

Course Syllabus

Columbia College
 Jacksonville Campus
 7077 Bonneval Rd.
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 Jacksonville, FL 32216

Course Syllabus
 11 / 13 - Winter Session
 January - March 2012

NOTICE: Updates were posted for this syllabus by the instructor on January 7, 2012 at 1:56 PM.
 See the last page for details.

Course Prefix and Number:	BIOL 115
Course Title:	*Introduction to Environmental Science
Semester Credit Hours:	3
Class Day and Time:	Mon 5:00 PM-10:00 PM
Instructor:	Christopher Farrell CougarMail: cifarrell@cougars.ccis.edu

Catalog Description

Survey of environmental science, ecosystems and human impact. Cross-listed as ENVS 115.
Course meets Multicultural graduation requirement. G.E.

Text

Environmental Science: A Study of Interrelationships 12th edition
 Author: E.D. Enger and B.F. Smith (McGraw-Hill)
 ISBN: 978-0-07-338320-0

Course Objectives

- To identify specific principles that help explain interaction in the natural environment.
- To explain the basic principles of ecology and apply them to natural and artificial systems.
- To identify the major environmental issues confronting society.
- To critically evaluate the role and impact of humans on natural systems.

Measurable Learning Outcomes

- Define sustainability.
- Describe the relationships between climate and biomes.
- Illustrate how matter and energy cycle in ecosystems.
- Identify how species interact with each other and the environment.
- Outline human population characteristics and analyze their past and future impacts.
- Connect basic economic principles to human population dynamics.
- Describe basic geochemical cycles.
- Assess major patterns of food production and distribution.
- Appraise the value of wild species and biodiversity.
- Describe the costs and benefits of conservation, preservation and restoration.
- Describe sources, uses and problems of energy sources including fossil, nuclear, renewable and alternative fuels.
- Analyze causes and effects of land, air and water pollution.
- Describe causes and effects of global climate change.
- Model sustainable economic, social and political methods.

Instructional Methods

The majority of the information in this course will be presented in an interactive lecture format using PowerPoint and various digital media. Class discussions will be encouraged, especially discussions on local environmental issues relevant to the course material. Some material will be explored or reinforced through worksheet-based activities. A website containing information relevant to the course will be identified in class.

Out of Class Activities

Outside of class students are expected to review the class notes, read the relevant sections of the text, and complete the reading and article review assignments described in the syllabus. Students should work ahead so that they will have questions ready, be able to participate in classroom discussions, and be ready to complete scheduled examinations.

Graded Activities

Quizzes

50% of grade

Description - We will take 6 quizzes; one each week starting week 2 and ending week 7. Each quiz will cover the material presented in class the previous week.

Method of Evaluation - The quizzes will contain a combination of multiple choice, fill-in-the-blank, or true-and-false questions.

Worksheets

20% of grade

Description - There will be 4 worksheets given in class to be completed and turned in the following week.

Method of Evaluation - Grades will be based on how well the student completes the information requested in the worksheet (answering questions, analyzing data, creating graphs, etc.).

Reading Assignments

10% of grade

Description - 3 readings assignments will be posted on the course website. Please read the information, preferably twice, and make note of what you find most interesting about the reading. Then, proceed to the online discussion board and find the discussion thread for the assignment and post your thoughts on the reading. Next, read through the discussion threads posted by others in the class and post at least one reply (this may require logging in again closer to the due date). Quality posts will show careful consideration of the issues and will treat the views of others with respect.

Method of Evaluation - Each reading assignment is graded as follows: 75% for first post, 25% for second post, with late posts receiving half credit.

Article Project

20% of grade

Description - Write summaries of 6 articles on a single subject relating to environmental science, plus a 2 to 3 paragraph analysis of how the different articles cover the issue. The purpose of this assignment is to help improve your awareness of an issue while you practice analyzing information on the same topic from different sources. Consider class discussions or browse news sources to identify a topic of interest to you. Find 6 articles on the topic, preferably from different sources (magazines and newspapers, US and foreign press, etc.). For each article, you should write a brief summary (1 or 2 paragraphs) including a few sentences describing your opinion on the article. After reading and summarizing all 6 articles, write 2 or 3 paragraphs describing your thoughts on the articles as a whole. For example, did they cover the issue in the same way, were there any different viewpoints presented, do they all convey the same messages and reach the same conclusions? The best papers will provide this analysis using specific examples and thoughtful responses (not "yes or no" type responses). The report should be typed, double spaced, and include a citation for each article (do not turn in copies of the articles).

Method of Evaluation - The project is graded as follows: 10% for each article write-up, 30% summary and analysis, and 10% works cited.

Grading Scale

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

Additional Information / Instructions

My role in this course is to facilitate your education by introducing you to important topics and ideas, encouraging critical thinking and discussion, and providing assignments to help engage you. Your role in this course is to be an active learner, come to class ready to participate, ask

questions, provide comments, and help make the course more interesting for everyone. What you get out of this course will depend greatly on what you put into it. Further, your actions can add to or subtract from the experience of others, so let's all work to get the most out of our time together.

Schedule of Activities and Assignments

Week 1 - January 9

Overview of Environmental Science, Ethics, Risk, and Science

Activities: Introduction to the class and explanation of exams, assignments, and activities. Review lecture notes and watch video presentations.

Week 2 - January 23

Ecology and Biodiversity

Activities: Review lecture notes, watch video presentations, and assign worksheet 1.
Examinations: Quiz 1 on previous week's material

Week 3 - January 30

Climate Change and Energy Use

Activities: Review lecture notes and watch video presentations.
Reading: Reading assignment 1 should be completed.
Assignments: Turn in worksheet 1.
Examinations: Quiz 2 on previous week's material.

Week 4 - February 6

Population, Urban Sprawl, Land Use Planning

Activities: Review lecture notes, watch video presentations, and assign worksheet 2.
Examinations: Quiz 3 on previous week's material.

Week 5 - February 13

Soil and Agriculture

Activities: Review lecture notes, watch video presentations, and assign worksheet 3.
Reading: Reading assignment 2 should be completed.
Assignments: Turn in worksheet 2.
Examinations: Quiz 4 on previous week's material.

Week 6 - February 20

Water Management Issues

Activities: Review lecture notes, watch video presentations.
Assignments: Turn in worksheet 3.
Examinations: Quiz 5 on previous week's material.

Week 7 - February 27

Air and Land Pollution

Activities: Review lecture notes, watch video presentations, and assign worksheet 4.
Reading: Reading assignment 3 should be completed.
Examinations: Quiz 6 on previous week's material.

Week 8 - March 5

Environmental Laws, Policy, and Sustainability

Activities: Review lecture notes, watch video presentations, review course material.
Assignments: Turn in worksheet 4.

Library Resources

Columbia College Resources - Online databases are available at <http://www.ccis.edu/offices/library/index.asp>. You may access them from off-campus using your eServices login and password when prompted.

Course Policies and Procedures

Attendance

Columbia College Policy - Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled. Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, an instructor may withdraw a student from the course with a grade of "F" or "W" at the discretion of the instructor.

Campus Policy - Regular attendance is expected of all students. Attendance is one of the most important measures of your interest and desire to do well academically. Your attendance helps your instructor facilitate better discussions and your fellow students benefit from your ideas and experiences.

Unforeseen circumstances occasionally dictate that you must miss class; please make every effort to discuss such circumstances with your instructor before the absence. Remember that if you are not in class, you are absent - regardless of the reasons - and that you are still responsible for all in-class assignments made. Your instructor is not responsible for providing this information to you - you must plan ahead with another student who would agree to share notes, etc., with you in these situations.

Your instructor will take attendance on a daily basis. If you are not present, if you arrive late, if you return from break after class has resumed, or if you depart prior to dismissal by the instructor, you may be counted absent for that class period.

Columbia College students at the Jacksonville Campus are expected to attend all classes and laboratory periods for which they are enrolled. If absences jeopardize progress in a course, an instructor may withdraw a student from the course with a grade of "F" or "W" at the discretion of the instructor. Student progress in the course is jeopardized by absences totaling 25% or 10 hours of class instructional time.

Make the most of your investment - plan to attend class regularly and ready to play an active role that contributes positively to teaching and learning.

Academic Integrity

Columbia College Policy - Columbia College students must fulfill their academic obligations through honest, independent effort. Dishonesty is considered a serious offense subject to strong disciplinary actions. Activities which constitute academic dishonesty include plagiarism, unauthorized joint effort on exams or assignments, falsification of forms or records, providing false or misleading information, or aiding another in an act of academic dishonesty. Possible penalties for these activities are discussed in detail in the AHE Degree Completion Catalog.

Class Conduct and Personal Conduct

Columbia College Policy - Students must conduct themselves so others will not be distracted from the pursuit of learning. Students may be disciplined for any conduct which constitutes a hazard to the health, safety, or well-being of members of the college community or which is deemed detrimental to the college's interests. Discourteous or unseemly conduct may result in a student being asked to leave the classroom. Examples of misconduct and possible disciplinary actions are described in the AHE Degree Completion Catalog.

Campus Policy - Civility and respect are the watchwords of Columbia College. Discourteous or unseemly behavior will not be tolerated in the classroom, in the campus offices, in the parking lot, or anywhere else at Jacksonville campus.

Cancelled Class Make-Up

Columbia College Policy - Classes cancelled because of inclement weather or other reasons must be rescheduled.

Campus Policy - If class is canceled for any reason, a make-up session will be scheduled on the next available date, usually Friday.

Make-Up Examinations

Columbia College Policy - Make-up examinations may be authorized for students who miss regularly scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

Campus Policy - Make-up exam must be coordinated with the campus staff.

Adding, Dropping or Withdrawing from a Course

Columbia College Policy - Students may add a course during the first week of the session and drop a course without academic or financial liability through close of business on Monday of the second week of the session. Once enrolled, a student is considered a member of that class until he or she officially drops or withdraws in accordance with College policy. An official drop/withdrawal takes place only when a student has submitted a Drop/Add/Withdrawal form. A failure to attend class, or advising a fellow student, staff or adjunct faculty member of an intent to withdraw from a class does not constitute official drop/withdrawal. The drop/add/withdrawal periods begin the same day/date the session starts, not the first day a particular class begins. If a student stops attending a class but does not submit the required Drop/Withdrawal form a grade of "F" will be awarded. The AHE Degree Completion Catalog contains details concerning drop/withdrawal and financial liability.

Withdrawal Excused

Columbia College Policy - A student may request an excused withdrawal (WE) under extraordinary circumstances by submitting a Drop/Withdrawal form accompanied by an complete explanation of the circumstances and supporting documentation to the campus director. The WE request must include all classes in which the student is currently enrolled. The Vice President for Adult Higher Education is the approving authority for all WE requests. A student who receives approval of their WE request may still be required to return some or all of the federal financial assistance received for the session. See the AHE Degree Completion Catalog for details.

Campus Policy - Students should schedule an appointment with the director, when possible, to discuss WE requests. The requests for an excused withdrawal (WE) must be submitted during the session. Request for a excused withdrawal (WE) will not be processed after the session has ended. Jacksonville Campus students may consult the current Columbia College Adult Higher Education Undergraduate Catalog for details.

Incomplete

Columbia College Policy - A student may request that the instructor award a grade of "I" due to extraordinary circumstances (unforeseen or unexpected circumstances beyond the student's control) that prevent a student from completing the requirements of a course by the end of a session. An "I" will not be given because a student is failing, negligent or not meeting requirements. If the instructor believes an "I" is appropriate, the instructor will specify the work needed to complete the course and the time allowed to complete the work. Work missed must be made up within two subsequent sessions unless the instructor specifies an earlier date. Extensions beyond two sessions must be approved by the Vice President for Adult Higher Education. If the work is completed during the specified time period, the instructor will change the "I" to the grade earned. If the work is not completed during the specified time, the instructor may allow the incomplete to remain on the student's permanent record or change it to any other letter grade.

Grade Appeal

Columbia College Policy - A student may appeal any grade given if it is believed to be in error or in conflict with Columbia College policy and procedures. The student must state in writing to the Campus Director why the grade awarded is believed to be in error and request a desired remedy. The faculty member who awarded the grade will be given the opportunity to comment on all student allegations. If the issue cannot be resolved at the campus the appeal will be transmitted through the Director to the Vice President for Adult Higher Education. A grade appeal must be received for review by the Vice President for Adult Higher Education prior to the end of 60 days from the date the grade was awarded.

Prerequisites

Columbia College Policy - Course prerequisites are established to ensure that a student has adequate academic preparation to succeed in a particular course. Staff members will attempt to ensure that students meet prerequisite requirements. However, it is the student's responsibility to closely examine the Degree Completion Catalog course descriptions to determine if prerequisites exist and to enroll in courses in the proper sequence. In some exceptional cases it may be apparent that the student possesses the required skills and knowledge to succeed in a particular course, even though they have not taken the prerequisite course. In this case the prerequisite course may be waived by the Campus Director. Waiver of a course as a prerequisite does not remove the requirement to complete the course if it is a requirement for the student's degree program.

eServices

Columbia College Policy - The college provides all students access to CougarMail (the official means of e-mail communication for the College), online resources from the Stafford Library, and their Columbia College records (transcripts, grades, student schedules, etc.) through eServices.

Use of Cougarmail

Columbia College Policy - The official student email address (also known as CougarMail) will be used for all official correspondence from faculty and staff. Students are responsible for the information received and are required to monitor their email account on a regular basis. Students may forward their CougarMail to another email account but will be held responsible for the information sent over CougarMail, even if there is a problem with the alternate mail service.

Cell Phones

Columbia College Policy - Cell phones can be a distraction to the learning process. Campus directors or course instructors may require that cell phones be turned off or set to vibrate during class periods. Students requiring special arrangements to receive a cell phone call during class should make prior arrangements with their director or course instructor.

Campus Policy - ll phones must be set to vibrate before the start of calss. Students who anticipate important or emergency phone calls should notify tdtheir instructor prior to class. Instructors will make every effort to allow students to accept emergency phone calls. Students must not take phone calls in class; calls may be answered, but the actual conversation must occur outside the classroom. Studentss must inform instructors if they must leave class as the result of an emergency call. Under no circumstances should you be text-messaging or using your cell phone for some form of entertainment during class time.

Course Textbooks

Columbia College Policy - The textbooks listed on this syllabus are required for this course. They are guaranteed to be available through the authorized textbook suppliers designated by Columbia College. The college is not responsible for the academic or financial consequences of late textbook orders or incorrect editions not purchased from a college-authorized vendor.

Campus Policy - MBS Direct is the only authorized textbook supplier designated by Columbia College.

FERPA

Columbia College Policy - The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights are described in detail in the AHE Degree Completion Catalog.

Disability Services

Columbia College Policy - Students with documented disabilities who may need academic services for this course are required to register with the Coordinator for Disability Services at (573) 875-7626. Until the student has been cleared through the disability services office, accommodations do not have to be granted. If you are a student who has a documented disability, it is important for you to read the entire syllabus before enrolling in the course. The structure or the content of the course may make an accommodation not feasible.

Alcohol and Other Drugs: Columbia College Policies & Resources

Columbia College Policy - The complete policy is available at <http://www.ccis.edu/offices/studentaffairs/policies.asp#alc>.

COURSE SYLLABUS UPDATES

Update from January 7, 2012 at 1:56 PM

This information replaces the "Method of Evaluation" for the Reading Assignments (under Graded Activities).

Full credit for each assignment requires that you achieve a total of 5 points for your posts. Points are assigned based on the following criteria (late posts receive half credit):

Social (maximum 2 points):

You earn points when you "connect" with others in the class. This can happen in a variety of ways: agreeing or disagreeing with other students (by stating such and then providing reasons), relating to the content of their posts (beyond agree/disagree situations), and other methods of reinforcing the community aspect of our class.

Cognitive (maximum 4 points):

You earn points when you provide meaningful information that positively contributes to the discussion. Points are awarded as follows:

- 0 points: The post adds no academic value to the discussion; no new information is presented.
- 1 point: The post contains at least one usable fact or piece of information.
- 2 points: The post contains at least one usable fact or piece of information not available from the source material.
- 3 points: The post makes a substantial academic contribution; material is included that is not available just by reading the source material and some issue or concept is clarified.
- 4 points: The post contains documented information that contributes greatly to the understanding of some issue under discussion; the new information is explained and applied such that the reader gains insight into the material being studied.

Teaching (maximum 3 points):

You earn points when you facilitate a discussion or provide direct instruction. Below are examples of activities that will earn points in this category.

Facilitating a discussion

- Identifying areas of agreement and disagreement
- Seeking to reach consensus / understanding
- Encouraging, acknowledging and reinforcing student contributions
- Setting a climate for learning
- Drawing in participants / prompting discussion

Direct instruction:

- Presenting content and questions
- Focusing the discussion
- Summarizing the discussion
- Confirming understanding
- Diagnosing misperceptions
- Injecting knowledge from diverse sources
- Responding to technical concerns

Update from December 18, 2011 at 7:06 PM

The original syllabus indicated a date of March 5, 2012, for the Week 8 class. This is an error related to the fact that we will not meet on January 16, 2012 since the college is closed for the Martin Luther King, Jr. holiday. The final class will be held on February 27, 2012. In order to complete the required 8 class meetings, a make-up class meeting date will be decided upon during Week 1.