

PSY4310-W01 Environmental Psychology**Professor:** Dr. Bibiana M. Gutierrez**Office Hours:** T&R 11AM-12PM, W 10AM-2PM, & by
appt. requested via email**Office:** Lawrence Hall 301**Office Phone:** 432.837.8163**Email:** bmg15th@sulross.edu**Course Website:** <http://sulross.blackboard>**Textbook:** Readings will be provided and uploaded to Black Board from a variety of sources including *Conservation Psychology* by Susan Clayton and Gene Myers, 2nd edition, Wiley Blackwell: Oxford, UK, ISBN 978-1-118-87460-8**Course Purpose:** By the end of this course Students will be able to:

- a) Demonstrate a basic knowledge of the use of psychological techniques and research to understand and promote the healthy relationship between humans and the natural environment.
- b) Explore what is the human place in nature and what is nature's place in the human being.
- c) Explore how human welfare is intimately connected to the natural environment and changes to that environment, such as climate change, overpopulation, and the loss of wild landscapes.
- d) Explore how and why people care for nature.
- e) Explore the ways in which people perceive and interpret their environments.
- f) Learn about ways to encourage a sustainable relationship between humans and nature (practical interventions).

Student Learning Objectives: The graduating psychology student will attain a level of competency in the areas of . . .

- a. Biological psychology indicating that value has been added over the course of their psychology education.
- b. Clinical-personality psychology indicating that value has been added of the course of their psychology education.
- c. Social psychology indicating that value has been added over the course of their psychology education.
- d. Experimental methods indicating that value has been added over the course of their psychology education.
- e. QEP Communication

Psychology Program Marketable Skills:

- f. Speaking Effectively: Students will demonstrate competency in public speaking and communicating scientific information to diverse audiences.
- g. Describing Feelings: Students will demonstrate empathic or active listening and conversational skills, and/or write clearly about their affective stance, respectfully attuned to the needs of their audiences.
- h. Identifying Resources: Students will demonstrate the aptitude to locate, organize and evaluate the credibility of information from multiple sources.
- i. Analyzing: Students will demonstrate ability to examine the underlying issues of scientific problems, attending to the pertinent details and creating action plans, recognizing ambiguity and complexity as essential components.
- j.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

COURSE POLICIES:**1. Participation:**

This is a web-based course, so there are no regular classroom meetings. ***However, your active, daily participation in this course is essential and required in order to be successful, including checking email daily, checking for Black Board announcements, staying up with readings and taking exams, as well as research.***

2. Regular communications with the professor:

It is essential that you keep me current on your progress and any difficulties you may be having so that I can respond in real time to support your success. The most efficient way of contacting me is the **VIRTUAL OFFICE** on Black Board which gives you instructions depending on the nature of your question. **If you call my phone you must leave a message for me to call you back; I do not answer unknown numbers.**

3. Students with Special Needs:

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. **Please contact Accessibility Services Coordinator, Ferguson Hall (Room 112) at 432.837.8363; mailing address P.O. Box C-171 Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.**

4. Religious Observance:

Any student who is unable to participate in the course for the observance of a religious holy day will be allowed to make-up an exam or complete an assignment scheduled for that day. Arrangements for missing an exam or assignment due to a religious observance must be made with the instructor prior to that absence.

5. Course Behaviors - Respect and Disruptions:

Watch the **VIDEO on NETTIQUETTE** on Black Board. You are encouraged and expected to openly engage in discussions, ask questions, share ideas, and express your thoughts in this web-based course in the same manner as in a face-to-face course. Please treat each other with dignity and respect and avoid disruptive behaviors. You are responsible for knowing what behaviors are acceptable versus unacceptable as referred to in the Student Conduct and Discipline section of the SRSU Student Handbook (http://www.sulross.edu/sites/default/files//sites/default/files/users/docs/stulife/student_conduct_discipline.pdf).

6. Academic Integrity:

Any instance of academic misconduct such as turning in an identical written assignment for another course without approval, cheating and plagiarizing written assignments, collusion, or misrepresenting facts will be punished to the full extent of the university's disciplinary policy and/or through legal action if indicated. You are responsible for reading the statement on *Academic Honesty* in the SRSU Student Handbook (http://www.sulross.edu/sites/default/files//sites/default/files/users/docs/stulife/student_conduct_discipline.pdf). The faculty considers academic dishonesty to be a serious matter and will act accordingly. Students caught engaging in any form of academic dishonesty will receive no credit for assignments/exams and more severe penalties may be pursued, including but not limited to failing the course.

7. Communicating with the Professor:

The best way to contact me is through the **VIRTUAL OFFICE** on Black Board. **GENERAL QUESTIONS** are to be posted to a discussion board for all. For **PERSONAL or PRIVATE ISSUES** email the professor directly at bmg15th@sulross.edu. I strive to respond as soon as possible. If you do not receive a reply within 24 hours during the work week, please resend your email or call me at 432.386.3223 and leave a message so that I will return your call; I do not answer unknown phone numbers. During weekends there may be a longer delay in my responding.

COURSE REQUIREMENTS:

- 1. Regular and active Black Board Participation (BBP = 150 points; 10 points/week).** Your individual activity on black board will be recorded via logs maintained by Black Board. It is your responsibility to check your email daily and for any announcements relevant to this course. (This is a subjective judgment on my part regarding the quality of your participation, submitting assignments when due, and posting as required, etc.).
- 2. Complete Sul Ross Sustainability Survey (SSS = 25 points). Submit screen shot of completed survey.**
- 3. Thirteen (13) Weekly Writing Assignments (WWA = 650 total points; 50pts/WWA).** Complete assigned questions over the week's reading assignment.
- 4. Discussion Posts (DP = 280 total pts/14 posts; 20pts/post)** (paragraph in the range of 3 – 4 sentences or more if you wish) of your thoughts, feelings, ideas, and/or reactions to your assigned readings. **These summaries will be posted publicly for all students in the course to view** for the purpose of creating a sense of universality of your experience and enhancing shared learning. It can also be a spring-board to encourage conversations (threads) among students if you wish. **These posting will be monitored by the professor and once posted cannot be deleted.**
- 5. Power Point Presentations (PPP = 200 points).** A chapter from the assigned reading will be assigned to you for which you are to develop a power point presentation.

GRADE SCALE:

90–100 = A; 80 –89 = B; 70–79 = C; 60-69 = D; 0-59 = F

*EXTRA CREDIT: There is **NO** extra credit offered in this course.

PLEASE READ: During the course of this class, Students may have strong emotional/psychological reactions to the course material and/or discussions. If you feel that you are having difficulty with the learning environment, please discuss this with me immediately before continuing the course. Counseling and Accessibility Services (<http://www.sulross.edu/section/2408/counseling-accessibility-services>) can provide brief, short-term individual and group counseling or refer you to off-campus providers. You have already paid for these services through your Student Service Fee, whether you use them or not.

If you have any issue or concern, I would appreciate you speaking with me first. If you feel we cannot come to a reasonable resolution, know that you can speak with the BASS Department Chair, Dr. Mark Saka (432.837.8157) regarding your concerns.

I endeavor to maintain as safe as possible learning environment for all and expect the highest standard of conduct from each one of us and the collective. I welcome constructive feedback in the service of this goal.

This syllabus is accurate to the best of my ability, but I reserve the right to modify it at any time and will inform you as soon as possible. If I do make any changes, I aspire to do so for the reasons of student fairness and/or circumstances beyond my control.

COURSE SCHEDULE

WEEK	ASSIGNMENTS & DUE DATES
T – 1/22/2019	First day of class
WEEK 1 (1/13 1/19)	<p>START HERE orientation to BLACK BOARD</p> <p>Complete Sul Ross Sustainability Survey https://sulross.az1.qualtrics.com/jfe/form/SV_2tzz3k4NcBVB1id</p>
WEEK 2 (1/20 – 1/26)	<p>POST-INTRO <i>Introduce yourself to class</i> (by Monday 1/20 <i>midnight</i>)</p> <p>READ Chapter 1 Introducing the Field of Conservation Psychology (by Friday 1/24)</p>
WEEK 3 (1/27– 2/2)	<p>Weekly Writing Assignment 1 over Chapter 1 (by Monday 1/27 <i>midnight</i>)</p> <p>POST1 over Chapter 1 (by Sunday 2/2 <i>midnight</i>)</p> <p>READ Chapter 2 (by Friday 1/31)</p>
WEEK 4 (2/3 – 2/9)	<p>Weekly Writing Assignment 2 over Chapter 2 (by Monday 2/3 <i>midnight</i>)</p> <p>POST2 over Chapter 2 (by Sunday 2/9 <i>midnight</i>)</p> <p>READ Chapter 3 (by Friday 2/7)</p>
WEEK 5 (2/10 – 2/16)	<p>Weekly Writing Assignment 3 over Chapter 3 (by Monday 2/10 <i>midnight</i>)</p> <p>POST3 over Chapter 3 (by Sunday 2/16 <i>midnight</i>)</p> <p>READ Chapter 4 (by Friday 2/14)</p>
WEEK 6 (2/17 – 2/23)	<p>Weekly Writing Assignment 4 over Chapter 4 (by Monday 2/17 <i>midnight</i>)</p> <p>POST4 over Chapter 4 (by Sunday 2/23 <i>midnight</i>)</p> <p>READ Chapter 5 (by Friday 2/21)</p>
WEEK 7 (2/24 – 3/1)	<p>Weekly Writing Assignment 5 over Chapter 5 (by Monday 2/24 <i>midnight</i>)</p> <p>POST5 over Chapter 5 (by Sunday 3/1 <i>midnight</i>)</p> <p>READ Chapter 6 (by Friday 2/28)</p>
WEEK 8 (3/2 – 3/8)	<p>Weekly Writing Assignment 6 over Chapter 6 (by Monday 3/2 <i>midnight</i>)</p> <p>POST6 over Chapter 6 (by Sunday 3/8 <i>midnight</i>)</p>

READ Chapter 7 (by Friday 3/6)

3/9 – 3/15 ~ NO CLASSES SPRING BREAK ~

WEEK 9 (3/16 – 3/22) **Weekly Writing Assignment 7** over Chapter 7 (by Wednesday 3/16 midnight)
POST7 over Chapter 7 (by Sunday 3/22 *midnight*)
READ Chapter 8 (by Friday 3/20)

WEEK 10 (3/23 – 3/29) **Weekly Writing Assignment 8** over Chapter 7 (by Wednesday 3/23 midnight)
POST8 over Chapter 8 (by Sunday 3/29 *midnight*)
READ Chapter 9 (by Friday 3/27)

WEEK 11 (3/30 – 4/5) **Weekly Writing Assignment 9** over Chapter 8 (by Wednesday 3/30 midnight)
POST9 over Chapter 9 (by Sunday 4/5 *midnight*)
READ Chapter 10 (by Friday 4/3)

[M – 3/30 *LAST DAY FOR INSTRUCTOR INITIATED DROP FOR EXCESSIVE ABSENCES]*

[F – 4/3 *LAST DAY TO WITHDRAW FROM UNIVERISTY OR TO DROP COURSES WITH A GRADE OF “W”]*

WEEK 12 (4/6 – 4/12) **Weekly Writing Assignment 10** over Chapter 9 (by Monday 4/6 midnight)
POST10 over Chapter 10 (by Sunday 4/12 *midnight*)
READ Chapter 11 (by Friday 4/19)

WEEK 13 (4/13 – 4/19) **Weekly Writing Assignment 11** over Chapter 10 (by Monday 4/13 midnight)
POST11 over Chapter 11 (by Sunday 4/19 *midnight*)
READ Chapter 12 (by Friday 4/10)

WEEK 14 (4/20 – 4/26) **Weekly Writing Assignment 12** over Chapter 11 (by Monday 4/20 midnight)
POST12 over Chapter 12 (by Sunday 4/26 *midnight*)
Dead Day (4/30)

WEEK 15 (4/27 – 5/3)

Weekly Writing Assignment 13 (course reflection & evaluation) over Chapter 12
(by Monday 4/27 midnight)

POST13 over Week 15 (by Sunday 5/3 midnight) over assignment, course reflection, & evaluation)

Thursday 4/30 ~ DEAD DAY ~ NO CLASSES

WEEK 16 (5/4 – 5/10)

~ Make sure ALL ASSIGNMENTS have been COMPLETED in BLACK BOARD by 5/1 ~

~ FINAL EXAM ~ Upload POWER POINT of assigned chapter (by Monday 5/4 midnight)

[R – 5/7 FINAL GRADES DUE FOR GRADUATING STUDENTS DUE BY NOON] – Email to remind me!

[M – 5/11 FINAL GRADES DUE FOR CONTINUING STUDENTS DUE BY NOON]