

Cover Sheet: Request 9920

EVS2XXXIntroductiontoEnvironmentalScience

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Bigham Stephens,Dana L dlbigam@ufl.edu
Created	1/9/2015 4:01:13 PM
Updated	2/23/2015 10:46:47 AM
Description	This interdisciplinary course is delivered from a systems perspective to explore contemporary environments that are comprised of both human and non-human elements. Physical, chemical, and biological processes are explored to understand pressing environmental challenges and cultural values, attitudes, and norms expressed by individuals and populations around the globe.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Natural Resources and Environment 516117001	Frazer, Tom K		1/9/2015
College	Approved	CALS - College of Agricultural and Life Sciences	Brendemuhl, Joel H	This course was approved at the January CALS CC meeting but it required submission using the new UCC 1 and minor corrections to the syllabus. Those items have now all been addressed.	2/23/2015
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/23/2015
Statewide Course Numbering System					
Office of the Registrar					
Student Academic Support System					
Catalog					
College Notified					

Recommended SCNS Course Identification

1. Prefix EVS 2. Level 2 3. Number XXX 4. Lab Code Select

5. Course Title Introduction to Environmental Science

6. Transcript Title (21 character maximum) Intro Env Sci

7. Effective Term
Earliest Available

8. Effective Year
Earliest Available

9. Rotating Topic? No

10. Amount of Credit 3

11. If variable, # minimum and # maximum credits per semester.

12. Repeatable credit? No

13. If yes, total repeatable credit allowed #

14. S/U Only? No

15. Contact Type Regularly Scheduled [base hr]

16. Degree Type Baccalaureate

17. If other, please specify: [Click here to enter text.](#)

18. Category of Instruction Introductory

19. Course Description (50 words maximum)

This interdisciplinary course is delivered from a systems perspective to explore contemporary environments that are comprised of both human and non-human elements. Physical, chemical, and biological processes are explored to understand pressing environmental challenges and cultural values, attitudes, and norms expressed by individuals and populations around the globe.

20. Prerequisites

None

21. Co-requisites

None

22. Rationale and Placement in Curriculum

At present, The University of Florida does not offer an Introduction to Environmental Science course in its General Education portfolio. This course has been developed, at the request of the higher administration, to fill that void. The course content and description is consistent with that provided in the statewide profile for Introduction to Environmental Science. Moreover, the course has been designed to allow for both a B and N General Education designation and, therefore, should appeal to a broad suite of students.

23. Complete the syllabus checklist on the next page of this form.

Syllabus Requirements Checklist

The University's complete Syllabus Policy can be found at:

http://www.a.a.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf

The syllabus of the proposed course **must** include the following:

- ☒ Course title
- ☒ Instructor contact information (if applicable, TA information may be listed as TBA)
- ☒ Office hours during which students may meet with the instructor and TA (if applicable)
- ☒ Course objectives and/or goals
- ☒ A weekly course schedule of topics and assignments.
- ☒ Methods by which students will be evaluated and their grades determined
- ☒ Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.
- ☒ List of all required and recommended textbooks
- ☒ Materials and Supplies Fees, if any
- ☒ A statement related to class attendance, make-up exams and other work such as: *"Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>."*
- ☒ A statement related to accommodations for students with disabilities such as: *"Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."*
- ☒ A statement informing students of the online course evaluation process such as: *"Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>."*

It is **recommended** that the syllabus contain the following:

- ☒ Critical dates for exams or other work
- ☒ Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- ☒ The university's honesty policy regarding cheating, plagiarism, etc.

Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

- ☒ Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies



EVS 4932- Introduction to Environmental Science

3 credits, Spring 2015

Monday, Wednesday, and Friday- Period 3 (9:35 AM- 10:25 AM)

McCarty Hall A, Room 2186

Instructor

Dana Bigham Stephens, Ph.D.
School of Natural Resources and Environment
Department of Agricultural Education and Communication
101B Bryant Hall

Office Hours: Monday 11 AM- 12 PM
Phone: 352-273-2654
Email: dlbigham@ufl.edu

Course Overview

All contemporary environments are comprised of human and non-human elements, which are shaped by natural and cultural forces. As such, the subject matter presented in this introductory General Education course is interdisciplinary. The course is delivered from a systems perspective to fully appreciate the complex socio-ecological system representative of our world today. Physical, chemical, and biological processes are explored to understand the most pressing environmental challenges of our time as are the cultural values, attitudes, and norms expressed by individuals and populations of the globe. Through innovative questioning, discussion-based critical thinking, and problem solving students gain tangible skills needed to apply scientific principles needed to address contemporary and emerging environment issues.

Course Objectives

Student participation is key. Each student will have the opportunity to engage fully in various course activities to acquire the skills needed to achieve the following competencies:

- 1) Explore the process of scientific inquiry and application of scientific principals in cross-cultural contexts.
- 2) Increase awareness of the interdisciplinary nature of the environmental sciences.
- 3) Increase awareness of differences in cultural competencies related to the environmental sciences.
- 4) Effectively communicate scientific, social, and cultural components of the environment to other citizens.

Course Structure

Each week of class, students focus on an environmental science topic with exploration through a cross-cultural, global perspective. Monday, Wednesday, and Friday class meetings provide content through individual engagement, context exposure and team discussion, as well as applied activities. Class meetings are structured as follows:

Monday and Wednesday- Content is delivered to students through lectures, TED videos, and guest speakers and is followed by class discussion to link student-prepared readings and guided engagement questions.

Friday – Students synthesize understanding of topic material through application to real-life, global environmental challenges. Real-life application may take the form of, but is not limited to, activities like exploration of case studies or speakers native to countries outside of the United States, community-based interactions, and related teaching and learning opportunities (e.g., teaching other students). Global applications reinforce student synthesis using independent and team scenarios.

Course Materials

William P. Cunningham and Mary Ann Cunningham. Environmental Science, 13th Edition. 2015. ISBNB: 13 9780073532547 (Required).

Course Requirements

Engagement Preparation- Students complete readings and respond to questions reinforcing material prior to the Monday meeting. There are 15 total engagement preparations completed during the semester. Responses to questions are to be submitted online every Monday by 9:35 AM.

Global Article Analysis- Students identify an environmental topic covered in class and locate two articles (news, popular, or refereed). One article covers the topic from a domestic perspective, while the other article covers the same topic from an international perspective. There are five total global article analyses, which are due by 11:59 PM on the due date.

Being a Change Agent- Ashleigh Brilliant stated, “Nothing we can do can change the past, but everything we can do changes the future.” In 1500 words, convey what Mr. Brilliant’s statement means to you and your journey of discovery through the course so far. Considering the various environmental science-based topics and the cross-cultural understanding of these topics, highlight foci for change as related to acting as a catalyst to initiate global, environmental impact. Please additionally share how your perception of change may be altered by consideration of others global perspectives and how such alternation affects progression as an environmental, global change agent.

Global Environmental Case Study – Teams of students formulate and disseminate a solution to a controversial, environmental issue to the class. Team presentations are no more than 5 minutes in length and creativity of oral dissemination methods is encouraged. Teams are assigned to present on Friday meetings throughout the semester.

Final- Reflection for Enhancement- Upon completion of the class, you will write a 1500-word reflection that highlights the impact of class on you as an individual and whether the class impacted how you approach environmental science issues at personal and professional levels.

Engagement- Students have enormous power to create a comfortable environment by engaging in and out of class. It is essential students participate in classroom discussions and other activities. Students are encouraged to challenge themselves and other’s ideas and thoughts in a collegial manner. Each student’s contribution is valuable to our class.

Course Evaluation

Evaluation assesses the degree to which the student fulfills the assigned requirements for each of the below assignments. The course grade is based on the number of points earned out of a 1000 point total.

Assignments	Points
Engagement Preparation (15 * 15 points)	225
Global Article Analyses (5 *30 points)	150
Change Agent Essay	150
Global Environmental Case Study	200
Final- Reflection for Enhancement	150
Class Engagement	125
Total	1000

Course Grading Scale:

A 934 to 100 points	A- 900 to 933 points	B+ 867 to 899 points	B 834 to 866 points
B- 800 to 833 points	C+ 767 to 799 points	C 734 to 766 points	C- 700 to 733 points
D+ 667 to 699 points	D 634 to 666 points	D- 600 to 633 points	E < 600 points

University of Florida Grade & Grade Points Policy can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#grades>.

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester. Students will be given specific times when the evaluations are available. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Course Policies:

Absences and Missed Class Work: It is expected each student attend every class session. If you know you will be absent from class, please contact the instructor at least one week in advance from the class session. If you unexpectedly missed class due to an unforeseen emergency, you need to provide written documentation to support your absence (e.g., if you are sick, a doctor's note with justification is required).

For missed work, please contact instructor to develop a plan to make-up the work. Missed work for excused class absences will be accepted with no penalty if completed by the extended deadline. For unexcused absences, missed work will be accepted with a 10% penalty for every day late after the due date.

More information regarding class attendance and make-up policies for class work are consistent with University of Florida policies and can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Finally, please do not wait until the end of the semester to discuss problems with the course material or performance in class. Your performance and success are important to the instructor and University of Florida, so please contact the instructor to discuss your concerns as soon as they arise.

E-Learning: All students are expected to check E-Learning (<http://lss.at.ufl.edu>) on a regular basis. Please ensure that you have access to this service. Grades are posted here.

Academic Integrity: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

In the fall of 1995, the UF student body enacted a new honor code and voluntarily committed itself to the highest standards of honesty and integrity (See UF Rule [6C1-4.017](#)). Students are required to be honest in all of their university class work. Faculty members have a duty to promote ethical behavior and avoid practices and environments that foster cheating. Faculty should encourage students to bring incidents of dishonesty to their attention. A faculty member, in certain circumstances, can resolve an academic dishonesty matter without a student disciplinary hearing. The procedures and guidelines are available from the [Student Guide](#). All students at the University of Florida have pledged, *On my honor, I have neither given nor received unauthorized aid in doing this assignment* (2014-2015 Graduate Catalog).

Software Use: All UF faculty, staff and students are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, appropriate disciplinary action will be taken.

Campus Helping Resources: Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. Both the Counseling Center and Student Mental Health Services provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

- University Counseling Center, 301 Peabody Hall, 392-1575, www.counsel.ufl.edu
- Career Resource Center, CR-100 JWRU, 392-1602, www.crc.ufl.edu/

- *Student Mental Health Services*, Rm. 245 Student Health Care Center, 392-1171, www.shcc.ufl.edu/smhs/
Alcohol and Substance Abuse Program (ASAP)
Center for Sexual Assault / Abuse Recovery & Education (CARE)
Eating Disorders Program
Employee Assistance Program
Suicide Prevention Program

Students with Disabilities: "Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."

Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. 0001 Reid Hall, 392-8565, www.dso.ufl.edu/drc/

Tentative Course Topics and Timeline

Date	Topic	Specific Foci	Assignment Due
Week 1	Understanding Our Global Environment	What is Environmental Science? Scientific Process and Inquiry Human and cultural pressures	
Week 2	Patterns and Processes	Geology and Earth Systems Biogeochemical Cycles (C, N, P)	Engagement Prep. (Mon)
Week 3	Ecosystems	Biomes- Global Pattern of Life Ecosystem services	Engagement Prep. (Mon) Global Article Analysis (Fri)
Week 4	Biodiversity	Genes & Species Landscapes Invasive species	Engagement Prep. (Mon)
Week 5	Population Dynamics Human Geography	Human Population Dynamics Demography	Engagement Prep. (Mon)
Week 6	Energy	Need and Demand Sources and Generation Evolving Technologies	Engagement Prep. (Mon) Global Article Analysis (Fri)
Week 7	Water	Water Cycle Water Pollution Water Use and Management	Engagement Prep. (Mon)
Week 8	Air	Atmospheric Processes Air Pollution Air Management	Engagement Prep. (Mon) Global Article Analysis (Fri)
Week 8	Agricultural Processes	Demand and Abundance Agricultural Practices Genetic engineering/organic	Engagement Prep. (Mon)
Week 9	<i>No Class- Spring Break</i>		
Week 10	Solid, Toxic, and Hazardous Waste	Environmental Health Environmental Changes Infectious diseases	Engagement Prep. (Mon)
Week 11	Environmental Change	Natural Climate Anthropogenic Climate Sea Level Rise Ocean Acidification	Engagement Prep. (Mon) Brilliant Essay (Mon)
Week 12	Urbanization and Sustainable Cities	Urbanization Developing World Poverty and Development	Engagement Prep. (Mon) Global Article Analysis (Fri)
Week 13	Environmental Economics	Economic systems Natural Resource Value	Engagement Prep. (Mon)



Week 14	Environmental Values and Ethics	Cultural perspectives Environmentalism Environmental justice	Engagement Prep. ((Mon) Global Article Analysis (Fri)
Week 15	Environmental Policy	Environmental Laws State and Federal Legislation Global Legislation	Engagement Prep. (Mon)
Week 16	Making a Difference		

Final Due on April 27, 2015 by 11:59 PM via email to instructor