



Introduction to Environmental Science

EVR2001 Class# 12608 (Online)
3 credit hours
Spring Semester 2023

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Undergraduate Grading Assistants: TBA

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We are here for you! Please don't hesitate to ask us for assistance!

This section of EVR2001 is 100% asynchronous, meaning all course materials are pre-recorded. There are no live class meetings, and therefore no attendance requirement. We do have a course schedule with specific deadlines and due dates, however.

Course Description

Delivered from a systems perspective, an interdisciplinary approach explores contemporary environments that are comprised of both human and non-human elements. Explores physical, chemical, and biological processes to understand pressing environmental challenges and cultural values, attitudes, and norms expressed by individuals and populations around the globe.

Course Overview and Purpose

Environmental Science is an interdisciplinary academic field that integrates physical, biological, and social sciences for the study of environmental systems, processes, constraints, and problems. Throughout history, nature has contributed to shaping human cultures. In turn, a growing human population and continued economic and technological development subjects Earth's environments to many stresses, in some cases threatening their persistence and often resulting in undesirable consequences for humanity. The interdependence of physical, biological, socioeconomic, and cultural aspects in shaping contemporary environments lies at the heart of environmental science.

This general education course will introduce you to environmental science as an academic field to improve your environmental literacy while developing skills in scientific reasoning, interdisciplinary thinking and analysis of complex social-ecological issues. Heavy emphasis is placed on comparing international perspectives on environmental problems and solutions to highlight the important role of culture in environmental matters.

Prerequisites

None

Required Textbook

William P. Cunningham and Mary Ann Cunningham. Environmental Science, 15th Edition (All Access eBook). 2020.



EVR2001 is an Affordable UF course. Our course textbook is available as an eBook through UF All Access at a heavily discounted price. See <https://businessservices.ufl.edu/services/uf-bookstore/uf-all-access/> for information and support. Please note: It may take several days after the start of the semester for you to receive access to the textbook. That is okay; just complete any assigned readings as soon as you get it.

Required Technology and Minimum Technical Skills

You need to have access to a personal computer or laptop with a working webcam and microphone in order to access all features of the course Canvas site and to participate in online office hours. To complete your tasks in this course, you will need a basic understanding of operating a computer and using word processing software.

Broadband internet access is required. Proctoring services are provided by Honorlock. You are expected to review the Honorlock system requirements and use their compatibility tool before the end of the drop/add period by visiting <https://honorlock.com/support/> and scrolling down to the *Simple Single-Click Test* section of that page. The student guide to testing with Honorlock can be accessed via <https://static.honorlock.com/assets/2017/students/HonorlockGuidelines.pdf>.

If you do not wish to install Honorlock on your computer you may reserve proctoring booths at Library West instead. See <https://librarywest.uflib.ufl.edu/spaces/study-spaces-in-library-west/proctored-online-testing-booths/> for details.

General Education Objectives and Student Learning Outcomes

This course is a physical (P)/biological (B) sciences as well as International (N) subject area course in the UF and Florida State Core General Education Programs.

Biological science courses provide instruction in the basic concepts, theories and terms of the scientific method in the context of the life sciences. Courses focus on major scientific developments and their impacts on society, science and the environment, and the relevant processes that govern biological systems. Students will formulate empirically-testable hypotheses derived from the study of living things, apply logical reasoning skills through scientific criticism and argument, and apply techniques of discovery and critical thinking to evaluate outcomes of experiments.

Physical science courses provide instruction in the basic concepts, theories and terms of the scientific method in the context of the physical sciences. Courses focus on major scientific developments and their impacts on society, science and the environment, and the relevant processes that govern physical systems. Students will formulate empirically-testable hypotheses derived from the study of physical processes, apply logical reasoning skills through scientific criticism and argument, and apply techniques of discovery and critical thinking to evaluate outcomes of experiments.

International courses provide instruction in the values, attitudes and norms that constitute the contemporary cultures of countries outside the United States. These courses lead students to understand how geographic location and socioeconomic factors affect these cultures and the lives of citizens in other countries. Through analysis and evaluation of the student’s own cultural norms and values in relation to those held by the citizens of other countries, they will develop a cross-cultural understanding of the rest of the contemporary world.

The general education objectives will be accomplished in the context of this course through the following course objectives:

- 1) Students will be able to describe the process of scientific inquiry and apply scientific principles in cross-cultural and interdisciplinary contexts.
- 2) Students will be able to explain that ecosystems are comprised of physical and biological elements whose interactions engender ecosystem functions that provide humanity with a diverse array of ecological services.
- 3) Students will be able to discuss the complex and diverse relationships between humans and environments from local to global scales, including how cultural values shape patterns of resource use and valuation of ecological services.
- 4) Students will be able to differentiate between non-renewable, exhaustible, and inexhaustible material and energy resources, the physical and biological processes through which they are created, and associated environmental constraints.
- 5) Students will be able to apply interdisciplinary approaches to evaluating and proposing solutions for U.S. and international environmental problems, taking into account scientific and socioeconomic information, including cultural and political constraints.
- 6) Students will gain the ability to appraise environmental impacts of behaviors, choices, and activities in their personal lives.

Module-specific learning objectives are included in each lecture presentation, available through Canvas.

At the end of the course, students will have achieved the following student learning outcomes (SLOs) in content, communication, and critical thinking:

Category	Institutional Definition	Institutional SLO
Content	Content is knowledge of the terminology, concepts, methodologies and theories used within the subject area.	Students demonstrate competence in the terminology, concepts, methodologies and theories used within the subject area.
	1.) Students will identify, describe, and explain the basic concepts, theories and terminology of natural science and the scientific method in environmental science. They will identify, describe, and explain the major scientific developments within the subject area and the impacts on society and the environment. They will identify, describe, and explain relevant processes that govern biological and physical systems within the subject area.	
	<u>Implementation:</u> Through lecture, discussion, readings, and activities, students will acquire knowledge of the physical and biological structures and processes that shape Earth’s ecosystems, natural resources, and environmental issues.	

Assessment: Achievement of these learning outcomes will be assessed through Playposit interactions, learning checkpoint assignments, end-of-module activities, and examinations.

- 2.) Students will identify, describe, and explain the values, attitudes and norms that shape the cultural differences of peoples who live in countries other than the United States. They will identify, describe, and explain the roles of geographic location and socioeconomic factors on the lives of citizens in other countries.

Implementation: Through lecture, discussion, readings, and activities, students will acquire knowledge of how Earth's ecosystems, natural resources, and environmental issues vary by geographic location, and how they are differently impacted by humanity in various cultural contexts.

Assessment: Achievement of these learning outcomes will be assessed through Playposit interactions, learning checkpoint assignments, end-of-module activities, the international environmental case study paper, and examinations.

Critical Thinking

Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.

Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area.

- 1.) Students will formulate testable hypotheses derived from the study of physical processes or living things within the subject area. They will apply logical reasoning skills through scientific criticism and argument within the subject area. They will apply techniques of discovery and critical thinking effectively to solve experiments and to evaluate outcomes.

Implementation: Critical thinking is key to understanding the complex social-ecological systems that shape our planet, and required to gain tangible skills needed to apply scientific principles necessary to address contemporary and emerging environmental issues. A key part of critical thinking in science is the formulation of hypotheses and applying sound methodologies to observationally or experimentally support or reject these hypotheses. These skills will be taught to students through lecture and reading materials, and applied through discussion, activities, and assignments.

Assessment: Achievement of this learning outcome will be assessed through multiple means. Students will work with physical, biological, and hybrid datasets for hypothesis formulation and testing as part of one or more learning checkpoint assignments. The international environmental case study paper assignment prompts students to apply critical thinking skills to propose biologically and physically possible, economically feasible, and culturally appropriate solutions to environmental problems.

- 2.) Students will analyze and evaluate their own cultural norms and values in relation to those held by citizens in other countries.

Implementation: Students will compare and contrast course concepts as they apply to international case studies to highlight commonalities and key differences in how environmental problems arise and are addressed in different cultural and socioeconomic contexts. These case studies are part of the weekly curriculum and will be explored through lecture, discussion, and activities.

Assessment: Through the international environmental case study paper assignment, students will critically evaluate international on environmental topics. Several learning checkpoint and end-of-module assignments also have an international focus.

Communication Communication is the development and expression of ideas in written and oral forms.

Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area.

- 1.) Students will communicate scientific findings clearly and effectively using oral, written and/or graphic forms.

Implementation: Being able to communicate scientific concepts clearly is an essential skill. This includes the ability to communicate scientific and social aspects of environmental issues.

Assessment: Achievement of this learning outcome will be assessed through students' learning checkpoint, end-of-module, and international environmental case study assignments.

Course Structure

EVR2001 consists of 11 content modules, each dedicated to an environmental topic. In general, you will move through each of these modules in the following sequence:

1. Complete assigned readings for important background information and context.
2. Apply what you have learned in the readings by completing a learning checkpoint assignment.
3. Watch the pre-recorded lecture materials to expand on the read material.
4. Reflect on the module's content through engaging in end-of-module activities or discussions with fellow students in small groups.

Grading Policies

Information on current UF grading policies for assigning grade points can be found at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>. A minimum grade of C is required for general education credit.

Grading scale

Grade	Points	Percent	Grade	Points	Percent
A:	930.0-1000	93.0-100.0%	C:	730.0-769.9	73.0-76.9%
A-	900.0-929.9	90.0-92.9%	C-	700.0-729.9	70.0-72.9%
B+:	870.0-899.9	87.0-89.9%	D+:	670.0-699.9	67.0-69.9%
B:	830.0-869.9	83.0-86.9%	D:	630.0-669.9	63.0-66.9%
B-	800.0-829.9	80.0-82.9%	D-	600.0-629.9	60.0-62.9%
C+:	770.0-799.9	77.0-79.9%	E:	0.0-599.9	0.0-59.9%

The final grade for this course is based on a 1000-point scale and will be weighted as follows:

Grade Component	Points	Percentage
Class Orientation assignments	30	3.0%
Learning Checkpoint assignments (10 × 15 points)	150	15.0%
PlayPosit interactions (12 × 12.5 points)	150	15.0%
End-of-module assignments (12 × 12.5 points)	150	15.0%
Exams (3 × 130 points)*	390	39.0%
International Environmental Issue Essay	130	13.0%
Total	1000	100%

*Students who wish to drop one of their exam scores may take a cumulative final exam. The highest three of the four exam scores will count towards the final grade.

Class Orientation Assignments: There will be a quiz during the first week of the semester to ensure that you understand important rules specified in this syllabus and are able to identify proper methods of citation. This quiz will be on Canvas and may be retaken an unlimited number of times up to the deadline until you are satisfied with your score. You will also complete an introductory discussion post and a practice PlayPosit assignment.

Learning Checkpoint Assignments: In preparation for most modules, you will complete readings and respond to questions that reinforce the read material. These assignments include free response questions, completing worksheets, and visiting local parks and conservation areas. Emphasis will be placed on applying scientific reasoning skills, such as formulating hypotheses and interpreting data. There are ten of these assignments to be completed during the semester. These assignments are graded through rubrics that are posted with the assignment instructions on Canvas. Citations and references are required in APA format unless otherwise stated in an assignment's instructions. Direct quoting of sources is not allowed. A Turnitin.com score of less than 10% is expected for free response questions, not including your references.

PlayPosit Interactions: Each of the twelve modules in class will require you to complete a series of PlayPosit interactions (similar to quiz questions) as you watch the lecture content for that module. Grading is based on the number of correct answers, and you are required to watch a video to its end for your grade to be recorded.

End-of-module Assignments: Each module contains a discussion board-based assignment or Perusall activity related to the course material. These discussions take place in small groups. Grading criteria will be provided on Canvas along with instructions for each discussion or activity. Citations and references are required in APA format unless otherwise stated in an assignment's instructions. Because your classmates' ability to complete their work depends on your timely posting, **discussions may not be submitted for late credit.**

International Environmental Issue Essay: You will watch a documentary film about an environmental issue outside the United States, and reflect on the causes, impacts, and possible solutions of the issue in the form of an 800-1000-word essay. This assignment is graded through a rubric that is posted with the assignment instructions on Canvas. Citations and references are required in APA format. Direct quoting of sources is not allowed. A Turnitin.com score of less than 10% is expected.

Exams: There are three 50-minute multiple choice exams during the semester that will assess your comprehension of course content, as well as an optional cumulative final exam. Grading is based on the number of correct answers. The highest three of the four exam scores will count towards the final grade. Exams are proctored by Honorlock.

Specific grading criteria for each assignment will be provided on Canvas. You are responsible for maintaining duplicate copies of all work submitted in this course until the end of the semester. In case of a grading dispute, you must notify the instructor via email within one week of the date the grade is posted. It is your responsibility to ensure that all assignments are successfully uploaded to Canvas. Missing, corrupt, or incompatible files may result in grade penalties up to a score of zero for the assignment.

Course Policies

Diversity and Inclusiveness Statement

Diversity is one of our biggest assets in the classroom and in environmental science. Different perspectives enrich our understanding of the variety of human-nature interactions and are imperative to developing just solutions to complex environmental problems. This classroom is a place where you will be treated with respect, and we welcome individuals of all ages, backgrounds, beliefs, ethnicities & races, genders, gender identities, gender expressions, national origins, religions (if any), sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class. This does not mean that you are not allowed to disagree with others, but that such differences should be explored without ad hominem judgment. Should we inadvertently make a statement offensive to you, please let us know so that we may learn and grow from the incident.

Land Acknowledgement Statement

A Land Acknowledgement is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories. In particular, the University of Florida resides on land of the Timucua people and the Seminole Tribe of Florida. It is important to understand the long-standing history that has brought you to reside on the land, and to seek to understand your place within that history. Land

acknowledgements do not exist in a past tense, or historical context. For more information, visit <http://www.lspirg.org/knowtheland>

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies](#). There are no regularly scheduled class meetings for this section of EVR2001. There are, however, scheduled exams. Missing these will incur a score of zero unless you can provide evidence that the assessment was missed due to an excusable reason.

Excusable reasons:

- In case of illness, upon receipt of a doctor's note or equivalent, or by following the procedure outlined here: <https://care.dso.ufl.edu/instructor-notifications>.
- In case of religious holidays, by informing me via email at least one week ahead of time.
- In case of military duty, jury duty, participation in academic conferences, or participation in official university or UAA events, by providing appropriate evidence at least one week ahead of time.
- In case of family emergencies or other extenuating circumstances, by following the procedure outlined here: <https://care.dso.ufl.edu/instructor-notifications>.
- In all other cases, or if you are unsure, please email me as soon as feasible. Absences are generally not excused for non-emergency travel and vehicle problems.

You are still responsible for turning assignments in on time unless an extension has been requested via email and approved by the instructor prior to the deadline. In case of true documented emergencies, the instructor may waive this requirement.

Make-up Policy

Exams missed for an excusable reason can be made up. For absences excused ahead of time, your instructor will develop a make-up plan and schedule. In case of documented illnesses or emergencies, arrangements for completing make-up exams or assignments should be made upon return to class. If experiencing truly extenuating circumstances resulting in longer absences, please notify me as soon as possible to develop a plan to make up missed work. Missed extra credit opportunities cannot be made up. Instructors reserve the right to offer an alternate format make-up exam. If you miss an exam due to a non-excusable reason, it will be considered your lowest-scoring exam and thus dropped from your final grade.

Late Work

You are responsible for turning assignments in on time unless an extension has been requested via email prior to the deadline. In case of true documented emergencies, we may waive this requirement. Technical difficulties are not an excuse for missing an assessment or assignment; you should have contingency plans in case any such issues arise. We recommend storing your documents on a cloud service that can be accessed from any device ([Dropbox](#) and [OneDrive](#) are free to UF students), and having a plan for internet outages (such as identifying a source for public WiFi near you or tethering through your cell phone). Try not to wait until the last minute to submit assignments!

Late assignments incur a late penalty of 20% per day.

We highly recommend starting work on assignments early to preclude unexpected emergencies or late-semester stress from compromising your grade. Deadline extensions may be available on certain

assignments if requested ahead of time via email, but must be justified. If extended deadlines are not met, late penalties will be assessed based on the original, not the revised due date!

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, the College of Agricultural and Life Sciences, and University of Florida, so please contact me to discuss your concerns as soon as they arise.

Office Hours

Please take advantage of virtual office hours to discuss any questions or concerns. Contact your teaching assistant for basic questions, help with assignments, and clarifications regarding grades and feedback. Contact me regarding absences, grading disputes, concerns about other students, and any other issues. If you cannot be present for the regularly scheduled office hours, we will attempt to accommodate you at an alternate time.

Course Communications

The preferred way to get in touch with your instructor or TA outside of office hours is via Canvas message or direct email from your official UF email account. Emails from outside providers, like Gmail, are not considered secure and will be ignored to protect student privacy. University policy dictates that grades cannot be discussed via email, so if you have a grade-specific question, you should ask it during office hours. You can expect a response within 24 hours on weekdays. All students are expected to check the course web site on Canvas (<http://elearning.ufl.edu>) daily. In addition, we may send specific communications directly to your UF email, which you should check daily as well. You should enable Canvas notifications for this class, so that you are notified immediately about grading, assignment feedback, due date changes, announcements, etc.

External Communication

You may use GroupMe or similar tools to communicate with other students about the class and environmental science-related topics. **You may not, however, discuss quiz and exam questions/answers with others, including quizzes and exams from the current or prior semesters, or collaborate on any assignments intended to be worked on individually.** Doing so constitutes academic dishonesty.

Canvas Display Name Change

Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

Technical Difficulties

For help with technical issues or difficulties with Canvas, please contact the UF Computing Help Desk at: <http://helpdesk.ufl.edu> (Links to an external site.)
352-392-HELP (4357)
Walk-in: HUB 132

While technical difficulties are not generally an acceptable excuse, any requests for make-ups (assignments, exams, etc.) due to technical issues should be accompanied by the ticket number received from the UF Computing Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should email your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

For information about the privacy policies of the tools used in this course, see the links below:

- Adobe
 - o [Adobe Privacy Policy](#)
 - o [Adobe Accessibility](#)
- Honorlock
 - o [Honorlock Privacy Policy](#)
 - o [Honorlock Accessibility](#)
- Instructure (Canvas)
 - o [Instructure Privacy Policy](#)
 - o [Instructure Accessibility](#)
- Microsoft
 - o [Microsoft Privacy Policy](#)
 - o [Microsoft Accessibility](#)
- Perusall
 - o [Perusall Privacy Policy](#)
 - o [Perusall Accessibility](#)
- PlayPosit
 - o [PlayPosit Privacy Policy](#)
 - o [PlayPosit Accessibility](#)
- Sonic Foundry (Mediasite Streaming Video Player)
 - o [Sonic Foundry Privacy Policy](#)
 - o [Sonic Foundry Accessibility](#) (PDF)
- YouTube (Google)
 - o [YouTube \(Google\) Privacy Policy](#)
 - o [YouTube \(Google\) Accessibility](#)
- Zoom
 - o [Zoom Privacy Policy](#)
 - o [Zoom Accessibility](#)

CALS and University of Florida Policies

Academic Honesty and Plagiarism

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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."* It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university

policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

As your instructors, we want to emphasize that **PLAGIARISM, WHETHER INTENTIONAL OR UNINTENTIONAL, IS A SERIOUS AND POTENTIALLY CAREER-ENDING FORM OF ACADEMIC MISCONDUCT. Copying and pasting is never okay in academia.** Direct quotes are not commonly used in science writing; paraphrases accompanied by a proper citation should be used instead. Use of direct quotes of outside sources in this class will result in a loss of credit. Use of photographs or images without proper citation, both in-text and in a references list, is also considered plagiarism.

Grades and Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.ua.ufl.edu/public-results/>.

Software Use

All faculty, staff and students of the university 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, disciplinary action will be taken as appropriate.

Services for Students with Disabilities

The 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. 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.

You must submit this documentation prior to submitting assignments or taking quizzes or exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. The DRC may be contacted by visiting 001 Reid Hall, calling 352-392-8565, or visiting their web site at www.dso.ufl.edu/drc/.

Student Complaints

Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Online Course: <http://www.distance.ufl.edu/student-complaint-process>

Netiquette and Communication Courtesy

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

Security

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

General Guidelines

When communicating online, you should always:

- Treat the instructor and TAs with respect, even via email or in any other online communication.
- Always use your professors' proper title: Dr. or Prof.
- Unless specifically invited, don't refer to a professor by their first name. Calling your TAs by their first name is fine.
- Use clear and concise language.
- Remember that all college-level communication should have correct spelling and grammar.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Times New Roman and use a size 11 or 12 font.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) .
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or be construed as being offensive.
- Be careful with personal information (both yours and others).
- Do not send confidential information via email.

Email

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line including the name of the class
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return email address.
- Think before you send the email to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "Reply All."
- Be sure that the message author intended for the information to be passed along before you click the "Forward" button.

Discussion Boards

When posting on the discussion board in your online class, you should:

- Check to see if anyone already asked your question and received a reply before posting to the discussion board.

- Remember your manners and say please and thank you when asking something of your classmates or instructor.
- Be open-minded.
- If you ask a question and many people respond, summarize all posts for the benefit of the class.

When posting:

- Make posts that are on-topic and within the scope of the course material.
- Be sure to read all messages in a thread before replying.
- Be as brief as possible while still making a thorough comment.
- Don't repeat someone else's post without adding something of your own to it.
- Take your posts seriously. Review and edit your posts before sending.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
- If you refer to something that was said in an earlier post, quote a few key lines so readers do not have to go back and figure out which post you are referring to.
- Always give proper credit when referencing or quoting another source.
- If you reply to a classmate's question make sure your answer is correct; don't guess.
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Do not write anything sarcastic or angry; it always backfires.
- Do not type in ALL CAPS, if you do IT WILL LOOK LIKE YOU ARE YELLING.

Zoom

When attending a Zoom class or meeting, you should:

- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home, your professor and classmates can see you! While attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings.
- Make sure the background is not distracting or something you would not want your classmates to see.
- When in doubt use a virtual background. If you choose to use one, you should test the background out first to make sure your device can support it.
- Your background can express your personality, but be sure to avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.

Campus Helping Resources

Your wellbeing is important to me and the University of Florida community. Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides 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.

- *U Matter We Care*. 352-292-2273. UF's umbrella program for UF's caring culture. Provides students in distress with support and coordination of the wide variety of appropriate resources. <http://umatter.ufl.edu>. In case of a mental health emergency, call or text 9-8-8 for the National Suicide Prevention Hotline.
- *University Counseling Center & Wellness Center*, 3190 Radio Road, 352-392-1575. Counseling Services, Groups and Workshops, Outreach and Consultation, Self-Help Library & Wellness Coaching. <http://www.counseling.ufl.edu/>
- *Gatorwell Health Promotion Services*, multiple locations on campus, 352-273-4450. GatorWell uses health promotion strategies to educate UF students about health and wellness topics relevant to the college experience. <https://gatorwell.ufsa.ufl.edu/>
- *Career Connections Center*, First Floor Reitz Union, 352-392-1601, <https://career.ufl.edu/>.
- Student Success Initiative, <http://studentsuccess.ufl.edu>
- *Dean of Students Office*, 202 Peabody Hall, 392-1261. Among other services, the DSO assists students who are experiencing situations that compromises their ability to attend classes. This includes family emergencies and medical issues (including mental health crises). <https://care.dso.ufl.edu/>
- *Teaching Center*, Broward Hall, 352-392-2010 or 352-392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- *Writing Studio*, 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-center/>.
- *Fork and Field Pantry*. Food and toiletries for students experiencing food insecurity. <https://pantry.fieldandfork.ufl.edu/>.
- *University Police Department*, 352-392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>
- *Library Support*, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with using the libraries or finding resources.

Course Outline (subject to change – please check the Canvas calendar for the latest information)

Critical Dates

Syllabus quiz	January 13
Exam 1	February 10
Exam 2	March 10
International environmental issue essay	April 14
Exam 3	April 26
Final Exam	May 4

Learning Checkpoints and end-of-module assignments will be due at the start and finish of each module respectively, and these dates may change slightly from the schedule on this syllabus. Any schedule changes will be posted on Canvas; please refer to Canvas for specific due dates of these assignments.

Lecture Schedule

Module		Start Date
0	Course Orientation	January 9
1	Understanding the Global Environment	January 9
2	Geology and Biogeochemistry	January 17
3	Ecosystems	January 23
4	Biodiversity	January 30
5	Population Dynamics & Human Geography	February 13
6	Energy	February 20
7	Water	February 27
8	Air	March 20
9	Agriculture	March 27
10	Climate Change	April 3
11	Environmental Economics	April 17

Course Alterations

Due to unforeseen circumstances or to enhance class learning opportunities, it may be necessary to alter the information given in this syllabus during the semester. Such changes are not unusual and should be expected. All changes to the syllabus will be posted to Canvas. It is your responsibility to keep up with any syllabus changes.