

ENVS 202 Introduction to Environmental Studies: Natural Sciences Information Sheet and Syllabus Winter 2013

Instructors	email	office hours	location
Alan Dickman	adickman@uoregon.edu	Tues/Thurs 11:20 - 11:45 AM Tuesday 2:30 to 3:30 PM	Lecture hall 302 Pacific
Andrew Dutterer	dutterer@uoregon.edu	Thursday 1 to 2 PM	47A Columbia
Alayna Linde	alinde@uoregon.edu	Wednesday 1 to 2PM	47A Columbia
Morgan Peach	peach@uoregon.edu	Thursday 11:30 to 12:30	47A Columbia

Lecture: Tuesday and Thursday from 10 to 11:20 AM in room 282 Lillis Hall crn 22733

Discussions

time	room	GTF	CRN
Thursday 6PM	142 Columbia	Alayna Linde	22734
Thursday 7PM	142 Columbia	Andrew Dutterer	22735
Friday 8AM	142 Columbia	Alayna Linde	22736
Friday 9AM	142 Columbia	Alayna Linde	22737
Friday 10AM	142 Columbia	Andrew Dutterer	22738
Friday 11AM	142 Columbia	Morgan Peach	22739
Friday Noon	142 Columbia	Andrew Dutterer	22740
Friday 1PM	142 Columbia	Morgan Peach	22741
Friday 2PM	142 Columbia	Morgan Peach	22742

Overview This course is part of the three term core sequence in Environmental Studies and is required for Environmental Studies (but not Environmental Science) majors. It is an introductory course, designed for freshmen and sophomores, and satisfies university general education breadth requirements for natural sciences. ENVS 201, 202, 203 may be taken in any order.

Goals

- Appreciate the value and limits of science in understanding environmental issues
- Gain a better understanding of how science works and who does science
- Increase familiarity with scientific concepts underlying selected environmental problems
- Enhance ability to work with quantitative and graphical information
- Enhance ability to think creatively, analytically, and objectively
- Understand how environmental science issues pervade our lives and gain confidence to understand these issues and make decisions based on your understanding and values.

Important Dates

- Exams: January 29, February 19; **and Friday, March 22, at 8AM**
- Homework due in section January 24/25, February 14/15 and March 14/15
- CCC reflection paper: due the week after your field trip
- Annotated Bibliography due Feb 21/22
- Project Presentations: March 7/8 and March 14/15
- **Final Exam is Friday, March 22, at 8AM**

Dates	Lecture	Assignments/Tests	Section Activity
8-Jan 10-Jan week 1	1. What is Environmental Science? 2. Environmental History of the PNW		Concept mapping, causal maps Issue project brainstorming
15-Jan 17-Jan week 2	3. Evolution and Ecology of Salmon 4. Salmon and Ecosystem Change		Form project groups/ Finding and evaluating resources Bring a laptop if possible
22-Jan 24-Jan week 3	5. Ecosystem Health and Restoration Rob Hoshaw Long Tom Watershed Council 6. Caleen Sisk Winnemem Wintu Spiritual Leader and Tribal Chief on Salmon Restoration Introduction to Biodiversity: definitions, measurement, and meaning.	Homework 1 due in section	Discussion of readings Study tips
29-Jan 31-Jan week 4	7. Keystone and Indicator Species; test taking tips Quiz One (L1-6) 8. Invasive Species	Quiz One covering lectures 1-6	Discussion / Debate Invasive species
5-Feb 7-Feb week 5	9. Atmosphere, weather, and climate 10. Climate Change		Carbon in the atmosphere Bring a laptop if possible
12-Feb 14-Feb week 6	11. Climate Research 12. Agriculture resources: soil, water, nutrients	Homework 2 due in section	Discussion/Review
19-Feb 21-Feb week 7	13. Midterm (L1-11) 14. Fertilizers, pollution, sustainable agriculture	Midterm covering Lectures 1-11 Annotated Bibliography due in section	Virtual Field Trip: bioswales Meet with issues project groups
26-Feb 28-Feb week 8	15. Marine Ecosystems and hypoxic zones Dave Sutherland 16. Aquaculture Keats Conley		Discussion of readings Final touches on presentations
5-Mar 7-Mar week 9	17. Wildlife Population Ecology Peg Boulay 18. Population Ecology models	Presentations	Project Presentation Session I
12-Mar 14-Mar week 10	19. Population Ecology applications 20. Hope and Optimism, review	Presentations Homework 3 due in section	Project Presentation Session II
22 March Final Exam 8AM Friday			

Grading Philosophy and Criteria

People ask if I grade on a curve, but the answer depends on what you think that means. If you get 90% or more of the total possible points, you will receive a grade of A- or higher; if you get 80% or more you will receive a grade of B- or higher; 70% or more a grade of C- or higher. What does this mean for you? I don't grade you by comparing your work to the others in the class (that is what I think of as grading on a curve.) If you do excellent work, in our judgment, you will get an A, good work earns a B, satisfactory work earns a C. Course grades are based on performance, not on effort, but it is extremely rare that anyone who comes to class regularly, does the reading, and puts a serious effort into studying fails. The number of points needed for a given grade (e.g. the C - cutoff) may be lowered, but will not be raised (this is what some think of as grading on a curve.) Courses applied to the Environmental Studies major and minor must be taken for a letter grade.

Course component	Percent of total grade
Quiz	10%
Midterm	20%
Final Exam	25%
Homework	9%
Term Project	20%
(10% each for bibliography and presentation)	
CCC project and write-up	6%
Participation	10%
Total	100%

Classroom Conduct.

Please read this syllabus carefully and talk to Alan or to your GTF as soon as possible if you have questions about what is expected or how you will be graded.

We expect everyone to follow University rules and guidelines for behavior. Academic dishonesty, which includes cheating and plagiarism, is a serious offense and will be treated according to the guidelines in the [student conduct code \(located at uodos.uoregon.edu\)](http://uodos.uoregon.edu) This doesn't mean you shouldn't talk with other students about what you are thinking or writing; it does mean that when you write something, it should be in your own words, not copied from someone else.

We ask that everyone do their best to be intellectually honest while also being respectful of personal differences. We welcome and encourage intellectual controversy-- it is essential to real learning. At the same time, we ask that everyone respect the rights of others to hold different opinions, even as we challenge the ideas supporting those opinions. The grade you earn will be a reflection of the quality of work you have done, but not of you as a person, nor of the values you hold.

Out of respect for other students, you should plan to arrive at class on time and stay until class is over. If, on occasion, you do arrive late, please be considerate of others and enter in such a way that you don't disturb other students. If you need to leave early, please sit near an exit so that you can leave without disrupting the class. We ask that you not interfere with the ability of other students to learn by making noise when others (instructors or classmates) are speaking or working. Cell phones should not be used in class. Failure to follow these guidelines may lead to a lowered participation score.

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with Alan or your GTF soon. Please request that the Counselor for Students with Disabilities send a letter verifying your disability.

Crises happen. If you have problems that interfere with your ability to do the work in this class, please let us know promptly. We are willing to make special arrangements when the need is real **and** when you have done your best to deal with the situation in a timely manner. The University of Oregon Counseling Center, provides students with confidential consultation 24 hours a day, 7 days a week. From 8-5 Monday through Friday you will be connected with the front desk, and after hours, the same number connects to their support line. **Their number is 346-3227.** Students often believe that their issues are not "severe" enough for them to call, but at the Counseling Center, there is no problem too small.

Discussion Sections: Discussion sections help you to practice important skills, such as public speaking, respectful and active listening, considering and evaluating other people's viewpoints, and formulating your own viewpoints. Attendance will be taken for the discussion sections and will count towards your participation grade. You must attend the section for which you are registered. Homework and other class assignments will be turned in, discussed, and returned in discussion section.

Readings: Assigned readings from current journal articles will be made available in pdf format or weblinks on the Blackboard course website. There is no assigned textbook, but you might find it useful to consult an environmental science text such as Botkin & Keller, Environmental Science.

Participation: Ten percent of your grade is attributed to participation. Attendance and active involvement in sectionals are primary ways to earn participation points. Participation is not simply measured by how vocal you are, however. Other ways to participate include sharing pertinent journal articles, public talks, television shows, etc. **Missing class (lecture or discussion), arriving late, leaving early, talking, texting, web surfing, or otherwise not participating fully will lead to a reduction in your participation grade.** A couple of times during the term we will have guest scientists come to talk about their work. These are important parts of the course that cannot easily be made up. Don't miss these and above all, don't tune out when a guest comes to talk to us.

Homework: Nine percent of your grade comes from written homework assignments. You can think of these as take-home exams of sorts. It is acceptable to talk to others about the homework, but you must write your own answers. The homework is also intended to help to prepare you to do well on the in-class exams. Homework is due at the start of your discussion section; we will not accept late work. Answers to many homework questions will be posted after the last discussion section meets but before the exam.

Exams: Exams will often ask you to apply, synthesize, or evaluate information. This is harder than simply recalling facts. Make-up exams will not be given, so note the dates of the exams carefully and don't make plans to be out of town on any of those dates. The final exam will be cumulative. **Notice that the final exam is scheduled for Friday of finals week (at 8AM!) and cannot be taken earlier or later.**

Term project: The term project allows you to explore a particular issue in more depth. There are two components to the project: an annotated bibliography done individually, and a presentation to your classmates done in groups of three. A separate handout will describe the project more fully.

Classroom Community Connection (CCC): This project is designed to place you in the community to see how one of the topics we are learning about is applied in the real world. You will do a short service project (part of a day) and write a reflection paper about your work and its relation to environmental science concepts. A separate handout will provide details.

How to do well in this course:

- Attend all class functions (lectures and discussions), arrive on time, stay engaged.
- Do the assigned reading in advance or at least skim through the material so that you know what is there and can go back and read in more depth later.
- Make use of the course web page and the lecture notes and outlines on it, but do not try to use these as a replacement for attending class.
- Ask questions.
- Get together with someone else in the class at least once a week to study. Keep the big picture in mind by asking yourself how what you are learning relates to current environmental issues you hear about on radio, TV, or internet.
- Don't believe everything you hear or read; be able to back up your opinions with credible evidence and good logic.