NSCI 1200: Scientific Thinking for Community Resilience, A Foundation Seminar in Environmental Sustainability Pathway

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**NSCI 1200: Scientific Thinking for Community Resilience**
**A Foundation Seminar in Environmental Sustainability Pathway**

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**Foundation Seminars**
Starting in Fall 2020, as CSUSB enters semester system, every student who starts as a freshman will be required to take Foundations Seminar course as part of their General Education package.

**NSCI 1200 COURSE DESCRIPTION**
Exploration of scientific ways of thinking: how scientific knowledge is created and how it is (or could be) communicated to those who use (or could use) it to solve community problems, emphasizing acquisition of academic skills that will be transferrable to other courses. Group projects will apply **scientific thinking and other approaches to solving environmental problems** affecting our local and global communities. Satisfies GE category E.

### Students Learning Outcome (SLO) and Corresponding GLOs

Upon completing this course student will be able to:

**SLO 1.** describe the principal elements of environmental sustainability  
(GLO: Critical Information Literacy)

**SLO 2.** Explain major environmental challenges, most notably, the Climate Change and Natural Resource Depletion  
(GLO: Integrative Learning)

**SLO 3.** understand the scientific method of inquiry to investigate the key stakeholders involved in sustainability  
(GLO: Integrative Learning and Critical Thinking)

**SLO 4.** explore the adaptive measures including renewable resources to enhance local, regional, national and global resilience to sustainability challenges  
(GLO: Integrative Learning and Critical Thinking)

**SLO 5.** apply metacognitive skills to analyze and transform their views/behavior as learner, user and polluter toward a conscientious sustainable way of life  
(GLO: Metacognition)

**SLO 6.** participate in effective and civic collaborative learning cycle of different sustainability issues/scenarios  
(GLO: Collaboration)

**SLO 7.** communicate in authentic and effective discourse  
(GLO: Written Communication and Critical Thinking)

### ACTIVITIES | GLOs
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**Tutorial Videos**  
Take quizzes, participate in class discussion and work on assigned popular and scholarly papers. | Critical Information Literacy  
Practicing the strategic discovery, evaluation and attribution of information.

**Concept Map**  
Construct a Concept Map of an environmental issue, exchange Concept Map and evaluate. | Integrative Learning and Critical Thinking  
Making connections across disciplines and from multiple perspectives including their personal experience and prior knowledge.

**Mindset and Environmental footprints**  
Use metacognitive skills to examine mindset and environmental footprints. | Metacognition:  
Analyzing and articulating their ways of learning and reasoning

**Mini game**  
A game about several fictitious meetings at the UN committee on Climate Change where proposals for reducing carbon dioxide will be reviewed. | Collaboration  
Applying collaborative skills in multiple contexts, showing understanding of socially, culturally, and contextually appropriate methods of collaboration

**Writing Knowledge Test**  
Assessing their writing knowledge including genre, rhetorical approaches, structure, style, and language. | Writing Communication  
Participating thoughtfully and powerfully in textual conversations for civic and intellectual purposes