



Course Title: **Introduction to Environmental Issues**

Course Number: **ENV100**

Term: **Fall 2026**

Course Credits: **3**

Class Meeting Times: **Tues & Thur: 1:00-2:20**

Class Location: **Eiben Hall 201**

Instructor Name: **Dr. Lupita Ruiz-Jones**

You can call me Dr. Lupita or Professor Lupita

Email: guadalupe.ruiz-jones@chaminade.edu

Office Location: **Wesselkamper 104**

Cell Phone (welcome to text, lmk who you are): **505.603.1985**

Office Hours: **Tues 12:00-1:00 & 2:30-3:30 / most Wed 1:00-2:30 / Thur 12:00-1:00 & 2:30-3:30** in-person or zoom (zoom link in Canvas - text me to lmk you want to zoom).

Also happy to schedule a meeting for a time that works better for you!

Course description from University catalog

An interdisciplinary course in which students are introduced to the ethical issues, tools and techniques involved in environmental and sustainability problem-solving. Students are presented with a series of real (often Hawaiian) environmental problems that they will investigate, attempt to understand in entirety and devise a solution or solution-strategy for. This hands-on approach will allow students to discover the many disciplines and techniques involved in ameliorating real environmental challenges.

Course overview

This is one of the first courses along the path to three majors at Chaminade: Our twenty-plus-year old Environmental Studies major, our new Environmental Science major and our new Community & Public Health degree (Environment & Health Track)! If none of these are your major, have no fear! This course also counts for your General Education Core- Critical Thinking requirement and we are thrilled you have decided to join us planet savers!

This class is the most general, interdisciplinary and inclusive course you'll take as an Environmental student. It introduces you to a variety of careers related to the environment and environmental human health. You'll discover through the complexity of environmental challenges and the diversity of environmental values, and you will begin to learn and use the tools and techniques available for successful environmental problem solving. Very often, we, as a class, also come up with new creative and timely problem-solving tools of our own.

In this class you will be introduced to real (international and regional) environmental issues, which you will investigate, attempt to understand in entirety, and devise a solution or solution-strategy for. **The issues are organized throughout the semester into three "modules:" (1) WATER & AIR issues, (2) TERRESTRIAL ECOSYSTEM issues, and (3) ENERGY-WATER-FOOD SECURITY issues.**

At the end of each module you will choose your own contemporary issue that pertains to the module and work in groups to dive deep into the topic. You will gain an understanding of the problem, collaborate with one another and discuss the problem, devise possible solutions, negotiate, and finally reach a hypothetical solution(s) which you will "advocate" for in presentations to the class.

Each subsequent module will be more complex than the previous one, requiring you to draw upon the perspectives of a wider range of disciplines, manage more variables and/or consider more stakeholders. This course is meant to introduce you to the sorts of multidisciplinary tasks you will be learning about in greater detail in later courses and performing in your future careers.

My teaching philosophy is that we will have a more engaging, and fun time, together if you come prepared. That means get the books (either buy your own copies, use the copies in the library, or borrow the student loaners from me), read the assigned sections prior to class, and practice critical thinking, which requires energy and is active. You will not enjoy your experience if you just show up without a clue of the day's topic and sit there expecting to be entertained without making any contribution.

Service learning requirement

Through participation in organized service learning activities you will discover the many disciplines and techniques involved in ameliorating environmental challenges; and see how we put our skills and our Marianist and Pacific Island values into action for the good of the community. Service learning requirements will be described in class.

Alignment of Natural Sciences Courses with Marianist and Hawaiian values

The Natural Sciences Division provides integrative course content taught by experienced, dedicated, and well-educated instructors. *We educate in the family spirit* – every classroom is an *Ohana* (family) and you can expect to be respected yet challenged in an environment that is supportive and inclusive by instructors who take the time to personally get to know and care for you. *We educate for service, justice and peace*, because many of the most pressing global issues (climate change, health inequity, poverty, justice) are those which science and technology investigate, establish ethical parameters for, and offer solutions to. *We educate for adaptation and change*. In science and technology, the only constant is change. Data, techniques, technologies, questions, interpretations, and ethical landscapes are constantly evolving, and we teach students to thrive on this dynamic uncertainty.

The study of science and technology is formative: exploring human creativity and potential in the development of technologies and scientific solutions; engaging in the stewardship of the natural world; and, promoting social justice. We provide opportunities to engage with the problems that face Hawai'i and the Pacific region through the Natural Sciences curriculum, in particular, those centered around severe challenges in health, poverty, environmental resilience, and erosion of traditional culture. The Marianist Educational Values relate to Native Hawaiian ideas of *mana* (spiritual energy of power and strength), *na'auao* (wisdom, enlightenment), *ohana*, *aloha* (love, affection, generosity, speaking from the heart, patience, and listening) and *aina* (love for the land and its people). We intend for our Natural Sciences programs to be culturally-sustaining, rooted in our Hawaiian place, and centered on core values of *Maiiau*, be neat, prepared, careful in all we do; *Makawalu*, demonstrate foresight and planning; *`Ai*, sustain mind and body; *Pa`a Na`au*, learn deeply.

Environmental Studies Program Learning Goals

Upon completion of the undergraduate B.S. program in Environmental Studies, students will be able to:

1. Authenticate their commitment to service, justice and peace through experiential project-based activities that enhance the condition of the integral ecology, care for creation and value all voices.
2. Apply analytical methods and skills from multiple disciplines to environmental problems.
3. Participate in, plan and execute environmental change-making strategies that employ scientific, political, socio-cultural, artistic, educational and economic skills and knowledge.

4. Design and describe new futures and ideas that solve environmental problems and foster sustainability.
5. Pursue throughout their education the ever-changing knowledge and skills that prepare them for the adaptation and change essential to environmental problem solving.

Course Learning Outcomes alignment to **Environmental Studies** Program Learning Outcomes.

Students who successfully complete this course will demonstrate:

Course Learning Outcomes	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1. Knowledge of diverse environmental ethics and their implications for the treatment of nature.	X	X	X		
2. An understanding of the positive roles Judeo-Christian, Polynesian and other worldviews can play in environmental problem solving.		X	X	X	X
3. Knowledge of the importance of natural resources for the holistic health of diverse peoples.	X				X
4. A thorough understanding of some of the major historic environmental crises.	X			X	
5. An awareness of the complexity of environmental issues and the important role of ethics, science, education, economics, the media and politics in environmental problem solving.		X	X	X	
6. Knowledge of the diverse perspectives of stakeholders.	X		X		
7. The ability to take a balanced outlook to environmental problems.			X	X	X
8. The ability to collaborate with others in developing a systems approach to creative environmental problem-solving.	X		X	X	X

9. Knowledge of the major federal, state and non-governmental environmental agencies.			X	X	X
10. Familiarity with a variety of careers in the environment.			X	X	X
11. An understanding of the connections between academic work and real-life situations.	X		X		
12. Increased interest and experience in putting Marianist Values and Pacific Island values into action to solve problems.	X	X	X	X	

Environmental Science Program Learning Goals

Upon completion of the undergraduate B.S. program in Environmental Science, students will be able to:

1. Authenticate their commitment to service, justice and peace through experiential project-based activities that enhance the condition of the integral ecology, care for creation and value all voices.
2. Apply scientific reasoning and methodology to environmental problems.
3. Identify the major physical, chemical and biological components, interactions and cycles of earth systems and ecosystems.
4. Propose, design and participate in scientific research projects that document, describe and/or help solve environmental problems and foster sustainability.
5. Pursue throughout their education new scientific knowledge and techniques that prepare them for the adaptation and change essential to environmental problem solving.

Course Learning Outcomes alignment to **Environmental Science** Program Learning Outcomes.

Students who successfully complete this course will demonstrate:

Course Learning Outcomes	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1. Knowledge of diverse environmental ethics and their implications for the treatment of nature.	X				

2. An understanding of the positive roles Judeo-Christian, Polynesian and other worldviews can play in environmental problem solving.					
3. Knowledge of the importance of natural resources for the holistic health of diverse peoples.	X	X	X		X
4. A thorough understanding of some of the major historic environmental crises.	X	X	X		X
5. An awareness of the complexity of environmental issues and the important role of ethics, science, education, economics, the media and politics in environmental problem solving.		X	X	X	X
6. Knowledge of the diverse perspectives of stakeholders.	X			X	X
7. The ability to take a balanced outlook to environmental problems.				X	X
8. The ability to collaborate with others in developing a systems approach to creative environmental problem-solving.	X	X		X	
9. Knowledge of the major federal, state and non-governmental environmental agencies.			X		X
10. Familiarity with a variety of careers in the environment.			X		X
11. An understanding of the connections between academic work and real-life situations.	X			X	
12. Increased interest in being civically engaged due to your service learning experience.	X			X	X

Required course texts (both available in the bookstore; a copy of each is in the Library on reserve and in my office for borrowing)

Earth Insights: A Multicultural Survey of Ecological Ethics from the Mediterranean Basin to the Australian Outback. 1994. J.B. Callicott. University of California Press, Berkeley, CA.

What We Owe the Future. 2022. William MacAskill. Basic Books, Oneworld Publications. [ISBN 978-1-5416-1862-6]; <https://whatweowethefuture.com/>

*Supplementary material will be provided pretty much weekly in the form of articles, podcasts, and videos.

Assessment of perceived learning

Because this class is an important introductory course for three majors and one of the General Education Core Learning Outcomes I will be administering an assessment of perceived learning pre- and post-survey. These will be given online on the first and last days of the course.

See Canvas Modules for the tentative schedule

Grading breakdown

* The grade listed in Canvas is NOT accurate because it does not include Participation and they are not weighted accurately. If you are ever curious about your grade ASK ME.

- 5% = Attendance ~ Roll Call in Canvas
 - If you take a **long** “restroom break” you will be marked absent
- 10% = Engaged participation with peers, me, and guests (requires arriving to class prepared). Also includes some reflections on class presentations and guest visits submitted on Canvas.
 - To earn an A involves:
 - Regularly asking questions and responding to questions.
 - Being prepared to share your thoughts on the material assigned for class discussion.
 - Staying focused on course material = not distracted by phone/laptop
 - To earn a D involves:
 - Being present.
 - Demonstration of lack of preparedness for discussions.
 - Being distracted by phone/laptop.
 - Lack of active listening.

- 15% = Canvas discussion posts and regular in-class quizzes (how I will assess your reading comprehension) and reflections. The discussion posts are a great way to prepare to engage in class discussions. These are not accepted late because they are meant to prepare you for class discussion.
- 30% = Environmental Issue Team Presentations: two team presentations on current issues at the end of the WATER & AIR module and TERRESTRIAL module (on local or global issues that fit into that modules' category). In addition to presenting the situation with supporting evidence you will also share solutions you have brainstormed.
- 5% = Solution Analysis Project related to your Op-Ed topic.
- 27% = Final Project: Op-Ed Article (includes oral exam, annotated bibliography, outline, version 1, giving peers feedback, and version 2)
- 8% = Participation in 2 service learning events outside of class (will be explained in class)

A = >90%: Outstanding scholarship and an unusual degree of intellectual initiative

B = 80-89.9%: Superior work done in a consistent and intellectual manner

C = 70-79.9%: Average grade indicating a competent grasp of subject matter

D = 60-69.9%: Inferior work of the lowest passing grade

F = <59.9%: Failed to grasp the minimum subject matter; no credit given

Late work policy

This policy applies to components of the major projects: Environmental Issue Team Presentations (2), Solution Analysis Project, and the Op-ed Project. If something happens and you know you need an extension on an assignment, contact me. If we do not make a prior arrangement, 10% of the assignment points will be deducted for each day after the assignment due date. Generally canvas discussion posts are not accepted late.

Attendance and your grade

As an enrolled student in the course, I expect that you will attend every class unless you are sick. **If you have more than two unexcused absences your grade will be negatively impacted.** An important aspect of learning is active engagement. There is no substitute for being in class when it comes to understanding and thinking critically about the material.

Assignment activities

Canvas discussion posts & regular mini quizzes

You will post questions you think will stimulate your peers to have a class discussion or post responses to specific questions about the readings or course material. Questions you develop for class discussion will be due the night before we meet to have class.

Environmental Issue Team Presentations

Presentations will be based on a particular local, regional, or international environmental issue of the team's choice. Presentations will (1) illustrate your understanding of the issue, (2) describe your awareness of each of the components AND "stakeholders" involved in the issue, (3) differentiate your understanding of all of the ethical aspects of the issue and (4) reveal and defend your ability to design a solution to the problem, which may incorporate a number of compromises in the eyes of each of the stakeholders. The presentations will conclude the first two modules: WATER & AIR issues and TERRESTRIAL issues.

Final Op-Ed Project

You will write a short op-ed article focused on a specific environmental case study. The purpose of your op-ed is to convince your target audience of the urgency of a current issue/problem and the need to adopt your recommendation. Your op-ed will employ scholarly research and literature review to illustrate the issue and develop a position for a solution you advocate. You will also incorporate the ethical perspective and use ideas you will read about in the course text Earth Insights and/or What We Owe the Future.

Workload Expectations ~ Credit Hour Policy

- ENV100 is a 3 credit class requiring a MINIMUM of 135 clock hours of student engagement, per the official CUH Credit Hour Policy.
- We will meet twice a week: 2h 40min each week = ~40h for 15 weeks
- You will have reading and short writing assignments that are expected to take you ~2.5h per week (37.5h).
- Preparing for your Environmental Issue Team Presentations is expected to take you ~20h.
- Preparing for your Solution Analysis Project is expected to take you ~10h.
- For your Final Op-Ed Project you will spend time researching, drafting, giving feedback, and revising. This is expected to take you ~25h.
- It is expected that completing the class service learning project will take you ~6h.

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in

the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Course website

We will use Canvas and google drive.

Classroom atmosphere

Learning through discussion

In class and online discussions provide an excellent opportunity to learn from classmates; to formulate and rethink your own understanding of the material; to practice thinking on your feet; and to critically evaluate evidence.

Over the semester, you will develop your skills in:

- ❖ Engaging substantively with different types of sources in critical and productive ways
- ❖ Posing thought provoking questions and collaborating with peers
- ❖ Effectively communicating your ideas, both orally and in writing

Expectations of students in class

You have the responsibility to commit yourself to your academic work in ways that will increase your learning. In this course, following the guidelines below will give you the best chance of growing as a critical thinking learner:

Arrive to every class on time, which means settled in your seat by the start time.

Approach the work of the course with the habits of mind critical for success at the university level: intellectual curiosity, critical engagement, and creativity.

Prepare by doing all the required reading and assignments before class. Feel free to bring printed copies of articles or notes you took while reading to guide you during discussions.

Listen actively and with respect to your peers. We listen to each other with dignity by thoughtfully grappling with the ideas of others and using non-verbal cues to show we are paying attention to them. Active listening is essential to engaged participation.

Speak up and challenge yourself to share your thoughts and ideas with your classmates in skillful and respectful ways. Being critical of your peers is essential for proper academic discourse, but we strive to do so respectfully. Since you are thinking on your feet, you are not expected to speak with perfect clarity. Class discussion is a cooperative enterprise, not a competition. A quality contribution is one that helps stimulate our learning. A thoughtful response to another student's comment leads to a much richer learning experience than a long and well-researched but disconnected comment.

Inquire by asking questions—this is a key aspect of learning. Ask yourself questions as you engage with the course material. Engage with your peers by asking questions. Often there is not a single “right” answer.

Expectations you can have of me

I will continually strive to be an engaging, thoughtful, and critical teacher. One of my primary goals is to create a learning environment where everyone feels included. You can expect me to make space for you to share your thoughts and questions. You can also expect me to listen to your feedback on how the class is going -- please share your observations and ideas with me.

Technical Assistance for Canvas

- ❖ Search for help on specific topics or get tips in [Canvas Students](#)
- ❖ [Live chat with Canvas Support for students](#)
- ❖ Canvas Support Hotline for students: +1-833-209-6111
- ❖ Watch this [video to get you started](#)
- ❖ [Online tutorials](#): click on “Students” role to access tutorials
- ❖ Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Course Policies

Communication with me

I'm always happy to address your questions. I generally answer emails within 24 hours on weekdays and by the following weekday if sent on a weekend or holiday. Please do not wait until the last minute to ask questions. I expect you to communicate with me about any issues related to the course. Clear and timely communication can anticipate many standard problems that arise during a course. I am also super happy to just chat with you about topics you find interesting or you are curious about.

Grades of "Incomplete"

You may negotiate an incomplete grade with me when there are specific justifying circumstances, but it is necessary that you have at least completed 70% of the required assignments. When submitting a grade the "I" will be accompanied by the alternative grade that will automatically be assigned after 90 days. These include IB, IC, ID, and IF. If only an "I" is submitted the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 90 days after the end of the semester or term; this may not be extended.

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as I will at times assign online activities and readings that will require the use of a laptop or tablet. It is well known that these devices can be extremely distracting to your learning as well as the learning experience of your peers. When you are in class I expect that you are focused on the material and not multitasking by checking email, social media, or unrelated material on your device.

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition

to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

This syllabus and course schedule are living documents: they are free to change. I try to adhere as closely as possible, but there will be times in which we will take longer on a particular topic or add or delete a topic to enhance the course. I like to be able to react to you as the course proceeds and go with the flow a bit in order to make the course experience sort of custom fit to you!

You are responsible for all of the information in this document: not reading it does not make you exempt from knowing what's in it!

Use this syllabus to keep you organized and understand how your grade is determined.