilization.
4. describe and analyze the context of major movements, trends, and developments of western civilization.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals
Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills
Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.
Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.
Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.
Unit IV: The Renaissance
The student will be able to
- Discuss the characteristics that distinguish the Renaissance from the Middle Ages. (Course Competencies 2 & 4; Gen Ed Goal 7)
- Identify the ways in which the political and social climate of the Italian city-states helped create Renaissance culture. (Course Competencies 3 & 4; Gen Ed Goal 7)
- Describe “humanism” and show its effect on philosophy, education, attitudes toward politics, and the writing of history. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
- Evaluate the impact of classical models on Renaissance art, and what was “new” about Renaissance art. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
- Compare and contrast the development of Renaissance culture, especially humanism, in Italy and in the rest of Europe. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
- Discuss how the monarchies of Western Europe gathered the strength to become more assertive and effective ("New Monarchies"; "Renaissance states"). (Course Competencies 3 & 4; Gen Ed Goal 7)
- Assess a selection of literary, historical and artistic primary sources from the Renaissance, including, but not limited to, Machiavelli’s The Prince. (Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)