

# ENVS2202 - Environmental Science, [Term]

## Course Instructor:

[Instructor Name]  
[Institution name]  
[Institution address]  
Phone Number: (xxx) xxx-xxxx  
Fax: (xxx) xxx-xxxx  
E-mail address:  
xxxxxxxxxx@xxxxx.edu

**Office hours:**  
**Xxxday, X:00 am/pm - X:00 am/pm**

During office hours, you can find me in xxx. You can also reach me during office hours at the above phone number.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and within 48 hours during the weekend.

## Accessibility Services

In order to receive special accommodations, **students must provide documentation to the instructor** from the disabilities center at their affiliate institution or from the Regents Center for Learning Disorders. If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, **please notify the instructor prior to attempting any activities or assessments in this course during the first week of class.**

Also, students with disabilities or who require special testing accommodations must contact the Testing Coordinator at [etesting@westga.edu](mailto:etesting@westga.edu) before scheduling an exam appointment.

Other resources:  
<https://ecore.usg.edu/current-students/accessibility-services>  
<http://www.section508.gov>  
<http://www.w3.org/TR/WCAG/>  
<http://webaim.org/>

## Attendance Verification

**IMPORTANT**- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage or at the following URL: <https://ecore.usg.edu/courses/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start folder.

## **Course Description:**

### **Description:**

Environmental Science, the study of interactions between humans and the environment, is an interdisciplinary science course that integrates principles from biology, chemistry, ecology, geology, and non-science disciplines. Issues of local, regional, and global concern will be used to help students explain scientific concepts and analyze practical solutions to complex environmental problems. Emphasis is placed on the study of ecosystems, human population growth, energy, pollution, and other environmental issues as well as important environmental regulations.

### **Structure:**

The course is broken down into an orientation lesson and ten other lessons. The lessons that are further divided into smaller sections have the same structure as each lesson. Within each lesson, you will find a reading assignment, content pages, and a discussion area assignment. There will also be a brief quiz at the end of each lesson that the instructor will release upon completion of the lesson content.

In addition to the weekly quizzes, there will be two proctored tests: a midterm and a final. There will also be a semester project.

### **Outline:**

For each of the lessons, the required elements are to read the online summaries, as well as assigned material from the prescribed textbook and to take a 10-question on-line quiz. The quiz will be graded automatically and your score made available to you upon completion. In addition, each lesson has a discussion assignment that must be completed during the week. It will typically involve posting your responses, and responding to the responses of your peers. Your instructor will grade these based on a rubric and post your grades within a week.

There are two proctored examinations that are taken online; these are described in the syllabus under the heading “Proctored Examinations”. Finally, there is a semester project described in the Semester Project module of your course content.

### **Course Credit Compliance:**

This course will be delivered entirely online with the exception of the minimum of one face-to-face (FTF) proctored exam and a maximum of two FTF proctored exams. This requires the online equivalent of 2250 minutes of instruction (instruction time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course (times are approximate):

<b>Instruction Time</b>	
Discussion Postings	700 minutes
Virtual meetings/chat or audio & video	400 minutes
Course Content Facilitation	700 minutes
Writing assignments/assessments/research/group work	300 minutes
Proctored Exam	150 minutes

It is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

### **Prerequisites**

- None

### **Course Objectives:**

Upon completion of this course, you will be able to

1. Describe Environmental Science and the basic concepts involved in the study of the subject.
2. Identify various ecosystems.
3. Describe various ecosystem components and functions and their impact on the environment.
4. Discuss human population by calculating human population growth and identifying the impact of such growth on the environment.
5. Describe various sources of energy from several perspectives: their origins, costs, and environmental impact.

6. Identify various pollutants to our air, water, and land and discuss their environmental impact.
7. Interpret environmental issues affecting the earth and its populations, including water use, food production, and urban development.
8. Define biodiversity and identify its value.
9. Identify the need for environmental regulations.
10. Explain the balance between the implementation costs of environmental regulations and their impact on humankind.

## Course Text

eCore has explored cost-reducing options for students and currently offers open source texts for this course. The term *open* implies information or technology that is shared freely without copyright restrictions. The following open source textbook is linked by chapter throughout the course. You can also click the link below to open the full version of the book.

Title : [\*Introduction to Environmental Science\*](#)

Publisher : CK-12 Foundation

Edition/Year : 2011

Each lesson has the assigned chapters built into your course content as PDF files. This will allow you to view the chapters electronically or download and print them for offline reading.

## Materials and Resources:

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## Planet eCore

Visit the Planet eCore blog to read about eCore students, faculty, and trends in online education: <http://planetecampus.blogspot.com/>.

## Technical Requirements and Assistance

### Requirements:

Having a correctly configured computer will help ensure your success in eCore. Check the information at <http://ecore.usg.edu/prospective/techreqs.php> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

### Assistance:

For technical assistance contact the 24/hour helpline at <https://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eCore Helpline at 678-839-5300.

### **Flash Player / QuickTime:**

You will need Flash Player to use some of the content contained within this course. The players are free and available from the Web. Visit <http://www.adobe.com/> or see the Orientation section, Downloading Shockwave and Flash Players, for further information on how to get the players. Download the players and install them on your machine during the first few days of class. You may also want to download the QuickTime player from <http://www.apple.com/quicktime/>.


### **Discover an Error?**

If you discover a typo, broken image, or other error in your eCore course, use the [eCore Student Change Request Form](#) to report the required change. Once the form is submitted, an eCore staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eCore website.

### **Smarthinking Online Tutoring:**

Smarthinking is an online tutoring resource for eCore students providing assistance in Mathematics (basic Math through Calculus), Chemistry, Physics, Statistics, Spanish, and Writing. For login instructions, please refer to the [Smarthinking page](#) located within Course

Resources or access Smarthinking directly using the  icon from the course navigation bar.

## **Grading and Standards**

### **Grade Breakdown**

<b>GRADED ACTIVITY</b>	<b>WEIGHT</b>	<b>PROCTORED?</b>	<b>BRIEF DESCRIPTION</b>
<b>Participation/Discussions</b>	25%		xxxxxx
<b>Quizzes</b>	25%		xxxxxx
<b>Semester Project</b>	20%		In this course we examine a number of environmental impacts, and some of them may be of particular concern in your local area. Environmental impacts like urban sprawl, air and water pollution, and rapid population growth (just to name a few) tend to affect varied locations to different extents, and it is likely that one or more of these issues are relevant where you live.

To allow you to see the local implications of the environmental issues discussed in this course, you will create your own "case study" of a **local controversial environmental issue** in which you describe the situation in detail, and then present and discuss your results.

<b>Midterm Exam</b>	15%	Yes	This exam requires students to visit a test site to be supervised in a proctored environment. See the Proctored Exams section of this syllabus for details.
<b>Final Exam</b>	15%	Yes	This exam requires students to visit a test site to be supervised in a proctored environment. See the Proctored Exams section of this syllabus for details.

## Proctored Exams

**A proctored experience is required for successful completion of an eCore course. In courses requiring only one proctored exam, failure to take that exam will result in a failing grade for the course regardless of average of other grades.**



Proctored exams are password protected exams taken at an approved testing center or testing service. Students are responsible for scheduling and taking their exams by the posted deadline. Students are also responsible for being aware of the conditions and policies under which the exam will be proctored and administered. Each testing center or service sets its own proctor cost.

On the Course Homepage, use the **Proctored Exam Setup Widget** to view available proctored exams for the course, register for an exam, view an exam's duration, and view the list of allowed proctored material.

## Participation Guidelines (Discussion Rubric)

The following scale describes how your contributions to the course discussions will be evaluated and assessed for each discussion assignment:

Criteria	Superior (A)	Good (B)	Acceptable (C)	Needs Improvements (D)	Failing (F)	Not Submitted
Course Learning Outcome	5 points Comments demonstrate mastery of the objective and critical understanding of the topic	4 points Comments demonstrate above average understanding of the objective and a good understanding of the topic	3 points Comments demonstrate moderate understanding of the objective and an average level of thought about the topic.	2 points Comments show that student had only partial understanding of the objective, or student demonstrates a lack of thought or consideration of the issue	1 point Shows obvious lack of effort or comprehension	0 points
Thoroughness and Appropriate uses of literature	5 points The use of literature is well-supported.	4 points The use of literature is mostly well-supported.	3 points The use of literature is somewhat well-supported.	2 points The use of literature is sparse.	1 point The use of literature is non-existent.	0 points
Number of Citations	5 points 3 or more citations	4 points 2 to 3 citations	3 points 1 to 2 citations	2 points 0 to 1 citation	1 point 0 citations	0 points
Use of Language	5 points Writing is well-organized, unified, and error-free	4 points Writing is mostly organized and unified, with few errors	3 points Writing is somewhat organized and unified, with some errors	2 points Writing is poorly organized and unified, with many errors	1 point Writing is not organized or unified; errors impair communication	0 points
Responses to Classmates	5 points The student has met the minimum number of meaningful responses with substantiated comments.	4 points The student has met the minimum number of meaningful responses; not all comments are substantiated.	3 points The student has met the minimum number of meaningful responses; not all comments are meaningful or substantiated.	2 points The student has posted at least one response but has failed to meet the minimum number of responses. The comments are meaningful.	1 point The student has posted at least one response but has failed to meet the minimum number of responses. The comments are not meaningful.	0 points
<b>Overall Score</b>	<b>Superior (A) 23 or more</b>	<b>Good (B) 20 or more</b>	<b>Acceptable (C) 17 or more</b>	<b>Needs Improvements (D) 15 or more</b>	<b>Failing (F) 1 or more</b>	<b>Not Submitted 0 or more</b>

## Grade Scale

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: 0-59%

## Expectations and Standards

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

**C** – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate the ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

## **Late Policy**

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxx

Late Quizzes: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxx

Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxx

Late XXXXXXXX: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxx

## **Lesson/Unit Breakdown**

The following lessons are covered in this course.

### **Orientation**

Readings :

- Online Content



Assignments :

- Discussion: Biographies
- Discussion: Syllabus

### **Lesson 1 - Introduction to Environmental Science**

Readings :

*Introduction to Environmental Science*

- Chapter 1, *Introduction to Environmental Science*
- Chapter 2, *Scientific Method and Modeling* (sections 2.1-2.4)
- Chapter 3, *Energy and Chemistry of Life*

Assignments :

- Lesson 1- Introduction to Environmental Science Quiz

### **Lesson 2A - Ecosystems: Components and Functions**

Readings :

*Introduction to Environmental Science*

- Chapter 6, *The Principles of Ecology* (all sections except 6.7)
- Chapter 4, *Biogeochemical Cycles and Recycling Matter*

Assignments :

- Lesson 2A Discussion: Everglades
- Lesson 2A- Ecosystems (Components and Functions) Quiz

### **Lesson 2B - Ecosystems: Interactions**

Readings :

*Introduction to Environmental Science*

- Chapter 6, *The Principles of Ecology* (sections 6.3 and 6.7)
- Chapter 7, *World Biomes* (sections 7.1-7.3)
- Chapter 9, *Population Dynamics*, (sections 9.2-9.3)

Assignments :

- Lesson 2B- Ecosystems (Interactions) Quiz

### **Lesson 3A - Human Population Growth: Basic Concepts**

Readings :

*Introduction to Environmental Science*

- Chapter 9, *Populations and Urban Sprawl* (sections 9.2-9.4)

Assignments :

- Lesson 3A- HPG (Basic Concepts) Quiz

### **Lesson 3B - Human Population Growth: Population Growth Issues**

Readings :

*Introduction to Environmental Science*

- Chapter 9, *Populations and Urban Sprawl* (sections 9.2-9.4)

Assignments :

- Lesson 3B Discussion: Population Growth Issues
- Lesson 3B- HPG (Population Growth Issues) Quiz

### **Lesson 4 - Energy**

Readings :

*Introduction to Environmental Science*

- Chapter 13, *Energy Use and Natural Resources*

Assignments :

- Lesson 4 Discussion: Energy
- Lesson 4- Energy Quiz

### **Lesson 5A - Pollution: Air, Ozone, and Climate Change**

Readings :

*Introduction to Environmental Science*

- Chapter 14, *Air Pollution*
- Chapter 15, *Climate Change*

Assignments :

- Lesson 5A- Air Pollution Quiz

### **Lesson 5B - Pollution: Water Pollution**

Readings :

*Introduction to Environmental Science*

- Chapter 16, *Water* (sections 16.7-16.10)

Assignments :

- Lesson 5B Discussion: Wastewater Treatment
- Lesson 5B- Water Pollution Quiz

### **Lesson 5C - Pollution: Solid and Hazardous Waste**

Readings :

*Introduction to Environmental Science*

- Chapter 11, *Environmental Hazards & Toxicology*

Assignments :

- Lesson 5C Discussion: Superfund Sites
- Lesson 5C- Solid and Hazardous Waste Quiz

### **Lesson 6 - Water Use**

Readings :

*Introduction to Environmental Science*

- Chapter 16, *Water: Use, Pollution & Remediation* (sections 16.1-16.6)

Assignments :

- Lesson 6 Discussion: Water Wars
- Lesson 6- Water Use Quiz

### **Lesson 7 - Food Production**

Readings :

*Introduction to Environmental Science*

- Chapter 12, *Land Use & Degradation*

Assignments :

- Lesson 7 Discussion: Food Production
- Lesson 7- Food Production Quiz

**Lesson 8 - Biodiversity**

Readings :

*Introduction to Environmental Science*

- Chapter 10, *The Biodiversity Crisis*

Assignments :

- Lesson 8 Discussion: Endangered Species
- Lesson 8- Biodiversity Quiz

**Lesson 9 - Urban Sprawl**

Assignments :

- Lesson 9 Discussion: Urban Sprawl
- Lesson 9- Urban Sprawl Quiz

**Lesson 10 - Environmental Regulations**

Readings :

*Introduction to Environmental Science*

- Chapter 18, *Environmental Economics & Law*

Assignments :

- Lesson 10 Discussion: Capstone Discussion
- Lesson 10- Environmental Regulations Quiz

**Academic Honesty**

*(Acknowledgment is hereby given to Georgia State University on whose policy this is based).*  
As members of the academic community, all students are expected to recognize and uphold

standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

## **Definitions and Examples**

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## **Plagiarism**

**(NOTE: Plagiarism detection systems are often used by eCore faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to the eCore Administrative offices for investigation.)**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is

specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

## **Cheating on Examinations**

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## **Unauthorized Collaboration**

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However, collaborative work specifically authorized by an instructor is allowed.

## **Falsification**

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

## **Multiple Submissions**

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## **Evidence and Burden of Proof**

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence, as used in this statement, can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

Consult your eCore Student Guide at <https://ecore.usg.edu/current-students/student-guide/policies-and-procedures#student-academic-dishonesty-procedures> for further details on the eCore Academic Honesty Policy.