OFFICE HOURS: If you are on campus and would like to meet with me in my office please let me know. I am generally on campus 5 days a week and have a relatively flexible schedule (especially in the mornings). I am happy to set up appointments at your convenience. If this is not an option for you, or if you would simply prefer, I am available for office hours over the telephone. The times I am available for telephone conference is also flexible. Basically, all you need to do is email me some times you have available to meet, in person or on the phone, and we will work it out. Please feel free to contact me anytime throughout the semester!

CLASS OBJECTIVE: If you leave this class with nothing more than a sense of empowerment brought about by obtaining the knowledge required to view environmental issues as an integral part of your daily life, I will have succeeded in teaching you. Should you take this knowledge and use it to better your part of the world, perhaps I will have succeeded in inspiring you.


EVALUATION: Grades will be based on 4 criteria: Quizzes (15%), Test 1 (12.5%), Final Exam (12.5%), Reports (40%) and Class Discussions (20%). Grade calculation is determined by: \[\text{Grade} = (\text{Quizzes} \times 0.15) + (\text{Test 1} \times 0.125) + (\text{Reports} \times 0.4) + (\text{Final} \times 0.125) + (\text{Discussions} \times 0.2)\] \times 100

Environmental Science is designated as a General Studies course. The General Studies curriculum at the University of West Florida is designed to provide a cohesive program of study that promotes the development of a broadly educated person and provides the knowledge and skills needed to succeed in university studies. This course has been approved as meeting the requirement in the Natural Science area. The General Studies learning outcomes being assessed for this course are Analysis/Evaluation and Info Literacy.

CLASS REPORTS:

1/20    Movie Report
2/3    Environmental Quality
2/17    Office Visit and Env. Meeting Plans Due
3/16    Regulatory Office Visit
3/30    Letter to the Editor
4/20    Environmental Meeting
4/27    Class Report

Reports must be submitted to the dropbox in Microsoft Word format. Detailed instructions pertaining to each report can be found in e-learning content page within the Environmental Science class requirements section.

QUIZZES AND TESTS:

All quizzes and tests are taken online through e-learning and can be found in the “Quizzes” tab. No proctoring is necessary. For each chapter you will have a 10 question quiz to take. You have the opportunity to take the quizzes (not tests) 3 times. Only your highest score will count and each quiz will be different. I highly recommend that you take each quiz 3 times as this will greatly help you to prepare for your tests. As with everything else due for this class, all quizzes are available now and each has a specific closing date which is listed on the schedule and in e-learning; once this date has passed you will no longer be able to access your quizzes, not even to study for tests. Please keep in mind that you will not have access to your quizzes before the tests, so plan accordingly. I recommend taking notes after each quiz attempt to keep for
studying for the tests. You have 2 tests which will be the same format as the quizzes, only longer and you have only ONE opportunity to take them. Tests and quizzes cover chapter readings, supplemental links provided and PowerPoint presentations. All quizzes and tests will close at 7pm on the date listed on the course schedule below. Your midterm covers chapters 1 – 8 and related supplemental material and your final exam covers chapters 9 – 17 and supplemental material.

MAKEUP QUIZZES AND TESTS

I do not re-open quizzes or tests once they close. Should you miss a quiz or test you have one (1) opportunity to summarize the material which is covered on the missed quiz/test and submit it within one week of the missed quiz/test. This means if you miss a day with 2 quizzes, you are only allowed to submit a make-up for one of them. I grade these make-ups for effort: more effort = more credit. This option is not available, however, for the final exam (TEST 2). There is no opportunity for make-up of the final exam!

FORMAL DISCUSSIONS:

Throughout the semester you will participate in 6 formal class discussions. For each discussion you must post one original discussion post with supporting sources. These original posts are due no later than 7pm on the date listed on the syllabus. I will release all original posts at the same time, within 24 hours after the original discussions are due. This means you will not see your discussion on the discussion board until I release it. Once original discussions are released you will have 1 week+ to discuss them with your discussion group members. You must respond to at least two other student's discussion topic and to students responding to your original post. The original posts are based on your thoughts and reactions while reading the textbook, lecture material and additional research. Supplemental information related to these topics is highly recommended and assures you receive full credit for each post!! All discussion boards close at 7pm on the second Sunday following the date listed on the syllabus (giving you a week plus a couple days for discussion). You are required to check into the discussion boards a few times during discussion week to participate. After the week has passed you will no longer be able to access the discussion board so please plan accordingly.

Discussions are worth 20% of your grade. Earning full credit for these discussions will require more than a few minutes to quickly say something and respond that you agree with a comment. Original posts should be at least 300 words. Students typically find that discussions take longer than they anticipated. Be sure that you use as many valid sources as possible (at the very least 4 and Wikipedia is not considered a valid source, though it is a great starting place) and also that you do not only provide them as bibliography at the end of your original post, but also that they are properly cited in your post. Any style is acceptable.

INFORMAL DISCUSSIONS:

Throughout the semester you will participate in a variety of informal class discussions. To start the semester off we will do an introductory discussion to help us get to know each other. These discussions are not graded. Also, throughout the semester I will post news stories and thought provoking quotes in the “news” section on the homepage of this class. I have provided a discussion board for you to share your thoughts on these items. This discussion board will not be graded, rather will be a source for extra credit for those students who participate and contribute meaningful material.

Special Technology Utilized by Students: low-to-medium
Expectations for Academic Conduct/Plagiarism Policy will be followed as stated by:
http://uwf.edu/StudentAffairs/division/publications/ClassDisrup.pdf,
http://uwf.edu/cas/aasr/Plagiarism.PDF

ASSISTANCE FOR STUDENTS WITH DISABILITIES

The Student Disability Resource Center (SDRC) at the University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, please notify the instructor or the SDRC as soon as possible. You may contact the SDRC office by e-mail at sdrc@uwf.edu or by phone at (850) 474-2387. Appropriate academic accommodations will be determined based on the documented needs of the individual.

ASSISTANCE FOR MILITARY AND VETERANS:

The University of West Florida (UWF) is excited to have a center dedicated to supporting our military and veteran students. With the growing number of veterans returning to school, UWF will continue to grow support through additions such as this Military & Veteran Resource Center. The goal of this center is to provide a “one-stop” location for all military and veteran students to simplify the transition process from the military to an academic environment. You may contact the MVRC at 850.474.2550 or visit uwf.edu/mvrc.

TurnItIn

UWF maintains a university license agreement for an online text matching service called TurnItIn. At my discretion, I will use the TurnItIn service to determine the originality of student papers. If I submit your paper to TurnItIn, it will be stored in a TurnItIn database for as long as the service remains in existence. If you object to this storage of your paper:

1. You must let me know no later than two weeks after the start of this class.
2. I will utilize other services and techniques to evaluate your work for evidence of appropriate authorship practices.

WEATHER EMERGENCY INFORMATION:

In the case of severe weather or other emergency, the campus might be closed and classes cancelled. Official closures and delays are announced on the UWF website and broadcast on WUWF-FM.

- WUWF-FM (88.1MHz) is the official information source for the university. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast.
- In the event that hurricane preparation procedures are initiated, the UWF Home Web Page and Argus will both provide current information regarding hurricane preparation procedures, the status of classes and the closing of the university.

Emergency plans for the University of West Florida related to weather or other emergencies are available on the following UWF web pages:

- Information about hurricane preparedness plans is available on the UWF web site: http://uwfemergency.org/hurricaneprep.cfm
- Information about other emergency procedures is available on the UWF web site: http://uwfemergency.org/
# ENVIRONMENTAL SCIENCE SCHEDULE

## MODULE A

<table>
<thead>
<tr>
<th>Unit #</th>
<th>DATE DUE</th>
<th>ASSIGNMENT</th>
<th>LEARNING OBJECTIVES</th>
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<tbody>
<tr>
<td>1&amp;2</td>
<td>13-Jan</td>
<td>1) Introduction Discussion and Quiz 2) Academic Integrity Evaluation</td>
<td></td>
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<tr>
<td>3</td>
<td>20-Jan</td>
<td>1) Chapter 1 lecture and Quiz 2) Movie Report</td>
<td>1</td>
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<tr>
<td>4</td>
<td>27-Jan</td>
<td>1) Chapter 2 &amp; 3 lectures and Quizzes 2) Discussion #1</td>
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## MODULE B

<table>
<thead>
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<th>LEARNING OBJECTIVES</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>3-Feb</td>
<td>1) Chapter 4 lecture &amp; Quiz 2) Environmental Quality Report</td>
<td>1,4,7</td>
</tr>
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<td>6</td>
<td>17-Feb</td>
<td>1) Chapter 5 &amp; 6 lectures &amp; Quizzes 2) Discussion #2 3) Plans Report</td>
<td>4,9,7,22</td>
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<tr>
<td>7</td>
<td>24-Feb</td>
<td>1) Chapter 7 &amp; 8 lectures and Quizzes 2) Discussion #3</td>
<td>5,6,8-10</td>
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<td></td>
<td>2/24 -- 3/2</td>
<td>Test 1</td>
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## MODULE C

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<tbody>
<tr>
<td>8</td>
<td>9-Mar</td>
<td>1) Chapter 9 &amp; 10 lectures and Quizzes 2) Discussion #4</td>
<td>8,10-12,16</td>
</tr>
<tr>
<td>9</td>
<td>16-Mar</td>
<td>1) Chapter 11 lecture and Quiz 2) Regulatory Office Visit Report</td>
<td>14,16-18</td>
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## MODULE D

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<thead>
<tr>
<th>Unit #</th>
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<th>LEARNING OBJECTIVES</th>
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<tbody>
<tr>
<td>10</td>
<td>30-Mar</td>
<td>1) Chapter 12 lectures and Quizzes 2) Letter to the Editor Report</td>
<td>13,15,24</td>
</tr>
<tr>
<td>11</td>
<td>6-Apr</td>
<td>1) Chapter 13 &amp; 14 lectures and Quizzes 2) Discussion #5</td>
<td>13,19</td>
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## MODULE E

<table>
<thead>
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<th>DATE DUE</th>
<th>ASSIGNMENT</th>
<th>LEARNING OBJECTIVES</th>
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<tr>
<td>12</td>
<td>13-Apr</td>
<td>1) Chapter 15 lecture and Quiz 2) Discussion #6</td>
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<tr>
<td>13</td>
<td>20-Apr</td>
<td>1) Chapter 16 lecture and Quiz 2) Environmental Meeting Report</td>
<td>20,22</td>
</tr>
<tr>
<td>14</td>
<td>27-Apr</td>
<td>1) Chapter 17 lecture and Quiz 2) Class Report</td>
<td>21,23,25</td>
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<td></td>
<td>4/27 -- 5/2</td>
<td>Test 2</td>
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LEARNING OBJECTIVES IN SUPPORT OF STUDENT LEARNING OUTCOMES:

After completing this semester you will:

1. Have a good understanding of current global environmental issues
2. Understand the relationship between economic health and environmental health
3. Recognize the importance of chemistry in the understanding of environmental issues
4. Recognize the importance of Diversity among species (both individually and as groups) and ecosystems.
5. Distinguish between sustainable and unsustainable agricultural practices
6. Recognize the global significance of healthy soil
7. Associate environmental factors (not limited to agriculture) which steer evolution
8. Define different types of and reasons for environmental conservation
9. Define carrying capacity and discuss varying opinions related to human population
10. Describe the environmental factors related to the raising of meat products for human ingestion
11. Understand methods and challenges with land management
12. Define sources of toxins within the environment
13. Identify different sources of air and water pollution and the effect these have on human and environment health.
14. Utilize understanding of environmental issues thus far to interview an environmental professional
15. Differentiate between water resources in different regions of the world
16. Define many of Earth’s resources
17. Recognize some repercussions involving obtaining and using Earth’s resources
18. Distinguish between sustainable and unsustainable resource use
19. Discuss the many sides to the climate change debate
20. Define many sources of energy on Earth and analyze the benefits and costs of each of them
21. Differentiate between types of waste materials and compare different methods of disposal of this waste and environmental issues related to each one
22. Discover the agenda of at least one local environmental citizens group in your area
23. Evaluate your daily decisions and list potential changes to reduce your ecological footprint
24. Locate media outlets willing to share citizen’s opinions and concerns regarding environmental issues
25. Determine personal reliance and impact on environmental resources