



Syllabus Environmental Science 4 Credit Hours Fall 2018

Course Information	
Course Moniker	ENV 111
Section	196870
Section Number	SLL01
Course Delivery Mode	Face-to-Face
Zoom ID (if applicable)	
Class Start Date	August 20, 2018
Class End Date	December 14, 2018
Days of Week	M 1:30-3:40 W 11:30-12:30 Lab W 1:30-3:30
Time of Day	M 1:30-3:40 W 11:30-12:30 Lab W 1:30-3:30
Campus Center	SCC Belmont Main Campus
Room Number	e.g., Belmont 2408

Instructor Information	
Instructor	Mark Aronson
	563-44104342
	maronson@eicc.edu
	Belmont 208 (adjacent to book store on mid-level)
	Office Hours/Virtual Office Hours

Course Description

Course Description:

In this course common environmental problems will be surveyed, with discussion as to their possible causes, consequences, and remedies. An emphasis will be placed on objective analyses of issues and arguments related to environmental concerns.

Prerequisites and Co-requisites: RDG:032 or RDG:033, or minimum reading placement score based on college assessment.

Course Goals:

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 - Upon Successful Completion of this course, the student should be able to:
 - Become familiar with the application of scientific principles common to environmental problems.
 - Become aware of the causes of, the consequences of, and the possible remedies for these problems.
 - Objectively analyze the issues and arguments related to environmental concerns.
- Course Objectives: [Course Learning Objectives \(by Textbook Chapter\)](#)

Required and Recommended Textbooks, Software, and/or Other Materials

Required Textbooks, Software, and/or Other Materials:

Textbook: Environmental Science 10th ed. - Chiras/Jones and Bartlett

Readings: Grizzly Years: A Search for the American Wilderness - Doug Peacock; Wasting Libby: The True Story of How the WR Grace Corporation Left a Montana Town to Die (and Got Away with It), Andrea Peacock; In the Shadow of the Sabertooth, Doug Peacock

Teaching Strategies

Teaching Strategies: *This course is delivered by several educational practices: lecture, group discussion, group work, laboratory exercises and fieldtrips.*

Attendance Expectations

Attendance Expectations: Class attendance is required in all classes and students are expected to plan accordingly, giving classes priority. Class participation is graded and reflects attendance as well as activity in class.

Evaluation Methods: Course Assessments, Participation, and Grading Policies

Course Assessments:

Evaluation:

Lecture Exams (take-home essays) - 2 @ 300 points = 600 points

Discussion/Participation = 200 points

Quizzes = 100 points (5 @ 20 points/quiz)

Laboratory Reports = 10 points per lab; 130 points

Project/Paper/Book Reports/Env. Club = 200 points (Written component 90%; oral presentation 10%)

Video Reviews (10 hours)/Journal Option = 100 points

Total 1330 points

Participation Expectations: Students are expected to participate in class discussions and in small group activities. Class discussions will be evaluated on quality as well as quantity. Students who are passively (e.g. sleeping) or actively (e.g. talking in private discussions) disrupting class may be asked to leave. It is expected that class participants will treat fellow classmates with respect; thus, contentious arguments are to be avoided.

Extra Credit: Extra credit is not a regular part of this class but there may be activities during the semester that may qualify for extra credit; they will be announced.

Grading Policies: Grades are maintained in the online learning management system (Canvas) for student viewing as the course progresses. The following grading scale will be used:

Grading Scale:

Your final grade will be determined by a straight percentage as follows (rounding will be used in the calculation of percentage):

100% - 90% = A
89% - 80% = B
79% - 70% = C
69% - 60% = D
<60% = F

Exams:

Exams will be essay format. Exams are posted on this website. The exam is a take-home; students must do their own work. Answers must be submitted in printed form. I will deduct for typographical and grammatical errors; please proofread your exams. When citing or quoting information the use of scholarly conventions is required (MLA or APA style). The midterm and final exams are graded allocating 70% to the content of the exam, 10% for a bibliography, 10% for citations and 10% for use of outside sources in each answer (other than the text/assigned readings). You will lose points for grammatical or typographical errors....please proofread! To receive a 90% or above on each essay you should include at least one citation other than found in the text or class lectures. I will place a failing grade on any exam that contains plagiarism. Please see the exam grading criteria below:

Midterm and Final Grading Guide

Midterm (6 questions)			Final (7 questions)		
Page Length*		Average Point Deduction	Page Length*		Average Point Deduction
13-14	100%	0	15-16		0
12	90%	-20	14		-20
10	80%	-43	12		-43
8	70%	-64	10		-64
6	60%	-75	8		-75
<4	<60%	-105	<6		-105

*Page length does not include bibliography/reference list.

Additional Deductions:

Lack of parenthetical citations (APA, MLA, Chicago) style: -30

Lack of a minimum of 6 outside references (Chiras and encyclopedias not counted): -30

Lack of a bibliography/reference list in proper style: -30

Projects: Every student is required to complete a project by the end of the term. Potential projects are listed below:

Research paper (formal research paper on any environmental topic; approve topic w/me by midterm; minimum length 10 pages of text w/bibliography)

Report on two books relating to environmental issues (I will post a suggested reading list this term).

Activism project (restoration, cleanup, protection, habitat improvement, or internship at approved site, etc.). Restoration projects would include: bird/bat boxes, butterfly gardens, prairie restoration, bird feeders, energy conservation projects, etc.

A new program called "Activism for the Land" allows a limited number of students to fulfill the project requirement by serving as an intern at important environmental sites in our area (Scott Area Landfill, Nahant Marsh, Iowa Dept. of Natural Resources, etc.). They will require 32 hours of volunteer participation at the site. If you are interested in an internship, please e-mail me at: maronson@eicc.edu to request contact information.

Every project must be presented orally at the end of the term (see dates in the Calendar) and a written report (minimum length 5 pages of text w/bibliography) must be submitted. Power point presentations w/citations and a bibliography may be substituted for the traditional research paper. **Students in the Env. Club are exempt from presentation and written report requirements.**

Environmental Club Membership -Participation in the SCC Environmental Club (attending weekly meetings and working on a committee or taking on the role of an office will fulfill the project requirement and no presentation at the end of the term will be required. You must attend the first meeting of the term to participate and be able to attend regular meetings. Once commitment to the Club for your project is made you cannot back out and do another project.

Projects are to be delivered orally at the end of the term and submitted in written form. . I will hand out a sign- up sheet for projects at midterm.

Project Grading Scale:

Research paper: The student selects an interesting topic area. After some preliminary research to narrow the scope of the topic, formulate a thesis statement for approval. General grading criteria pertain to the length/content of your work (MLA or APA style):

90% : minimum 12 pages of content (not including the reference list); minimum 12 outside references

80%: minimum 10 pages of content; minimum 10 outside references

70%: minimum 8 pages of content; minimum 8 outside references

60% minimum 6 pages of content; minimum 6 outside references

Book Reports: The student will choose 2 environmentally related book titles and submit them to me for approval. Content requirements are the same as the research paper, but the outside reference limits are waived.

Activism Projects: This is the preferred style of project in this course. Activism projects provide immediate positive environmental impacts. There are two types of activism projects:

(1) Personal Activism: the student creates their own style of project with positive environmental impacts. Examples include (but are not limited to the following):

- a. Bird/Bat boxes**
- b. Bird feeders**

- c. **Habitat restoration projects (prairie, woodland, wetland; backyard wildlife habitat; butterfly gardens; native landscaping, etc.).**
- d. **Recycling projects: started at home, the business or groups/institutions.**
- e. **River or roadside cleanups (example: starting an Iowa DOT Adopt a Highway project: local river cleanups)**
- f. **Educational projects: design curriculum for education of school groups or organizations; this could be an ongoing effort.**

(2) Internships: the student volunteers with an environmental organization to work on various projects. Examples: (volunteer with local Sierra Club Chapter, County Conservation Nature Center, Living Lands and Waters, Izaak Walton Society, Audubon Society, Local Waste Commission, etc.)

Time requirements: students performing activism projects should select activities that use 32 hours (minimum of work, including the written requirement...fulfilled by using a power point presentation with references summarizing your work and research) of work. If you have specific questions on any activism project, please contact me for details.

Activism Project Submission/Grading: For projects, please submit a power point (or similar slide presentation). The slide show should have two sections: first one a survey of the literature on the natural history of the species you are researching (should include life cycle, migration information, typical geographic range; threatened or endangered status, etc.); second section would include practical information about the nest box (bat box; bird feeder; nest platform, restoration project, etc.)...what plans you used and how you built the project. Both sections should follow scholarly conventions with parenthetical citations (in APA or MLA style); include a works cited page at the end of the presentation. Average slide numbers are 20-30.

Discussion:

I encourage active participation of students in this class. Much of the class consists of lectures and directed discussions of the assigned reading materials. You will be assigned to discussion groups during the first week of class. Readings for each day/discussion group will be assigned a week in advance to allow preparation of the material. Discussion groups should prepare a list of questions to be distributed to the other discussion groups. Each student should prepare 5 discussion questions to be submitted to me after the presentation on the assigned date. Unexcused absences for discussion group assignments will result in a grade of "0" for the day in question.

Laboratory:

Laboratory in Env. Science is used to illustrate concepts presented in lecture and should give you perspectives that can only be gained through actual experience and further discussion. Periods will be used for local tours, hikes, presentations and video exploration. Laboratory reports are used for evaluation of your participation in lab activities. If you miss a laboratory you can make up the lab points by writing a 2-3-page paper on the laboratory topic.

Videotape Reviews/Journal Option:

I will provide a form for completion of the 10 hours of videotape viewing (Please check the calendar for the due date. I will not accept them after this date). We have a large library of environmental videos; you may use programs on the TV with proper documentation. You may choose to keep a journal/log of your class activities/feelings/thoughts/comments. These should include at least log entries for class days, but other writings/times are welcome. They should reflect your attitudes, observations and feelings concerning environmental issues or related topics.

Submission of Assignments:

I will not accept any paper submissions of work. All work must be submitted electronically using CANVAS.

Proposed Class Schedule

Class Schedule/Calendar: [Class Calendar](#)

Student Make-up Policy, Classroom Behavior and Netiquette, and/or Other Expectations

Make-up Policy:

- Due dates are posted in the class calendar. Late assignments will be accepted with a 10% deduction up to the due date of the Final Exam. You are responsible for completing and submitting your assignments and quizzes on time. **Save copies of every assignment or project that you upload/type on the ICCOC website.** This is for your own protection.

Classroom Behavior and Netiquette Expectations: Students are expected to follow the guidelines in the Student Handbook. You may be removed from class if you fail to follow those guidelines.

Faculty Feedback Commitment to Students

Faculty Feedback Commitment:

- Exams/Quizzes/Labs: I grade exams and quizzes at the end of each week in the course.
- Emails: I respond to e-mails daily during the course.
- Voicemail: I check voicemail and respond to it daily during the course.

College Policies

The Student Handbook is online at eicc.edu/handbook. Any questions about the handbook should be directed to the Dean of Student Development.

Academic Integrity: College deans may initiate disciplinary proceedings against a student accused of Academic Dishonesty. Academic Dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Academic dishonesty will not be tolerated in any course at this college. Plagiarism and others forms of cheating are examples of such dishonesty and will result in serious consequences. Plagiarism is presenting someone else's words as your own, whether in writing or in speaking.

Plagiarism Statement:

All the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks

- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up most of your work even when you give credit
- Students caught plagiarizing will receive a “0” for the assignment in question.

Disability Services: SCC is committed to providing equal access to all students regardless of disability in educational programs or activities. Any student with a disability affecting academic performance seeking accommodations is required to meet with the Disability Resources Provider. Please contact Jan Weis at 563-441-4027 or jweis@eicc.edu to make an appointment to discuss your barriers and needs. Disability Resources is in the Student Success Center at the Belmont campus in room 2015 and at the Urban Campus and the Blong Technology Center. It is important to request accommodations promptly; instructors may only provide accommodations after the student has presented the completed Letter of Accommodation. Letters of Accommodation must be renewed each semester. Disability Resources is a free and confidential service.

FERPA Information: Eastern Iowa Community Colleges, in full compliance with the Family Educational Rights and Privacy Act of 1974, shall make educational records available to students upon request. Likewise, in accordance with the law, individually identifiable educational records will not be released to anyone other than authorized individuals without written consent of the student. Students have the right to file complaints with the Family Educational Rights and Privacy Act (FERPA) Office concerning alleged failures by the institution to comply with the act. For more information, visit eicc.edu/about-eicc/ferpa.aspx.

Student Complaint Policy/Procedures for Capricious Grading: eicc.edu/about-eicc/student-handbook/procedures-for-use-in-appealing-allegedly-capricious-semester-grades.aspx

Resources

Math Center: The Math Center in room 2015 on the Belmont campus provides free drop-in tutoring to students enrolled in math courses at Scott. Appointments are not necessary. Call 563-441-4026 for times when tutors are available.

Writing Center: The Writing Center is a free on-campus resource to help SCC students become more proficient, confident writers. Students at any level, from any class, can meet one-on-one with experienced writing consultants who will provide feedback and support for any kind of writing assignment. The goal of the Writing Center is to develop skills that will serve writers in their current assignments, their future classes, and their professional lives. Call 563-441-4026 or stop by the SCC Success Center for more information.

SCC Success Center: The SCC Success Center offers free one-on-one or group tutoring in a variety of subjects. Peer tutors can help you study, discuss difficult material, or answer questions about assignments and homework. You can schedule an appointment with a tutor or stop by during drop-in hours. To find a tutor or make an appointment, please come to the SCC Success Center or call 563-441-4026 for more information

English Language Acquisition: For students whose primary language is other than English and who believe that receiving academic assistance is necessary for their success, the following resource guidelines are offered:

- Meet with your instructor at the beginning of the course to discuss strategies for success.
- Seek free tutoring by contacting the SCC Success Center (see above).
- Manage your time so you can sufficiently understand the coursework and assignments.

Family Resources: Sometimes we need a little extra support - maybe for depression, family problems, or day-to-day stress. Free counseling services are available on campus to all students through a licensed therapist. Appointments can be made in Student Services at the Belmont Campus or by calling Rose Almquist at 563-441-4038.

Military: Eastern Iowa Community College seeks to provide a learning environment that is welcoming to all students. Any active or reserve military who would like to discuss transitioning from the military into the academic environment, please contact Military and Veteran Student Affairs Facilitator, Rebecca Geiken. She is available to assist all veterans and their families in accessing programs and services within the college and community to enhance their educational experience. We have a Student Veteran's Organization and a Veteran Center in room 1019 on the Belmont Campus. Rebecca Geiken can be reached at rgeiken@eicc.edu or by phone at 563-441-4060.

Retention Alert: One of the most efficient and effective ways to improve student success and retention is to identify problems early and take swift action. EICC uses an automated tool that helps students by alerting the appropriate parties, triggering the appropriate response, setting up and tracking an action plan, and monitoring success.

Campus Communication: In an effort to keep our students safe and informed in emergency situations, EICC has a system to help alert students, faculty, and staff of school closings and other emergencies. EICCAAlert is a free service to send text and voice messages and email notifications. To sign up for alerts eicc.edu/about-eicc/eiccalert/. Also, login to EICConnect for daily cancellations, activities, and events.

Other

(This section is to be used for posting items such as:

- *A link to your Program in the Student Handbook*
- *Study tips for the class*
- *Statements about technology usage such as cell phones and laptops in the classroom*
- *Statements about using Zoom in your classroom*