

## GENERAL INFORMATION

### PROFESSOR INFORMATION

**Instructor:** Prof. Patricia Houle  
**Phone:** (305) 348-3153  
**Office:** AHC5 374 (MMC)  
**Office Hours:** Thursday 11:00 -12:00 pm  
**E-mail:** Please use Blackboard course messages

After receiving an M.S. in Nutritional Biochemistry and Metabolism from MIT, Prof. Houle worked for nearly 15 years in the medical device industry. Subsequently she came to FIU and earned an M.S. in Environmental Studies and has studied in the areas of sustainability, environmental history and environmental education. Ms. Houle is Associate Chair of the Department of Earth and Environment and is collaborating with others to further the education of an environmentally literate and engaged community, ready to work to solve environmental problems and create a sustainable future.

**In Class Meeting Time:** *Thursdays 12:30-1:45 pm in PG5 134*

### COURSE DESCRIPTION AND PURPOSE

Concerns about environmental degradation and its impact on human well-being are increasingly the topic of discussion and debate. The issues are global in scope and complex in nature, involving the functioning of both Earth's natural systems and human societies. It is critical that we understand the function and importance of the natural services provided by planet Earth so that we can find ways to address the looming problems of climate change, pollution, desertification, declining water resources and loss of biodiversity. Environmental science is a necessary foundation for that understanding. This course will emphasize the scientific knowledge of the environment in a global context that will be needed for local, global, international and intercultural environmental problem solving in the coming decades.

#### Essential questions:

- What is scientific knowledge and how does it differ from other kinds of knowledge about the environment?
- How does science explain the functioning of Earth's natural systems and how do different human societies interact with and depend on these systems?
- How do human societies need to change their interrelationship with Earth's natural systems to halt environmental degradation and use natural resources and services sustainably?

#### Global Learning Outcomes:

- Global awareness – students will be able to demonstrate an understanding of the scientific information and key concepts that underlie the functioning of natural systems with an emphasis on the interrelatedness of these systems with each other and human societies, as well as the negative impacts of environmental degradation on both.
- Global perspective – students will be able to examine environmental issues within a transdisciplinary and multi-perspective framework that supports creative ideas to promote environmental sustainability.
- Global Engagement – students will demonstrate a willingness to reflect on their own relationship to the environment and take responsibility to reduce their own ecological footprint as well as engaging in local, global and intercultural environmental problem solving.

#### Course Designation:

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This course is a Global Foundations Course. It also satisfies the requirement for the University Core Curriculum Natural Sciences category – Group 1, when taken with the lab course, EVR 1001L, Introduction to Environmental Science Lab.

## TEACHING METHODOLOGY

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This is a hybrid class. Half of the class time is replaced with online activities. In addition, you must purchase a textbook that is integrated with Blackboard (see details below).

### Class time is for:

1. Explaining and practicing difficult concepts
2. Getting an overview of major concepts, minor points, and how they fit together
3. Asking and answering questions and use of classroom response system (i>clicker or REEF Polling smartphone App)
4. Class discussion and problem solving
5. Taking higher stakes tests

### Online activities are for:

1. Reading and study of textbook with exercises to help in understanding the material
2. Additional videos and readings to stimulate reflection about environmental issues
3. Keeping a journal to record thoughts and reflections about videos and readings, community engagement activities and learning
4. Critical review of environmental documentary videos

### The expected average time commitment for this course is:

Class meeting per week (Thursdays 12:30-1:45 pm)	75 minutes
Average online course work per week: (Learnsmart exercises, blogs and journals)	75 minutes
Average study time/assignment time per week: (review/study/reflection of course materials, readings, videos, community engagement)	330 minutes
Total Average course time for EVR 1001 480 minutes	8 hours

**Note:** 8 hours per week is a typical expected time commitment for a 3 credit university course.

## IMPORTANT INFORMATION

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### POLICIES

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Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

### ACADEMIC MISCONDUCT

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Cyberbullying is commonly defined as the use of information and communication technologies to support repeated and deliberate hostile behavior intended to harm others. Cyberbullying falls under (c) Disruptive Conduct – Offenses described at <http://conduct.fiu.edu/code/offenses/> and will be prosecuted to full extent allowed under FIU policies.

**Language:**

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You will use appropriate language in your e-mail messages, online postings, and other digital communications, you will not use profanity, vulgarities or any other inappropriate language as determined by school administrators. Cyber bullying will not be tolerated. You may use e-mail and other means of communications responsibly. You will not send or post hate or harassing mail, make discriminatory or derogatory remarks about others, or engage in bullying, harassment, or other antisocial behaviors while in school or out of school.

**Data:**

FIU's technology or library staff is not responsible for any data lost while working on a school owned computer. You will store said data on either local drive or on an external storage device (i.e. USB drive) at your own risk.

**Security:**

You will not attempt to bypass security settings or internet filters, or interfere with the operation of the network by installing illegal software, including file sharing, shareware, or freeware, on school computers

**Accounts and Email:**

Passwords are private and must not be shared with anyone. You are responsible for all activities through your account. You must not allow others to use your account, or use someone else's. You understand that you will be in violation of the law if you attempt to electronically capture another person's credentials. You understand that it is important to log off the computer at the end of every session so another user cannot use your account.

**Network:**

You will not search, retrieve, save, circulate or display hate-based, offensive or sexually explicit material, information about weapons using any FIU's computer resources unless authorized by school administrator/teacher as part of a school assignment. You will not deliberately or otherwise cause the network to crash or experience excessive traffic resulting in a stalled or frozen condition.

**Plagiarism:**

is the deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct.

All of 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 the majority of your work, whether you give credit or not.
- Submitting a copy of your own work to satisfy the requirement of a second class without informing your instructor.

**Cheating:**

The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct.

**TECHNICAL REQUIREMENTS & SKILLS**

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This course is a hybrid course. It is similar to an online course in that both require basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in a hybrid course are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

**This course utilizes the following tools:**

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1. Blackboard learning management system including messaging, discussion boards, journal, viewing course material via web links, assessments, submission of assignments.
2. Adobe Connect, messages or equivalent system for course communication.
3. Microsoft Office or equivalent that produces MS Office files to prepare and read documents (Word) or slide-show presentations (Powerpoint).
4. Adobe reader or equivalent to view pdf files.
5. Electronic device (smartphone, camera) for photography or video

Please visit our **System and [Technical Requirements](#)** webpage for additional information.

## ACCESSIBILITY AND ACCOMMODATION

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This course utilizes the following tools:

1. Blackboard Learning Management System including messaging, discussion boards, journal, viewing course material via web links, assessments, submission of assignments.
2. E-textbook and adaptive learning system embedded within Blackboard.
3. Reading and video content accessed through web links.
4. Powerpoint content delivered in class.
5. Worksheets, exams and other content delivered in class on paper or projected.

Please visit our **[ADA Compliance](#)** webpage for information about accessibility involving the tools used in this course. Please visit **[Blackboard's Commitment to Accessibility](#)** webpage for more information.

For additional assistance please contact FIU's **[Disability Resource Center](#)**.

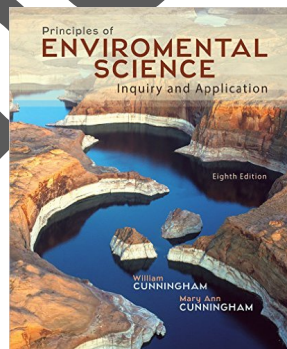
## COURSE PREREQUISITES

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Course Prerequisites: None

## TEXTBOOK

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### **Connect Access Card for Principles of Environmental Science**

William Cunningham, Mary Cunningham  
McGraw-Hill Education, 8th Edition, 2016

ISBN-13: 9781259664229

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).

## EXPECTATIONS OF THIS COURSE

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This is a hybrid course. Hybrid courses require self-motivation, self-discipline, and technology skills. Sometimes these requirements make hybrid courses more demanding for some students. If you find that you are having difficulty keeping up with the out-of-class work, please make an appointment with or email the course Learning Assistants or me.

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### Things you need to do every week:

- **Review** your Course Schedule.
- **Complete** the assigned textbook reading and Learnsmart activities by Wednesday evening prior to class Thursday.
- **Complete** assigned class activities as shown in your weekly schedule.
- **Attend** and participate in every class. **Bring** your iClicker!
- **Use** the complex environmental issues presented in this class as an opportunity to engage people in energetic, but respectful, discourses.

### Things I will do:

- **Prepare** lessons that address challenging topics.
- **Be available** for office hours for at least one hour every week.
- **Create** questions designed to identify common misunderstandings.
- **Engage** you in class discussions and other activities.
- **Grade** your class activities within two weeks (sooner, if possible).
- **Communicate** with you. I will respond to emails within one day Monday-Friday.
- **Create** a classroom and online environment that encourages the exchange of views and opinions that are respectful and value diversity.

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## COURSE DETAIL

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### COURSE COMMUNICATION

Communication in this course will take place via **Messages**. Communications received by FIU email will not be acknowledged.

Messages is a private and secure text-based communication system which occurs within a course among its Course members. Users must log on to Blackboard to send, receive, or read messages. The Messages tool is located on the Course Menu, on the left side of the course webpage. It is recommended that students check their messages routinely to ensure up-to-date communication.

### COURSE BLOGS

People learn best when communicating their ideas. With a large class and limited time together in this course, we will use online discussions so that everyone has a chance to participate. There will be five blogs throughout the semester due on Tuesdays at 11:59 pm. Each blog submission consists of a 300-400 word entry on an environmentally related topic and is worth 10 points. You are also required to make a substantive reply to one other student's blog entry. The topics and schedule of course blogs can be found at the end of this syllabus. No credit will be given for a late submission.

### LEARNSMART TEXTBOOK, EXERCISES AND OTHER READINGS:

The course textbook, *Principles of Environmental Science*, is accessed through Blackboard. For those weeks where textbook chapters are assigned, you will be expected to also complete the Learnsmart assignments. Textbook readings and Learnsmart exercises are due at 11:59 pm on the Wednesday evening prior to the Thursday class where those chapters will be discussed. Please see the course schedule and calendar for details.

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Other readings with study questions will be provided as needed. You will receive 5 points for the completion of the exercises by the deadline. The maximum credit earned is 50 points for this activity. There is no credit for late completion.

## JOURNAL

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There are five Journal entries worth 10 points each. A journal entry consists of a 300-400 word personal reflection on an environmentally related topic. Journal entries are due on Tuesdays at 11:59 pm in alternate weeks from blogs. The topics and due dates are shown in the schedule. There will be no credit for a late submission.

### Topics for journal entries include:

- Reflections on learning
- Participation in one community service activity
- Recollection and reflection on environmental topics discussed with someone else
- Environmental issues in the news

## EXAMS

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There will be a **midterm** and a **final exam** held in class. The midterm exam is worth 90 points, and the final exam is worth 105 points. Both exams will consist of multiple choice questions. The final exam is a cumulative exam. A make-up exam will only be available for a documented medical emergency, legal obligation, or military service. The make-up exam will be scheduled within one week of the missed exam and will be an essay exam. You must request the makeup exam no later than the day of the scheduled exam.

## CLASS ACTIVITIES

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Class activities for the weekly class meetings will cover the topics shown in the schedule. You must complete 10 of 12 days of class activities to receive full credit. Any class activities completed above the 10 required activities will count as extra credit. Class activities include:

- i>clicker exercises at beginning of class. These questions act as a review of the textbook content and will be similar to questions on the midterm and final exams. Each day's i>clicker exercises are worth a total of 10 points – 5 points for answering the question and 5 points for answering correctly. A total of 100 points is available from i>clicker exercises
- Other class activities can include working in small groups on worksheets, problem analysis and discussion. Class activities can be reported using the i>clicker or a written assignment. Each day's activity is worth 10 points, and a total of 100 points is available from class activities.

## DOCUMENTARY FILM REVIEW

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The environmental documentary film review is worth a total of 50 points. The activity consists of selecting an environmental documentary video to view. The video must be 1-2 hours (closer to 2 hours is preferred) in length. After watching the video, prepare an essay of about 1000 words (about 4 typed pages) and submit to Turnitin using the link provided in Blackboard. The due date is Wednesday, November 30 at 11:59 pm. There will be an automatic 10 point deduction for assignments that are submitted within 24 hours of the deadline. After 24 hours, no submissions will be accepted. Be sure to review the detailed [Turnitin instructions](#) on how to submit your assignments and how to review the Grademark comments (feedback) from your professor.

## SERVICE LEARNING ACTIVITY

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A service learning activity is required for this course. It must be at least 2-3 hours in length in conjunction with a bono fide organization. Examples of service learning activities are beach cleanups, work in the FIU Nature Preserve,



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tree plantings, school garden maintenance, attendance at a public hearing or attendance at the environmental film viewing and panel discussion. Your service learning experience is a topic for a journal entry (see above).

## PROTOCOL FOR TECHNICAL SUPPORT

### If you have any technical problems,

- 1) [Contact tech support](#) to file a report, and
- 2) Contact me by email to let me know what is going on.

### If you are having technical problems and an assignment is due,

- 1) E-mail me a copy of the assignment, so it is on time, and
- 2) [Contact tech support](#).

### Student Support Offers Assistance in the form of:

E-mail & Live Chat Support	Phone Support	Office Support (On Campus)
7 days a week 8am - midnight <a href="#">Email Us</a> <a href="#">Support Center</a> <a href="#">Live Chat</a>	7 days a week 8am - midnight Telephone: 305-348-3630 Toll-Free: 1-877-3-ELEARN	Monday - Friday from 8am - 10pm Modesto A. Maidique Campus MANGO Building, 5th Floor <a href="#">Driving Directions</a>    <a href="#">Campus</a>

## LEARNING ASSISTANTS

An important part of this hybrid course are the Learning Assistants. These individuals are undergraduate students who have taken this class in a previous semester. They are working with me to help you succeed in this class. The LAs will attend each class and introduce themselves to you. The LAs can help you navigate through Blackboard, explain the schedule of activities and details of each assignment, and will offer office hours for tutoring on course content.

## GRADING

Course Requirements	Number of Items	Points for Each	Total Points Available	Weight	
Midterm Exam	1	90	90	15%	
Final Exam	1	105	105	18%	
Documentary Film Review	1	50	50	8%	
Learnsmart Exercises/study questions	10	5	50	8%	
Blog	5	10	50	8%	
Journal	5	10	50	8%	
Class Activities (10 count towards grade)	10	10	100	17%	
i>clicker Exercises (10 count towards grade)	10	10	100	17%	
<b>Total</b>	<b>43</b>	<b>N/A</b>	<b>595</b>	<b>~100%</b>	
Letter	Range (points)	Letter	Range (points)	Letter	Range (points)
A	Above 559	B-	476 - 499	F	<357

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A-	536 - 559	C+	458 - 475
B+	518 - 535	C	416 - 457
B	500 - 517	D	357 - 415

## COURSE CALENDAR

### WEEKLY SCHEDULE

Date	Online/Study Preparation for Thursday Class	In Class	Completion Deadlines
<b>Week 1</b> Thursday August 25	<ul style="list-style-type: none"> <li>• <b>Complete</b> Online Honesty Pledge</li> <li>• <b>Purchase</b> textbook access card</li> <li>• <b>Purchase</b> i&gt;clicker or REEF App</li> <li>• <b>View</b> welcome video</li> </ul>	<ul style="list-style-type: none"> <li>• Review syllabus/hybrid class</li> <li>• Fill out and discuss opinion survey about environment</li> <li>• Introduce i&gt;clicker</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Complete</b> Mandatory Honesty Pledge as soon as possible.</li> <li>2. <b>Post</b> introductory blog by <b>Wednesday Aug 31 at 11:59 pm</b></li> </ol>

Date	Online/Study Preparation for Thursday Class	In Class	Completion Deadlines
<b>Week 2</b> Thursday September 1	<ul style="list-style-type: none"> <li>• <b>Complete</b> Learnsmart Ch.1 by Wednesday Aug 31 11:59 pm</li> </ul>	<ul style="list-style-type: none"> <li>• Science communication discussion</li> <li>• Introduce blog</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Review</b> video link to example of science communication and commentary on first Course Blog <b>Wednesday Sep 7 at 11:59 pm</b></li> </ol>
<b>Week 3</b> Thursday September 8	<ul style="list-style-type: none"> <li>• <b>Complete</b> Learnsmart Ch.2 by <b>Wednesday Sep 7 11:59 pm</b></li> </ul>	<ul style="list-style-type: none"> <li>• I&gt;clicker and class activity on nutrient cycles</li> <li>• Introduce journal</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Complete</b> first journal; <b>Reflect</b> on a news story concerning the environment by <b>Wed Sep 14 at 11:59 pm</b></li> </ol>
<b>Week 4</b> Thursday September 15	<ul style="list-style-type: none"> <li>• <b>Complete</b> Learnsmart for Ch. 3 and 4 by <b>Wednesday Sep 14 11:59 pm</b></li> </ul>	<ul style="list-style-type: none"> <li>• I&gt;clicker and class activity population growth and loss</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Review</b> video link to patterns of population change and commentary on second Course Blog <b>Wednesday Sep 21 at 11:59 pm</b></li> </ol>
<b>Week 5</b> Thursday September 22	<ul style="list-style-type: none"> <li>• <b>Read</b> and view video on Planetary Boundaries</li> <li>• <b>Complete</b> study questions by Wednesday Sep 21 at 11:59 pm</li> </ul>	<ul style="list-style-type: none"> <li>• I&gt;clicker and class activity environmental impact models</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Discuss</b> ecological footprint in third course Blog <b>Wednesday Sep 28 at 11:59 pm</b></li> </ol>
<b>Week 6</b> Thursday September 29	<ul style="list-style-type: none"> <li>• <b>Complete</b> Learnsmart for Ch. 5 and 6 by <b>Wednesday Sep 28 11:59 pm</b></li> </ul>	<ul style="list-style-type: none"> <li>• I&gt;clicker and class activity worksheet focused on forests</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Complete</b> second journal; discussion of environmental issue with another person by <b>Wednesday Oct 5 at</b></li> </ol>



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			11:59 pm
<b>Week 7</b> Thursday October 6	<ul style="list-style-type: none"> <li>• <b>Complete</b> Learnsmart for Ch. 7 by <b>Wednesday Oct 5 11:59 pm</b></li> </ul>	<ul style="list-style-type: none"> <li>• i&gt;clicker and class activity about agricultural impacts on environment</li> </ul>	1. Study for midterm
<b>Week 8</b> Thursday October 13	<ul style="list-style-type: none"> <li>• Study for midterm</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Midterm Exam</b></li> </ul>	1. <b>Complete</b> third journal; reflection on learning by <b>Wednesday Oct 19 at 11:59 pm</b>
<b>Week 9</b> Thursday October 20	<ul style="list-style-type: none"> <li>• <b>Complete</b> Learnsmart for Ch. 8 by <b>Wednesday Oct 19 11:59 pm</b></li> </ul>	<ul style="list-style-type: none"> <li>• i&gt;clicker and class activities</li> <li>• Discussion of endocrine disruptors/epigenetics</li> </ul>	1. <b>Review</b> video link to antibiotic resistance and commentary on fourth Course Blog <b>Wednesday Oct 26 at 11:59 pm</b>
<b>Week 10</b> Thursday October 27	<ul style="list-style-type: none"> <li>• <b>Complete</b> Learnsmart for Ch. 9 by <b>Wednesday Oct 26 11:59 pm</b></li> </ul>	<ul style="list-style-type: none"> <li>• i&gt;clicker and class activities</li> <li>• Discussion of climate change</li> </ul>	1. <b>Review</b> video link to climate change and commentary on fifth Course Blog <b>Wednesday Nov 2 at 11:59 pm</b>
<b>Week 11</b> Thursday November 3	<ul style="list-style-type: none"> <li>• <b>Complete</b> Learnsmart for Ch. 10 by <b>Wednesday Nov 2 11:59 pm</b></li> </ul>	<ul style="list-style-type: none"> <li>• i&gt;clicker and class activities</li> <li>• Discussion of water shortages</li> </ul>	1. <b>Complete</b> fourth journal; reflection on service learning experience by <b>Wednesday Nov 9 at 11:59 pm</b>
<b>Week 12</b> Thursday November 10	<ul style="list-style-type: none"> <li>• <b>Complete</b> Learnsmart for Ch. 11 by <b>Wednesday Nov 10 11:59 pm</b></li> </ul>	<ul style="list-style-type: none"> <li>• i&gt;clicker and class activities</li> <li>• Discussion of particulate pollution</li> </ul>	1. <b>Complete</b> fifth journal; reflection on learning by <b>Wednesday Nov 16 at 11:59 pm</b>
<b>Week 13</b> Thursday November 17	<ul style="list-style-type: none"> <li>• <b>Complete</b> Learnsmart for Ch. 13 by <b>Wednesday Nov 16 11:59 pm</b></li> </ul>	<ul style="list-style-type: none"> <li>• i&gt;clicker and class activities</li> </ul>	1. <b>Complete</b> Documentary film review due Wed Nov 30
<b>Week 14</b> Thursday November 24	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• No Class</li> <li>• Thanksgiving Holiday</li> </ul>	
<b>Week 15</b> Thursday December 1	<ul style="list-style-type: none"> <li>• Documentary film review due Wed Nov 30</li> <li>• Answer study questions for final exam to review in class</li> </ul>	<ul style="list-style-type: none"> <li>• i&gt;clicker and review for final exam</li> </ul>	
<b>Week 16</b>	<b>Study for cumulative Final exam</b>		1. <b>Final Exam</b> TBD

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