ENVS 1401 — Introduction to Environmental Science

Courses Syllabus: Fall, 2014

Instructor: Dr. Lin Guo
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Office Hours: SCI 202
11:00–12:00 M W F

Text: Cunningham, W.P., and M.A. Cunningham (2010) Environmental Science: A Global Concern. Boston: McGraw–Hill.
Lab Book: Wagner: Environmental Science Lab Manual

Course Description: Survey course designed to cover major areas relating to contemporary ecological/environmental problems and to introduce the student to the multiple of roles of the environmental professional in addressing these problems.

Instructional Method: Lecture, discussion, videos, student presentations

Learning Objectives: Upon completion of this course you will be able to:

1. Describe current environmental conditions;
2. Understand terminology commonly used in environmental science;
3. Read and critically evaluate presented information and media reports;
4. Successfully work with a small team of students to do research; present and discuss a given environmental topic

Evaluation:

3 tests	300 points	A = 90%
Articles writing	140 points	B = 80%
Presentation	60 points	C = 70%
Lab	100 points	D = 60%
Total	600 points	F<60%

Writing Assignment:

Every two weeks (week 3, 5, 7, 9, 11, 13, 15), Monday or Tuesday morning: Submit a paper about a current environmental problem or event from Journals, newspaper, internet, etc. Paper should be typed (12 pt font, 1.5 line spacing, minimum of one and a half pages) and include two full paragraphs. First, conclude the problem or event. In the second paragraph, please state your reaction, opinion or thoughts about the issue or event. There will be a total of 7 papers at the end of the semester. Source of information must be referenced. Any paper that is not properly referenced will receive a zero.

Presentation:

At the end of the semester, four or five students form a group to do research and present a topic beyond materials covered in class. Students should present ~8 min summary of the topic and answer questions from students. You should email me your PowerPoint slides 1 week in advance.

Topics: Schedule is approximate and subject to change

1 Chapter 1— Environmental Overview
2 Chapter 1— Environmental Overview
3 Chapters 3, 4, & 5 — Ecology
4 Chapters 3, 4, & 5 — Ecology
5 Chapters 3, 4, & 5 — Ecology **Exam I**
6 Chapter 7— Human Population
7 Chapter 7— Human Population
8 Chapters 15 & 16—Air
9 Chapters 15 & 16—Air
10 Chapters 17 & 18—Water **Exam II**
11 Chapters 19 & 20—Energy
12 Chapter 21—Solid & Hazardous Waste
13 Chapter 9—Food and Agriculture
14 Chapter 10—Pest Control
15 Leftovers and presentations
16 **Final Exam**

Cell phone:

Answering a cell phone is prohibited in class. Cell phone must be turned off or in silent mode.

Students with Disabilities:

The Americans with Disabilities Act (ADA) prohibits discrimination against people with disabilities in employment, transportation, public accommodation, communications, and governmental activities.
If you have a disability requiring an accommodation, please contact:
Office of Student Disability Resources and Services, Texas A&M University-Commerce, Gee Library, Room 132 Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148, StudentDisabilityServices@tamu-commerce.edu

Plagiarism:

All sources of information must be referenced. Unreferenced or stealing of other's sentences, paragraphs, or entire paper is a serious ethical of offense and even a crime activity.

Behavior:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. Students who are disruptive to class activities will be dropped from the class and may face further disciplinary action.

Early Intervention for First Year Students:

Early intervention for freshmen is designed to communicate the University's interest in their success and a willingness to participate fully to help students accomplish their academic objectives. The university through faculty advisors and mentors will assist students who may be experiencing difficulty to focus on improvement and course completion. This process will allow students to be knowledgeable about their academic progress early in the semester and will provide faculty and staff with useful data for assisting students and enhancing retention. Grade reports will be mailed by the end of the sixth week of the semester.

If you have questions pertaining to the content of this course, please contact your me via email or come to my office. I am glad to talk to you any time, but it is better to stop by during my office hours or send me email in advance.