

# IDS 2935: Foundations, Principles and Applications of Sustainable Development

## Quest 2

### I. General Information

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#### Class Meetings

Semester:	Fall 2023
Time:	Tuesday periods 5-6 (11:45am - 1:40pm) Thursday period 5 (11:45am - 12:35pm)
Location:	McCarty Hall B (MCCB) room G086 (Tuesday) Larsen Hall (LAR) room 310 (Thursday)
Course Format:	100% in person
Enrollment capacity:	76

#### Instructor

Maria Watson, PhD  
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#### Teaching Assistant(s)

Colin Lasch  
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#### Course Description

As a global society, we alter the natural environment every day through our use and construction of the *built environment* — or the roads, buildings, and other man-made infrastructure that provide us spaces in which to live and work. These human interventions, however, have led to natural resource depletion and degradation, waste generation, and social inequities that threaten our quality of life and the quality of life for future generations. This Quest 2 course explores the relationship between society, the built environment, and the natural environment, and asks, “What does it mean to develop in a sustainable way?”

Over the course of the semester, students will learn how history, architecture, public health, engineering, urban planning, construction management, and other disciplines intersect to influence *how*

we build, *where* we build, and *why* we build, and what the consequences are for sustainability and our environmental, social, and economic systems. This course overviews frameworks and tools related to sustainable development worldwide, covers key environmental and resource issues, and applies these to the built environment to acquire an enhanced understanding of sustainable development. While the course covers sustainability issues at an international level, students will be encouraged to translate these issues to regional, local, and personal/professional examples through classroom discussions, activities, and assignments.

Course resources, information, announcements, updates, assignments, and discussions are available through the course canvas site ([www.elearning.ufl.edu](http://www.elearning.ufl.edu)).

## Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences
- Writing Requirement (WR) 2000 words

*This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.*

## Recommended Readings and Works

1. **Sustainability: A Comprehensive Foundation**, Collection Editors: Tom Theis and Jonathan Tomkin, CONNEXIONS, Rice University, Houston, Texas, 2012. [available digitally through open textbook library] (*Referred in Weekly Schedule as SUS*)

All of the media for the course, including videos, readings and audio recordings are available through our Canvas course (see [www.elearning.ufl.edu](http://www.elearning.ufl.edu)) and some materials will also be available through the UF Libraries Course Reserves.

Materials and Supplies Fees: n/a

## Recommended Writing Manual

APA Formatting and Style Guide:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

Citation Management Guide from UF Libraries: <http://guides.uflib.ufl.edu/citationsoftware>

## II. Graded Work

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### Description of Graded Work

Grades for the course will be calculated through evaluation of the following assignments:

Student grades will be based on exams, quizzes, in-class group projects, a paper and participation. In addition to quizzes, exams, in-class group projects, and paper, optional extra credit activities are available.

- **Exams:** Three exams, 50 points each, **150** total points. Exams will open on CANVAS after Module 4, Module 8, and Module 11 and will be open for one week.
- **Quizzes:** Ten quizzes, 20 points each; **200** total points. Each quiz will open on CANVAS after class on Thursday and will cover that week's material. It will be due at the start of class the following Tuesday.
  - **Quizzes include two in-class group projects:** Quiz 6 and Quiz 9, 20 points each. Presentation of group projects will be assessed using the presentation rubric provided.
    - **Group Project 1:** Students will develop an environmental labeling (rating) system for a product of their choice. The goals are to:
      1. Develop at least 5 environmental criteria for assessing the product with at least two tiers of certification
      2. Justify the criteria with appropriate data and sources,
      3. Apply the criteria to an existing product/brand and give it a rating,
      4. Design a logo that represents your label.
    - **Group Project 2:** Students will study / analyze one building in the UF campus. The goals are to:
      1. Identify a building on UF's campus and determine if the is building LEED certified or equivalent
      2. Select at least 5 environmental criteria for assessing the building (these could be related to LEED, GreenGlobes, etc.)
      3. Discuss, in depth (with pictures and sketches),
        - a. Why the building should (or should not) be a referred to as a "Green Building"?
        - b. What improvements the building should undergo to become more sustainable?
        - c. Two additional criteria that should be added to the rating system (e.g. LEED) that would help assess the overall sustainability of the built environment.
- **Term Paper:** **150** total points, 50 points for an initial outline due during Module 9 and 100 points for the final submission due at the start of finals week: Each student is required to submit a 2,000 individual research paper. The paper will be a "state of the country" report on climate change. The research paper, using at least three data points from legitimate sources, will (1) outline the country's major climate change issue(s), (2) clearly define and explain the environmental, social, and economic aspects of the issue(s), and (3) propose a built environment solution, and (4) based on your report and what you have learned in this sustainability course, articulate how you, as a person, will engage in modifications to your lifestyle to address the sustainability challenges identified. Feedback on the initial outline and final submission will be provided. The paper will be graded based on the rubric provided.
- **Participation:** 100 total points. Participation will be based on class attendance and participation in group discussions and exercises. iClicker will be used in each class (30 classes), but the final grade will be calculated out of 27 and weighted to 100. This means that students can have three non-University-excused absences, but will begin losing points thereafter.
- **Optional Extra Credits:** There are three options to secure extra credits (total **40** points), as listed below. All extra credit is due at the start of finals week.
  - Participation in an approved sustainability event and/or join and participate in an

approved sustainability group/ committee (e.g. UF Office of Sustainability, UF Student Chapter of the US Green Building Council). Extra credit in this category is limited to two events for a total of 10 points. Students submit evidence of participation as a discussion post in CANVAS that includes their reflection on the event.

- Learn about and visit Depot Park. Extra credit in this category is limited to 10 points. Students submit evidence of participation as CANVAS submission that includes 3 photos of sustainable features in the park and your reflection on your visit.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

## Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

## Grading Rubric(s)

### Writing Assessment Rubric and Statements

	<b>A: 90 – 100</b>	<b>B: 80 – 90</b>	<b>C: 70 – 80</b>	<b>D: 60 – 70</b>	<b>E: &lt; 60</b>
<b>Ideas (40pts)</b>	Excels in responding to the assignment. Demonstrates sophisticated thinking. Central ideas are clearly communicated and complexity of ideas are presented. Understands and critically evaluates and cites sources. <b>(36-40)</b>	A solid paper, mostly responding to the assignment. Clear statement of ideas, but may have some minor issues or incomplete discussions. Shows careful reading of sources, but perhaps not as sophisticated of use of sources. <b>(32-36)</b>	Paper responds to the assignment but weakly. There is a central idea, but it is not sufficiently described and communicated. Often very general thoughts presented. <b>(28-32)</b>	Does not present a clear idea or respond fully/appropriately to the assignment. Central idea is vague. <b>(24-28)</b>	Does not respond to the assignment. Lacks central idea. <b>(0-24)</b>

<p><b>Organization and Coherence (30pts)</b></p>	<p>Logically structured paper for its purpose. Paper guides the reader through a progression of ideas. <b>(27-30)</b></p>	<p>Shows a logical progression of ideas and uses fairly sophisticated transitional devices. Some logical links are absent or faulty. Each paragraph matches the central idea of the paper. <b>(24-27)</b></p>	<p>Lists ideas or includes central ideas, but not in an organized structure. Uses transitions simply and sequentially. On their own, each paragraph responds to the central idea, but it isn't synthetically structure. Some lack of coherence in sentences. <b>(21-24)</b></p>	<p>Random organization with no real structured coherence. Paragraphs lack structure and not all sections relate directly to central idea. <b>(18-21)</b></p>	<p>No organization lacks coherence. <b>(0-18)</b></p>
<p><b>Support (10pts)</b></p>	<p>Uses evidence appropriately and effectively. <b>(9-10)</b></p>	<p>Begins to offer reasons to support paper's key points and often using a variety of evidence/ sources. Makes connections between ideas and evidence, but doesn't fully use evidence effectively. <b>(8-9)</b></p>	<p>Uses generalization or opinions to support its points. Uses examples, but they aren't directly connected or relevant. Personal experience and assumptions are common. <b>(7-8)</b></p>	<p>Clichés and overgeneralizations are relied upon with little reference to resources or evidence. Personal narrative dominates informed narrative. <b>(6-7)</b></p>	<p>Uses irrelevant details or lacks supporting evidence. <b>(0-6)</b></p>
<p><b>Style (10pts)</b></p>	<p>Chooses words with precision and uses specificity. Sentences are clearly structured and carefully focused, not rambling. <b>(9-10)</b></p>	<p>Uses words accurately and effectively but not necessarily with precision. Sentences are clear, structured, and focused, though some may be awkward or incomplete. <b>(8-9)</b></p>	<p>Uses vague and general words. May use some inappropriate language. Sentences are structured correctly, but perhaps unfocused, repetitive or confusing. <b>(7-8)</b></p>	<p>Vague, abstract, and personal in content. Several awkward sentences. Sentence structure is simple and doesn't facilitate understanding. <b>(6-7)</b></p>	<p>Awkward sentences throughout. Misuse of words. Inappropriate language. <b>(0-6)</b></p>
<p><b>Mechanics (10pts)</b></p>	<p>Entirely free of spelling, punctuation, and grammatical errors. <b>(9-10)</b></p>	<p>Contains a small amount of errors that challenge the reader, but don't interfere with</p>	<p>Several mechanical errors that interfere with meaning, but don't impede</p>	<p>Many mechanical errors that challenge meaning. Hard to understand</p>	<p>Many mechanical errors making it impossible to understand. <b>(0-6)</b></p>

		understanding. <b>(8-9)</b>	overall understanding. <b>(7-8)</b>	connections. <b>(6-7)</b>	
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- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback before the end of the course on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

### Presentation Assessment Rubric and Statements

Category	Scoring Criteria	Total Points
<b>Organization (3 points)</b>	Copies of slides presented to instructor	1
	Information is presented in a logical sequence	2
<b>Content (8 points)</b>	All parts of the assignment are included	3
	Relevant information is synthesized in a clear, complete, and direct way	3
	References and citations are provided when appropriate	2
<b>Presentation (9 points)</b>	The speakers maintain good eye contact with the audience and are appropriately animated (e.g., gestures, moving around, etc.). The speakers use clear, audible voices, delivery is poised, controlled, and smooth. Information is well communicated without the use of notes or reading from the slides.	3
	Slides and/or videos are well prepared, informative, effective, and not distracting. Slides are spell checked and contain no typos.	3
	Length of presentation is within the assigned time limit	3
<b>Score</b>	<b>Total Points</b>	<b>20</b>

## III. Annotated Weekly Schedule

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Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Introduction to Sustainability</li> </ul>

Week	Topics, Homework, and Assignments
Module 1	<ul style="list-style-type: none"> <li>• <b>Summary:</b> In this week, we focus on an important question: What is wrong the way it is now? We will look at the climate change and ozone depletion; deforestation and soil erosion; eutrophication and acidification; loss of biodiversity. We learn the history of sustainability; principles and concepts of sustainability; measurements (examples); definition of sustainability with the focus on Brundtland Commission (1987).</li> <li>• <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Rockström et al. (2009). A safe operating space for humanity. <i>nature</i>, 461 (7263), pg. 472-475.</li> </ul> </li> <li>• <b>Assignment:</b> Quiz 1</li> </ul>
Week 2 Module 2	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Environmental Ethics</li> <li>• <b>Summary:</b> In this week, we learn concepts such as Introduction to Ethics, Religious Ethics, Environmental Ethics, Economic Ethics; The Three-Legged Stool Precautionary Principle; Irreconcilable Differences; Managing the Global Commons; Resilience &amp; Conflicts; Principle of Transparency &amp; Governance. We will also discuss about food, culture, and consumerism</li> <li>• <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Hardin (1968). The Tragedy of the Commons. <i>Science</i>, 162(3859), pg. 1243-1248.</li> <li>○ Ostrom, E., Burger, J., Field, C. B., Norgaard, R. B., &amp; Policansky, D. (1999). Revisiting the commons: local lessons, global challenges. <i>science</i>, 284(5412), pg. 278-282.</li> <li>○ [recommended] SUS, Chapter 10.1: The Human Dimensions of Sustainability – History, Culture, Ethics (pg. 490-491)</li> <li>○ [recommended] SUS, Chapter 10.8: Sustainability Ethics (pg. 517-524)</li> </ul> </li> <li>• <b>Assignment:</b> Quiz 2</li> </ul>
Weeks 3 and 4 Module 3	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Assessment Frameworks</li> <li>• <b>Summary:</b> In these two weeks, we will cover various assessment frameworks (such as GPI, HDI, MEA); Millennium Development Goals (MDG); sustainable economic frameworks (e.g. ecological economics, ecosystems services, corporate sustainability), and ends with industrial ecology, ecological footprint, eco-efficiency.</li> <li>• <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Watch: TED Talk, Hans Rosling, “Global Population Growth, box by box” [~10 min.]</li> <li>○ The Conversation: There are 8 years left to meet the UN Sustainable Development Goals, but is it enough time? [approx. 4 pages]</li> <li>○ Costanza et al. (1997). The value of the world's ecosystem services and natural capital. <i>nature</i>, 387(6630), pg. 253-260.</li> <li>○ [recommended] SUS, Chapter 4.1: Biosphere – Chapter Introduction, Section 4.1.1 Introduction (pg 117-119)</li> <li>○ [recommended] SUS, Chapter 9.3.6: Case Study – UN Millennium Development Goals Indicator (pg. 483-484)</li> </ul> </li> <li>• <b>Assignment:</b> Quiz 3, Quiz 4</li> </ul>

Week	Topics, Homework, and Assignments
Weeks 5 and 6 Module 4	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Global Warming and Climate Change</li> <li>• <b>Summary:</b> In these two weeks, we will understand the background on climate change issues and then present an overview of possible climate change mitigation.</li> <li>• <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ The Conversation: 1.5°C: where the target came from – and why we’re losing sight of its importance [approx. 3 pages]</li> <li>○ Ivanova, D., Barrett, J., Wiedenhofer, D., Macura, B., Callaghan, M., &amp; Creutzig, F. (2020). Quantifying the potential for climate change mitigation of consumption options. <i>Environmental Research Letters</i>, 15(9), 093001. [read from Section 3 on pg. 5 to pg. 16]</li> <li>○ [recommended] SUS, Chapter 4.1: Biosphere – Chapter Introduction, Section 4.1.1 Introduction (pg. 117-119)</li> <li>○ [recommended] SUS, Chapter 9.3.6: Case Study – UN Millennium Development Goals Indicator (pg. 483-484)</li> </ul> </li> <li>• <b>Assignment:</b> Quiz 5, Exam 1</li> </ul>
Week 7 Module 5	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Energy Resources</li> <li>• <b>Summary:</b> In this week, we will understand the background on basic energy-related terminology and types of energy resources; explain how energy is produced; provide an overview of energy consumption worldwide and in the specific regions</li> <li>• <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Watch: How Electricity Generation Really Works [~10 min.]</li> <li>○ [recommended] SUS, Chapter 8.4.1.2: Fossil Fuels (Coal and Gas), (pg. 346-351)</li> <li>○ [recommended] SUS, Chapter 8.4.1.3: Nuclear Energy (pg. 351-355)</li> <li>○ [recommended] SUS, Chapter 8.4.2.1: Fossil Fuel (Oil), (pg. 365-366)</li> </ul> </li> <li>• <b>Assignment:</b> None.</li> </ul>
Week 8 Module 6	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Renewable Energy Resources</li> <li>• <b>Summary:</b> This week we will focus on Renewable Energy Systems. More specifically, we will focus on the various types of renewable energy systems (such as solar, wind, geothermal, hydro, etc.) focusing on their significance, implementation in the USA and abroad, barriers to their growth, and emerging technologies.</li> <li>• <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Watch: TEDx: Why renewables can’t save the planet, Michael Shellenberger (~17 min.)</li> <li>○ Forbes: We Could Power the Entire World by Harnessing Solar Energy from 1% of the Sahara [approx. 7 pages]</li> <li>○ [recommended] SUS, Chapter 8.2.6: Alternatives for Fossil Fuels (pg. 320-321)</li> <li>○ [recommended] SUS, Chapter 8.4.1.4: Renewable Energy – Solar, Wind, Hydro &amp; Biomass (pg. 355-364)</li> </ul> </li> <li>• <b>Assignment:</b> Group Project 1</li> </ul>
Week 9 Module 7	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Material Resources</li> </ul>



Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> <li>• <b>Summary:</b> In this week, we will discuss material resources (with the particular focus on green materials), waste, and various environmental labeling programs for product and services around the world.</li> <li>• <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Watch: The Story of Stuff [~21 min.]</li> <li>○ [recommended] SUS, Chapter 7.2.4: Environmental Concerns with Wastes (pg. 272-274)</li> <li>○ [recommended] SUS, Chapter 7.2.5: Waste Management Strategies (pg. 274-278)</li> </ul> </li> <li>• <b>Assignment:</b> Term Paper Outline</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>• <b>Spring Break:</b> No class</li> </ul>
Week 11 Module 8	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Water Resources</li> <li>• <b>Summary:</b> This week, we will focus on water resources, water withdrawal and water consumption. We will discuss water use around the world and end with water use in the built environment.</li> <li>• <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Hvistendahl, M. (2008). China's three gorges dam: an environmental catastrophe. <i>Scientific American</i>, 25. [approx. 8 pages]</li> <li>○ National Geographic. The Floridan aquifer: Why one of our rainiest states is worried about water [approx. 4 pages]</li> <li>○ [recommended] SUS, Chapter 5.2: Water Cycle and Fresh Water Supply (pg. 151-159)</li> </ul> </li> <li>• <b>Assignment:</b> Exam 2</li> </ul>
Weeks 12 and 13 Module 9	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Sustainable and Resilient Built Environment</li> <li>• <b>Summary:</b> In the first week, we will learn the various rating systems used worldwide to assess sustainability of green buildings and then focuses on LEED that originated in the USA. We will also look at the future of sustainable built environments. In the second week, we will learn about the concept of resilience and how it relates to sustainability. We will discuss the role the built environment plays in our vulnerability to extreme events and discuss disaster management strategies.</li> <li>• <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Sanderson, K. (2022). The path towards more-sustainable building construction. <i>Nature</i>, 611(7936), S18-S19.</li> <li>○ Explore the LEED scorecard: <a href="https://www.usgbc.org/leed-tools/scorecard">https://www.usgbc.org/leed-tools/scorecard</a></li> <li>○ Understanding Katrina: There's No Such Thing as a Natural Disaster [approx. 7 pages]</li> <li>○ [recommended] SUS, Chapter 8.4.4.4: Built Environment (pg. 386-394)</li> </ul> </li> </ul>

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> <li>○ [recommended] Scientific American: Most States Are Failing on Building Codes, FEMA Says. [approx. 4 pages]</li> <li>○ [recommended] Understanding FEMA Flood Maps and Limitations [approx. 7 pages]</li> <li>● <b>Assignment:</b> Quiz 7, Quiz 8</li> </ul>
Weeks 14 and 15 Module 10	<ul style="list-style-type: none"> <li>● <b>Topic:</b> Low/Net Zero Energy Buildings</li> <li>● <b>Summary:</b> In this week, we understand the definition of and targets related to zero net energy (NZE) building. We also learn the current state of art and then explain approaches that can help realize NZE buildings. Finally, we will discuss several strategies for achieving NZE buildings such as use of site renewable resources, passive design strategies, and high performance strategies.</li> <li>● <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Watch: “Passive House Revolution” (2013) [~45 min.]</li> <li>○ [recommended] SUS, Chapter 8.6.4.2: Building Applications (pg. 418-420)</li> </ul> </li> <li>● <b>Assignment:</b> Group Project 2, Quiz 10</li> </ul>
Week 16 Module 11	<ul style="list-style-type: none"> <li>● <b>Topic:</b> Sustainable Communities</li> <li>● <b>Summary:</b> In this week, we will learn about urban planning theories and concepts, understand what it means to be a sustainable community, and learn how sustainable cities can be planned and developed.</li> <li>● <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Watch TED talk, Jaime Lerner, “A Song of the City” – Curitiba, Brazil [~16 min.]</li> <li>○ Congress for the New Urbanism: How a Florida beach town changed how we live [approx. 4 pages]</li> <li>○ [recommended] Watch: TEDx Green buildings are more than brick and mortar   Bryn Davidson [~19 min.]</li> </ul> </li> <li>● <b>Assignment:</b> Final Term Paper</li> </ul>
Week 17	<ul style="list-style-type: none"> <li>● <b>Exam Week:</b> Exam 3</li> </ul>

## IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

**Content:** *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- Identify, describe, and explain key principles, concepts, and foundations of sustainable development (**Quest 2, S**). **Assessments:** Quizzes, exams.
- Identify, describe, and explain various frameworks, assessment tools, benchmarks, and methodologies used to measure sustainable development and sustainability progress (**Quest 2, S**). **Assessments:** Quizzes, exams, group projects 1 and 2.

**Critical Thinking:** *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Analyze qualitative and quantitative data sources to identify key environmental and resource issues around the world that threaten quality of life and the environment for present and future generations (**Quest 2, S**). **Assessments:** Term paper.
- Identify, contrast, and present key international sustainability initiatives and evaluate how sustainable development concepts can be applied to the creation of a sustainable built environment (**Quest 2, S**). **Assessments:** Group projects 1 and 2, Term paper.

**Communication:** *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Communicate orally and in writing how various industries and organizations are adopting standards and strategies to function in a sustainable manner (**Quest 2, S**). **Assessments:** Participation, quizzes, group projects 1 and 2.

**Connection:** *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Articulate and critique your own personal beliefs and behaviors, and reflect on how you as an individual can address sustainability challenges (**Quest 2, S**). **Assessments:** Term paper.

## V. Quest Learning Experiences

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### 1. Details of Experiential Learning Component

As part of Group Project 2, students will have the opportunity during class to visit a building on campus, evaluate its (un)sustainable features, and document those features through photos and sketches. Students will present their findings to the rest of the class, which will count as their Quiz 9 grade. Students who are unable to attend due to an excused absence will be able to visit the building independently and present with their group, or will be asked to provide a written report depending on the length of absence.

### 2. Details of Self-Reflection Component

The course promotes self-reflection through

1. In-class discussion. Students will participate in small group and larger class discussions throughout the semester on lecture topics. Though ungraded, these will provide an opportunity for students to connect topics to their own lives, beliefs, and experiences, and articulate those thoughts with their peers.
2. Online discussion posts. Students will have the opportunity to reflect on and react to weekly topics through CANVAS discussion posts for extra credit.

3. The final term paper. Based on the state of the country report and material learned throughout the course, students will articulate how they, as a people, will engage in modifications to their lifestyle to address the sustainability challenges they identified.

## VI. Required Policies

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### **Attendance Policy**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### **Students Requiring Accommodation**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### **UF Evaluations Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### **University Honesty Policy**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### **Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## **The Writing Studio**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

## **In-Class Recordings**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.