

Syllabus for PUBPL 481-001
Seminar in Environmental Policy
Spring 2017
TTh 3:05 pm to 4:20 pm, Olmsted E-311

Professor: Dr. Daniel J. Mallinson

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Class hashtag	#pubpl304
Course Webpage	Link

Course Description

As the Earth's population continues to grow rapidly and attention is increasingly drawn to the challenges of a warming planet, our relationship with our environment remains an important concern for all levels of governmental institutions: local, state, federal, and international. This course will explore the origins, growth, and evolution of the environmental movement, from early efforts at conservation through current debates surrounding climate change. We will also explore how research in political science and public policy helps us understand environmental politics. Thus, students will learn about government regulation, public opinion, agenda setting, punctuated equilibrium, formal and informal institutions, interest groups, and more. Students will also work in teams to develop their own case studies that can be used to teach about environmental policy. This course serves as a capstone seminar for Public Policy majors, thus it will draw on various courses in political science and public policy. That said, we will do so in a way that non-majors can understand.

Learning Goals and Objectives

- Goal 1: Students will gain factual knowledge about the environmental movement
 - Objective 1a: Students will learn the history of the environmental movement
 - Objective 1b: Students will gain the vocabulary necessary to discuss complex environmental policies, including terminology drawn from the physical sciences
- Goal 2: Students will critically examine how and why some policies emerge while others do not
 - Objective 2a: Students will learn about theories of the policy process, with specific application to environmental policy

- Objective 2b: Students will learn to identify how political institutions, behavior, and policy processes affect the success or failure of environmental policy
- Objective 2c: Students will critically evaluate how institutions and policy process theory apply to specific case studies
- Goal 3: Students will develop skills in writing, oral presentations, and teamwork
 - Objective 3a: Students will work in teams to write environmental case studies for submission to *Case Studies in the Environment*
 - Objective 3b: Students will present their cases to their peers in class

Methods for Learning and Teaching: This course will contain a mix of lecture and class discussion. It is vital for your own comprehension of the course material that you come to class prepared to discuss the readings and any relevant happenings in the news.

Reaching Our Goals

Attendance: Your attendance in class is always expected. Attending class will allow you to keep up with the course and provide for meaningful discussion as a class. I will be taking attendance in order to grade participation, but also as a way to get to know you. Please contact me via [e-mail](#) if you are unable to attend class. I will follow the University's attendance policy when it comes to excused absences. See <https://handbook.psu.edu/content/class-attendance>.

Preparation and Participation: I expect you to read the assigned material before class and be able to discuss what you read. Contributing to class discussion will make the course more interesting and will enhance your understanding of the material. Furthermore, it is helpful to keep up with current policy debates in the news, since they will be useful for reinforcing the concepts discussed in class.

Do Not Suffer in Silence: Please do not suffer in silence throughout the course if you are struggling. Instead, let me know — as soon as possible — what things are not making sense and we can work it out. If you are having a problem of any kind in the course, please talk to me about it as soon as possible.

Be Flexible: While the syllabus represents an agreement between us, I reserve the right to revise and modify it throughout the course, if it is necessary to achieve our goals. Situations beyond either of our control can also emerge that require changes to the course. I will notify you right away when any changes are made.

Cell Phones and Laptops: Please be respectful of your fellow students and me by silencing your cell phone during class and limiting laptop use to only class-related activity.¹

Current Events: Politics happens in real time and the material we cover in class relates to these events. This is a great opportunity to become informed about national, state, and local policy developments. We will regularly discuss current events that are related to the class. Please be aware of what is going on, particularly as it relates to government bureaucracy. I will regularly tweet news stories relevant to our class using the hashtag #pubpl481.

E-mail Policy: I will work to respond to e-mails by the next business day. This means that e-mails sent on the weekends will be responded to by Monday.

Readings

The following book is required for the course:

Smith, Zachary A. 2016. *Environmental Policy Paradox*. Seventh Edition. New York, NY: Routledge. ISBN: 978-0-205-85588-9.

Additional required readings that are not from the Smith book will be made available on Canvas.

Lecture Slides

I will be using lecture slides throughout the course. These will be uploaded to the course website (<https://djmallinson.wordpress.com/current-courses/pubpl-481/>) and Canvas prior to each class period.

¹In fact, research demonstrates that students who take handwritten notes generally perform better than those that use laptops: Mueller, Pam A. and Daniel M. Oppenheimer. 2014. "The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking." *Psychological Science* 25(6): 1159-1168.

Assessing Your Progress Towards Our Goals

The following types of assessment will be used to track your progress towards meeting our course goals: short essays, case study, peer review, and participation.

Each component represents the following percentage of your final grade:

Short Essay Assignments	30%
Case Study	30%
Peer Review	15%
Participation	25%

We will use the following grade scale:

Letter	Percent
A	94 to 100
A-	90 to 93
B+	87 to 89
B	84 to 86
B-	80 to 83
C+	77 to 79
C	70 to 76
D	60 to 69
F	Below 60

Short Essay Assignments: The purpose of these assignments is to evaluate your understanding of the material we are learning in class. They are not intended to be long discourses, but short essays. All prompts and instructions for these assignments can be found in Appendix [A](#).

Case Study: Case studies are useful for studying policy topics and we will utilize many short case studies in the pursuit of meeting our course objectives. Thus, we, as a class, will work to produce our own case studies to help our own learning and, ideally, to help others learn. Given the small size of our course, you will be assigned to one of two teams. Each team will be tasked with developing a case study. There will be milestones throughout the course intended to keep your teams on track in producing their case study. You will also provide a review of the other team's draft case shortly after spring break. To increase the rigor of this assignment, we use the publication guidelines of *Case Studies in the Environment* as our guide for preparing the cases. If the cases are of sufficient quality, we will work to submit them to the journal. See Appendix [B](#) for more information on the case study assignment.

Peer Review: Peer review is a standard practice in the scientific process. It involves other experts reviewing your work and providing their feedback, hopefully in a constructive manner. Thus, groups will provide reviews for each other's draft case studies shortly after spring break. See Appendix B for more information on the review assignment.

Participation: Given that this is a capstone seminar, suitable for both undergraduates and grad students, actively participating in class is vitally important. It not only enriches the learning experience for yourself and your classmates, but also prepares you for succeeding in the working world. Thus participation will represent 25 percent of your final score. Your attendance forms the baseline of your final participation score and your level of in-class participation during the course determines where you fall in the related grade band. Meaning, if you are active in participating, but only attend 70 percent of class sessions, you will likely receive a 79 for participation. Thus, you receive credit for both showing up and participating.

Students also have an obligation to notify me within the first three weeks of the semester if they will miss any class session due to a religious observance. I am pleased to do this, but will need notification in order to plan make-up work.

Make-Up Grades: You are allowed to make-up academic work only in the case of excused absences. These absences may include missing class for a [University-sanctioned activity \(with proper documentation\)](#), [illness](#), [religious observance](#), or [family responsibilities](#). If you know in advance that you are going to miss class, please contact me before the absence to make arrangements for completing the work. If you are absent for an unexpected reason, please check in with me as soon as possible. You will have one week from the day of your return to class to make up a missed assignment.

Academic Integrity

Academic dishonesty is not limited to simply cheating on an exam or assignment. The following is quoted directly from the *PSU Faculty Senate Policies for Students* regarding academic integrity and academic dishonesty: "Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students."

All University and Penn State Harrisburg policies regarding academic integrity/academic dishonesty apply to this course and the students enrolled in this course. Refer to the following URL for further details on the academic integrity policy of Penn State Harrisburg: <http://harrisburg.psu.edu/academics/academic-guidelines-and-policies>. Each student in this course is expected to work entirely on her/his own while taking any

exam, to complete assignments on her/his own effort without the assistance of others unless directed otherwise by the instructor, and to abide by University and Penn State Harrisburg policies about academic integrity and academic dishonesty. Academic dishonesty can result in an assignment of “F” or “XF” as the final grade for the student.

Disability Access

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has a Student Disability Resources office. Student Disability Resources at Penn State Harrisburg is located in SEC 205. The Disability Services Coordinator, Alan Babcock, can be reached via email at aub15@psu.edu or phone 717-948-6025.

To receive consideration for accommodations, you must contact Student Disability Resources (SDR), participate in an intake interview, provide documentation of your disability, and complete a Self-Assessment. Additional information is available on the Disability Services website (<http://harrisburg.psu.edu/disability-services>). If the documentation supports requests for reasonable accommodations, SDR will provide you with an accommodations letter, which you will give to your professors. You will receive accommodations after you give your accommodations letters to your professors. You should share your accommodations letters with your professors as early in the semester as possible. Professors do not provide accommodations retroactively.

Counseling Services

Students may face a variety of concerns over the course of their time at PSH- depressed mood, anxiety, stress, family concerns, body image, substance use, sexuality and many others- that may interfere with their ability to focus on their studies. Counseling Services provides FREE mental health and social support for all currently enrolled students. Staff follow strict legal and ethical guidelines concerning the confidentiality of counseling. Counseling services is located in SEC 205 and can be reached by phone at (717) 948-6025. You can find more information at the Counseling Services webpage, <http://harrisburg.psu.edu/counseling-services>.

Educational Equity

Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, harassment, and/or incivility due to age, ancestry, color, disability, gender, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through Educational Equity at the Report Bias site: <http://equity.psu.edu/reportbias/statement>. Direct all inquiries regarding the nondiscrimination policy to our Penn State Harrisburg Office of Student Affairs at the following link <https://harrisburg.psu.edu/webform/office-student-conduct->

[incident-report-form](#).

Writing Tutoring and Other Academic Support

The [Russell E. Horn Sr. Learning Center](#) provides tutoring for writing assignments as well as for other aspects of the academic experience. You can make an appointment in one of the four ways listed below. An appointment is recommended, though not required.

Website	Online Scheduler	Phone	In Person
harrisburg.psu.edu/learning-center	psuh.mywconline.com	717-948-6475	SEC 201

Writing

The Learning Center provides tutoring support for writing assignments in this class. Do you need help developing your thesis and ideas? Do you need objective feedback when you're drafting or revising your papers? Do you have questions about MLA, APA, or Chicago styles? Do you want to improve your academic writing skills? The writing tutors at the Learning Center are experts at helping students improve their writing. Writing handouts are available at psu.box.com/v/WritingResources and in print in SEC 201.

Other Academic Support

Is English an additional language for you and your home language is “getting in the way?” Are you spending excessive amounts of time trying to finish your assigned readings? Are you nervous about participating in class and presenting speeches? American & Academic Literacy (AAL) appointments support international and other multilingual students with their transition to the U.S., and can help all students with their speeches. Our Academic Skills Consultants can also help with time management, organization, and study skills. Like us at facebook.com/PSHLearningCenter and follow us on Twitter [@PSUHLC](https://twitter.com/PSUHLC).

Course Schedule

We will attempt to follow this schedule as closely as possible, but we may take more time on some concepts and less time on others. For this reason, a digital version of this syllabus can be found on [our course website](#). Slides used in class will also be posted on the online syllabus and Canvas before class. All changes to the schedule will be announced in class or via e-mail and the online syllabus will be constantly up-to-date. Required course readings are listed and due dates for assignments are in bold. Links to some additional readings are included in the syllabus on my website, others will be uploaded to Canvas. If you have trouble, please do not hesitate to [e-mail](#) me.

Week 1: Introductions

- January 9: Introduction to the class and each other
- January 11: The Case Study Approach
 - Burns, Wil. 2017. “[The Case for Case Studies in Confronting Environmental Issues](#).” *Case Studies in the Environment*. pp. 1-4.
- January 13: **Regular Drop Deadline**

Week 2: Policy and Science

- January 16: Theoretical Approaches to Studying Public Policy
 - Smith. Appendix A.
- January 18: Our Place in the Environment
 - Smith. Chapter 1.

Week 3: The Environmental Movement

- January 23: History
 - Smith. Chapter 2
 - **Case Study Topic Due**
- January 25: Opinion and Framing
 - Smith. Chapter 2
 - **Policy Theories Essay Due**

Week 4: Regulations and Science

- January 30: Blind Spots in Science
 - Carolan, Michael S. 2008. “[The Bright- and Blind-Spots of Science: Why Objective Knowledge is not Enough to Resolve Environmental Controversies](#).” *Critical Sociology* 34(5): 725-740.

- February 1: The Regulatory Environment
 - Smith. Chapter 3.
 - **Environmental Discourse Essay Due**

Week 5: Institutions

- February 6: UNECE Meeting
 - Team Work Day
- February 8: Institutional Setting
 - Smith. Chapter 4.
 - **Regulatory Environment Essay Due**

Week 6: Politics and Air Pollution

- February 13: Political Setting
 - Smith. Chapter 4.
- February 15: Air Pollution
 - Smith. Chapter 5.

Week 7: Air and Water Policy

- February 20: Fuel Standards Case Study
 - Killeen, Grady and Arik Levinson. 2017. “[Automobile Fuel Economy and Greenhouse Gas Emissions Standards](#).” *Case Studies in the Environment*. pp. 1-12.
- February 22: Water Policy
 - Smith. Chapter 6.

Week 8: Energy Policy

- February 27: Energy Policy
 - Smith. Chapter 7.
 - **Draft Case Study Due**
- March 1: Energy Policy
 - Smith. Chapter 7.
 - **Fuel Standards Essay Due**

Week 9: Spring Break

- March 6 and 8: No Class

Week 10: Toxic and Hazardous Waste

- March 13: ASPA
 - Team Work Day
- March 15: Toxic and Hazardous Waste
 - Smith. Chapter 8.
 - **Peer Review Due**

Week 11: Land Management

- March 20: Urban Planning and Growth
 - Smith. Chapter 9.
- March 22: Non-Urban Management
 - Smith. Chapter 9.
 - **Air, Water, and Energy Policy Essay Due**

Week 12: International Issues

- March 27: International Issues
 - Smith. Chapter 10.
- March 29: International Management
 - Smith. Chapter 11.
 - **Land Management Essay Due**

Week 13: Climate Change

- April 3: The Paris Agreement
 - Dimitrov, Radoslav S. 2016. “[The Paris Agreement on Climate Change: Behind Closed Doors.](#)” *Global Environmental Politics* 16(3): 1-11.
- April 5: States Take the Lead
 - PEW Center on Global Climate Change. 2005. “[Learning from State Action on Climate Change.](#)” November.
 - Upton, John. 2017. “[Trump, Congress Could Halt State Action on Climate.](#)” *Climate Central*. January 9.
 - **International Issues and Management Essay Due**

Week 14: Natural Gas and Fracking

- April 10: State Case Comparison
 - Weible, Christopher M. and Tanya Heikila. 2016. “[Comparing the Politics of Hydraulic Fracturing in New York, Colorado, and Texas.](#)” *Review of Policy Research* 33(3): 232-250.
- April 12: Pennsylvania
 - Griswold, Eliza. 2011. “[The Fracturing of Pennsylvania.](#)” *New York Times*. November 17.
 - Cusick, Marie. 2017. “[After Years of Debate, Severance Tax Saga Continues.](#)” *StateImpact*. July 28.
 - Great general reference: *StateImpact*. ([Link](#))

Week 15: Case Presentations

- April 17: Case Presentation
 - Team 1 Presentation
- April 19: Case Presentation
 - Team 2 Presentation

Week 16: Choose Your Own Adventure

- April 24: You Choose!
 - TBD
- April 26: You Choose!
 - TBD

Week 17: Finals Week

- **Final Case Study Due May 1 by midnight**

Appendices

A Short Essay Assignments

The purpose of these essays is to assess your grasp of the material we are covering in the course. Often you will be asked to apply theoretical material we are learning in class to different cases. Here are the guidelines for a successful paper:

1. Keep it short! The paper should be no more than three double spaced pages.
2. Keep it organized! Make clear and concise points so that you do not waste a lot of words explaining a single concept.
3. Keep it focused! Avoid tangents into unrelated policies, examples, or theories. Just answer the prompt.
4. Keep it precise! Make sure you are clear and correct in your use of terminology, particularly from theoretical and scientific material that we cover.

Each paper will be graded based on those guidelines. There are seven prompts for essays listed below. I will keep the five highest grades for whichever essays you choose to complete. The first essay (policy theories) is mandatory, but you can choose your remaining four. This allows you flexibility for missing essays due to absence, lack of interest, or because you are satisfied with your other essay grades. It also allows you to complete extra essays if you are not satisfied with all of your other essay grades. Each essay needs to be uploaded to Canvas before the start of class on the due date.

A.1 Policy Theories (Due January 25)

After describing five theoretical orientations (elite, pluralist, feminist, institutionalism, and incrementalism) towards understanding public policy, Smith makes the following statement: “we have concluded that no one theory alone adequately describes how public policy is made, but that all of them in combination are useful” (426). Briefly explain what each theory contributes toward a more complete understanding of how policies are formed. Put another way, how do they work together to fill in gaps in our understanding?

A.2 Environmental Discourse (Due February 1)

In the second half of Chapter 2, Smith presents John Dryzek's nine environmental discourses. The way that we frame a problem implies the necessary solution(s) to that problem. Thus, each of these discourses are potential frames through which people view any given environmental problem. I want you to briefly outline the solution(s) to the problem of the human contribution to global warming implied by each discourse. I do not expect you to know all of the ins and outs of global warming policy, but if you need to know the basics about how global warming works and its causes, check out the following link (<http://www.wired.co.uk/article/what-is-climate-change-definition-causes-effects>).

A.3 Regulatory Process (Due February 8)

After reading Chapter 3 on the Regulatory Environment and Carolan's article about scientific blind spots, I want you to explain how Carolan's blind spots complicate the regulatory process described by Smith. Since regulators must make decisions, and we want them to make those decisions based on the best available evidence, how can either science and/or the regulatory process be improved in light of these blind spots?

A.4 Fuel Standards (Institutions and Politics) Essay Due (Due March 1)

This is actually an essay applying material from Chapter 4 of the text. Having read Killeen and Levinson's case study of automobile fuel economy rules, I want you to do the following:

1. Identify how both formal and informal institutions were involved in the creation and evolution of CAFE standards.
2. Explain what institutional biases (incrementalism, decentralization, short-term bias, ideological bias, private nature of policymaking, and the power of crises) were present in the creation and evolution of the CAFE standards.

Be specific in providing examples to support your application of these terms.

A.5 Air, Water, and Energy Policy (Due March 22)

For this essay, I want you to focus on one of the chapters regarding particular policy domains: air (chapter 5), water (chapter 6), and energy (chapter 7). I also want you to think back to the parts of chapter 4 that talk about interest groups. Speak to the following:

1. Who are the interests that were involved in your particular policy domain?
2. Define the type of each interest group (private economic vs. public noneconomic) and their particular policy desires/demands.
3. How were the groups involved throughout the policymaking cycle (1. agenda setting; 2. policy making; 3. implementation)?
4. Which groups were well resourced (think money, members, etc., that can be mobilized) and which were poorly resourced. How did these resources influence their effectiveness at achieving groups' policy demands?

A.6 Land Management (Due March 29)

Chapter 9 in Smith's book deals with three different types of land managed by governments: residential (urban, farmland, etc), federal, and wilderness. In what ways is the task of managing each different and in what ways is the task of management similar? It may help to think more broadly or conceptually about each type of land. What are the similarities and differences in what government has to do to manage living spaces (e.g., cities), federal properties, and wilderness areas?

A.7 International Environmental Issues and Management (Due April 5)

A common challenge in regulating international environmental problems — like climate change, ozone depletion, and oceanic pollution, among others — is the rift between developed and developing countries. The rifts tend to be over who is to blame for environmental degradation and thus who should pay for reducing the problem and any restoration efforts. Pick an international environmental issue presented in Chapter 10 (ozone, global warming, deforestation, or ocean pollution) and explain practical ways that countries can bridge the divide between the needs and interests of developed and developing countries.

B Case Study

Throughout the duration of our course you will be working on one of two teams to write an environmental case study. Case studies are useful tools for teaching and learning about the policy process and politics. You will notice that we work with a lot of short and long case studies during the class in order to help you better understand the course material and its application to real life policy problems.

For this assignment, your group will need to choose a case study topic, approved by me, and will do the research necessary to write a thorough, and ideally publishable, case study. We will use as our guide the web-based journal *Case Studies in the Environment*. This journal provides faculty, students, researchers, educators, professionals, and policymakers with case studies that help inform the study of environmental science and policy.

The assignment will be scaffolded, meaning you will work on it in stages throughout the course. The following is a description of each stage and what is expected.

B.1 Case Study Topic Selection (Due January 23)

Before choosing a topic as a group, read the Author Information document posted on Canvas very carefully. This provides instructions from the journal on how to structure your case study. Then, browse through the cases in the website. Look at what types of cases people have already written. Look at what information they included. Then, brainstorm potential topics. It might be best to start broad (e.g., nuclear power) and then narrow down to a specific case (e.g., the potential closure of Three Mile Island). I would like you report your specific case to me by January 23. Feel free to bounce ideas off of me beforehand. The topic can be a local issue, state issue, federal issue, or international issue. It would be great to use Pennsylvania cases, but that is not strictly required. Here are some potential ideas, but do not limit yourselves to these:

- Protest, debate, and problems with the construction of the Mariner East 2 pipeline or Atlantic Sunrise pipeline
- Fracking in Pennsylvania (severance tax, impacts of drilling, comparison to politics and policy in New York, etc)
- Changes in funding at the Pennsylvania Department of Environmental Protection, including the landmark *PA Environmental Defense Foundation vs. Commonwealth of PA* case and U.S. EPA's recent rebuke of PA spending

- The politics surrounding the potential closure of Three Mile Island and its relation to the broader politics of nuclear power
- Regional greenhouse gas initiatives
- Evolution of Alternative Energy Portfolio Standards in Pennsylvania

In addition to your topic, I would like to see a week-to-week schedule of goals meant to help your group keep on track in producing your case study. Make the goals specific and measurable. Think about what you need to accomplish each week in order to hand work in on time.

B.2 Rough Draft of Case Study (Due February 27)

Using the Article Case Template posted on Canvas, I would like each group to submit a full draft of their case study before spring break. Make it as polished as possible, but also know that this is not the final product. You will receive (and be offering) feedback on your case report from members of the other working group. Use already published case studies as a guide for how to write yours and what to include about the case. Also, make sure that the case teaches us something about environmental policy and politics. Use the material we are learning in class to inform your case. Be sure to follow the guidelines in the Author Information document closely when preparing the draft.

B.3 Peer Review (Due March 15)

You will receive a printed copy of the other group's case study prior to spring break. I would like you to write a peer review of their case. Peer review helps to increase the rigor of published scientific work. It is meant to be constructively critical. Do not simply point out what is wrong with the case you are reviewing. Instead, offer clear and implementable suggestions for improvement. Before you write your review, read this article on how to do a peer review by sociologist Tanya Golash-Boza: (<http://www.phd2published.com/2012/05/09/how-to-write-a-peer-review-for-an-academic-journal-six-steps-from-start-to-finish-by-tanya-golash-boza/>). Following her procedure, write a 2-3 page (double spaced) review of your article. You are welcome to write more if you have more to say.

B.4 Case Study Group Presentation (Due April 17 and 19)

After receiving and processing the peer reviews on your group's case, you will need to submit to me an updated draft of your case study on the day you are also assigned to present the case to your fellow students. The presentation should walk through all aspects of the written case study. Students will then be able to ask questions and help you think about areas that still require clarification. I will also provide written feedback on this draft. The presentation should be 20-30 minutes and all group members must participate. PowerPoint should be used.

B.5 Final Case Study (Due May 1)

Your final case study is due by 11:59 pm on the Tuesday of Finals week. At this point, with all of the feedback during the semester, I am expecting a VERY polished final manuscript. Again, the final product needs to use the Article Template and follow the Author Instructions posted on Canvas. After grades are entered, I will do the rest of the work in terms of preparing and submitting the case studies.

B.6 Grading

Each student will receive their own grade for the case study. Each component of the case study project above will receive a grade, resulting in a final composite score. I will then adjust that final score based on each student's contribution to the project. I will assess this using two methods. First, my own observations. Second, each student will be required to submit via Canvas a short survey regarding their participation and that of their teammates. Consistent reports of high effort can increase a student's composite grade, while consistent reports of low effort can lower it.